



Pacoima Charter School
Renewal Petition
2026-2031

Submitted on August 20, 2025

WWW.PACOIMACHARTER.ORG
11016 NORRIS AVE
Pacoima, CA 91331

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations	2
Element 1 – The Educational Program	6
Element 2 – Measurable Pupil Outcomes and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured.....	66
Element 4 – Governance.....	75
Element 5 – Employee Qualifications	82
Element 6 – Health and Safety Procedures	91
Element 7 – Means to Achieve Racial and Ethnic Balance	97
Element 8 – Admission Requirements.....	100
Element 9 – Annual Financial Audits	104
Element 10 – Suspension and Expulsion Procedures	105
Element 11 – Employee Retirement Systems.....	125
Element 12 – Public School Attendance Alternatives.....	26
Element 13 – Rights of District Employees	127
Element 14 – Mandatory Dispute Resolution.....	128
Element 15 – Charter School Closure Procedures.....	133
Additional Provisions	141

Assurances, Affirmations, and Declarations

Pacoima Charter School (also referred to herein as “PCS” and “charter school” shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to dis-enroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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.

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)
- 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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

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(c)(5)(A)(i).)

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

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”). Signing the Assurance Form 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).

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b).

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”).

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

1. General Information

General Information	
The contact person for the Charter School is:	Sylvia Fajardo
The contact address for Charter School is:	11016 Norris Ave. Pacoima, CA 91331
The contact phone number for Charter School is:	(818) 899-0201
This location is in LAUSD Board District:	Board District 6
This location is in the LAUSD Region:	Northeast Region
The grade configuration of Charter School is:	TK-6 th
The number of students will be:	872
The grade levels will be:	TK-6 th
The first day of instruction in 2026-2027 will be:	August 10, 2026
The total enrollment capacity will be:	1300
The type of instructional calendar will be:	Traditional
The regular bell schedule will be:	TK-6 th 8:00am-2:40pm Tue: 8:30-2:10pm
The term of this Charter shall be from:	July 1, 2026- June 30, 2031

Self-Reflection for Pacoima Charter School

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607.2(b)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- **Middle Performing** – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b)
- **Low Performing** – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term — Education Code Section 47607.2(a).

The state indicators include the following:

- Chronic Absenteeism: Kindergarten through grade eight
- Suspension Rate: Kindergarten through grade twelve
- English Learner Progress: Grades one through twelve
- Graduation Rate: High school only
- College/Career: High school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: Grades three through eight and grade eleven – English language arts/literacy and Mathematics

Based on the applicable law and the determinations of the California Department of Education, Pacoima Charter School falls within the **middle-performing** category. The evidence provided below confirms that the school meets the statutory criteria and is eligible for a five-year charter renewal, as outlined below.

*For middle-performing charter schools, **Education Code Section 47607.2(b)** requires the District to evaluate performance, both schoolwide and across all student sub-groups, on state and local indicators reported on the California School Dashboard. In making this determination, the District must place greater weight on measures of academic performance, including the California Assessment of Student Performance and Progress (CAASPP) English Language Arts*

and Mathematics assessments, the English Learner Progress Indicator (ELPI), and the College/Career Indicator (CCI).

In addition to these Dashboard indicators, the District shall also consider evidence derived from assessments recognized as verified data by the State Board of Education. Such evidence must demonstrate measurable increases in academic achievement—defined as at least one year’s academic growth for each year in school—or show strong postsecondary outcomes, including college enrollment, persistence, and completion rates comparable to those of similar peers.

SBAC Data

Prior to the COVID-19 pandemic, Pacoima Charter School experienced steady growth, marked by a 16-percentage-point increase in students meeting or exceeding academic Math standards by 2019. The pandemic in 2022, however, brought significant challenges and revealed its impact on student learning. Despite these obstacles, our students have demonstrated resilience and are once again on a positive trajectory of growth.

In English Language Arts (ELA), we have achieved a 10-percentage-point increase since emerging from the pandemic. Pacoima Charter School continues to make meaningful progress in reducing the number of students performing below standard expectations. While we consistently demonstrate strength in listening and research inquiry, reading and writing remain priority areas for continued growth. Even so, students have shown steady improvement across all domains, reflecting both their determination and the effectiveness of our instructional support.

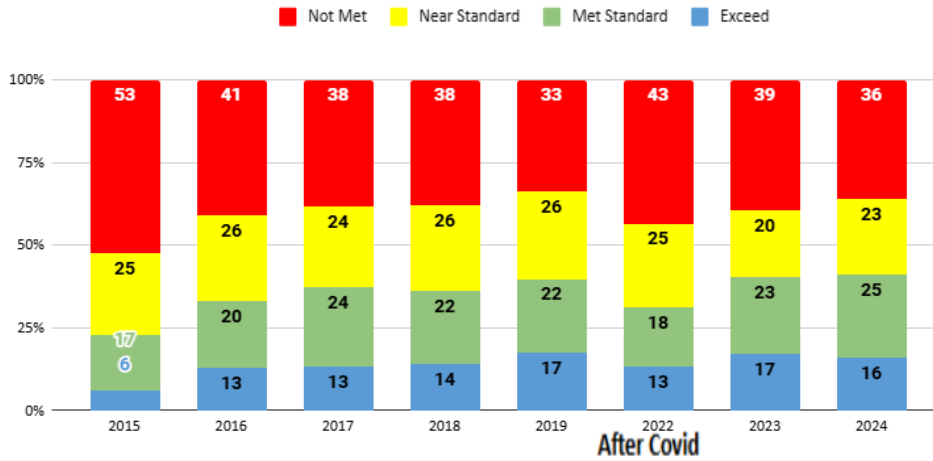
In the upcoming renewal cycle, Pacoima Charter School will strengthen classroom instruction across all ELA domains. Our partnership with the Success for All Foundation (SFA) and Wonders ELA/ELD will continue, providing robust professional development and coaching for teachers. SFA will deliver ongoing, targeted support tailored to teachers’ needs, including grade-level coordinator training and the development of component-specific teams for peer collaboration.

We will maintain implementation of SFA’s coaching model, which uses a data-driven, problem-solving approach to help teachers establish clear, attainable goals aligned with students’ primary needs. This model not only fosters meaningful professional growth throughout the school year but also promotes the development of innovative teaching strategies.

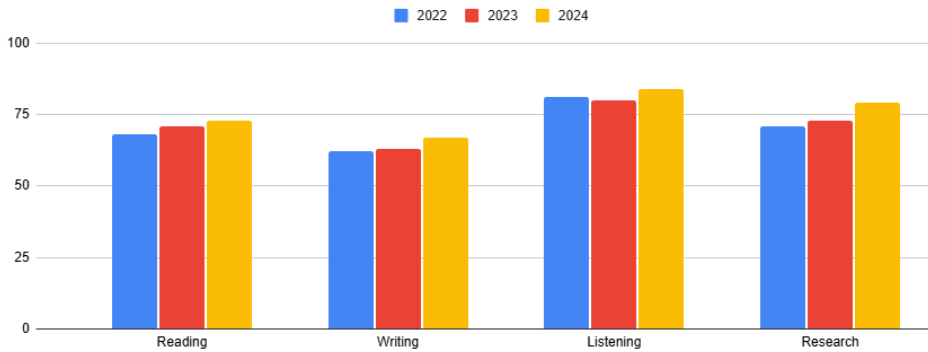
Additionally, we will continue to implement the *Write from the Beginning* program, which offers structured, research-based support across all writing genres. This program equips students with a strong foundation in organization, clarity, and voice while fostering consistent writing practice. Through targeted mini-lessons that address essential writing traits, students will enhance their ability to plan, draft, revise, and publish effectively. By building these skills, our students will develop into confident, proficient writers who can communicate their ideas with clarity and creativity across content areas.

English Language Arts (ELA) Dashboard Data

Exceed, Met Standard, Near Standard and Not Met



% of Students Scoring Exceed/At/Near in the ELA Domains



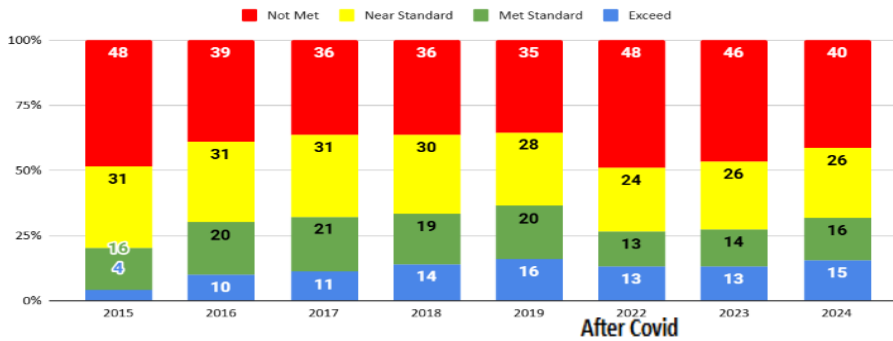
Mathematics Dashboard Data

Similar to our progress in ELA, Pacoima Charter School has demonstrated growth in mathematics. While math remains the area where students face the greatest challenges in fully recovering from the pandemic, we have achieved notable gains. Since COVID, the percentage of students meeting grade-level standards has increased by 6 percentage points, while the percentage of students performing below standard has decreased by 8 percentage points.

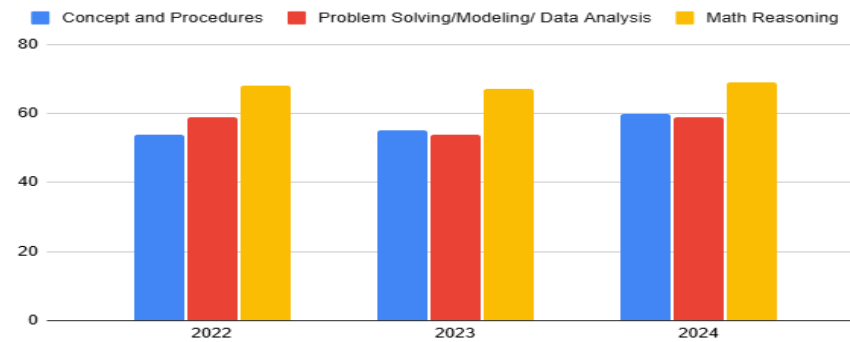
Our students have demonstrated growth across all mathematics domains; however, concepts and procedures remain an area of focus. To address this need, Pacoima Charter School will adopt a math program aligned with the new California Mathematics Framework in the upcoming school year.

We remain committed to providing high-quality instruction and supporting teachers through targeted professional development that directly connects educator learning with student achievement goals. Student progress will be closely monitored through ongoing data analysis, goal setting, and systematic progress monitoring, ensuring continuous improvement and steady growth in mathematical proficiency.

Exceed, Met Standard, Near Standard and Not Met



% of students scoring Exceed/At/Near Standard



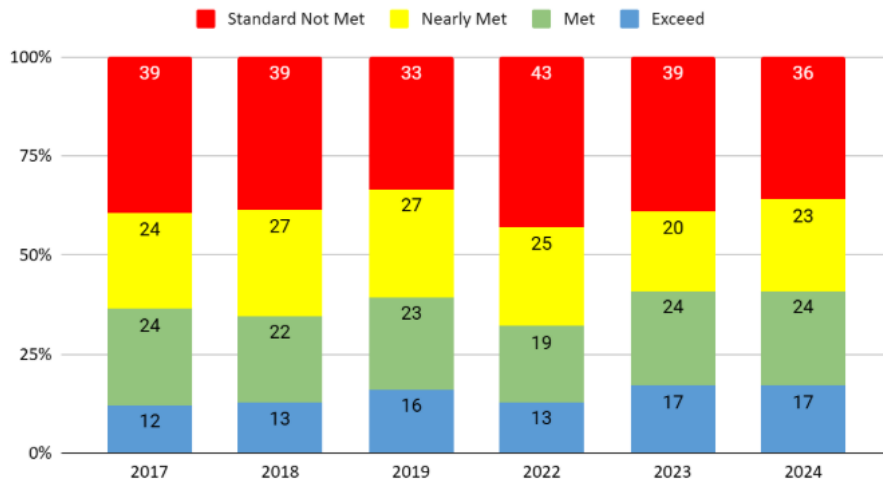
Subgroup Performance

Our Latino and socioeconomically disadvantaged students have made significant progress in both ELA and mathematics since returning from COVID. Students with disabilities have also shown growth in ELA and positive gains in math, including a 10-percentage-point decrease in the number of students not meeting standards.

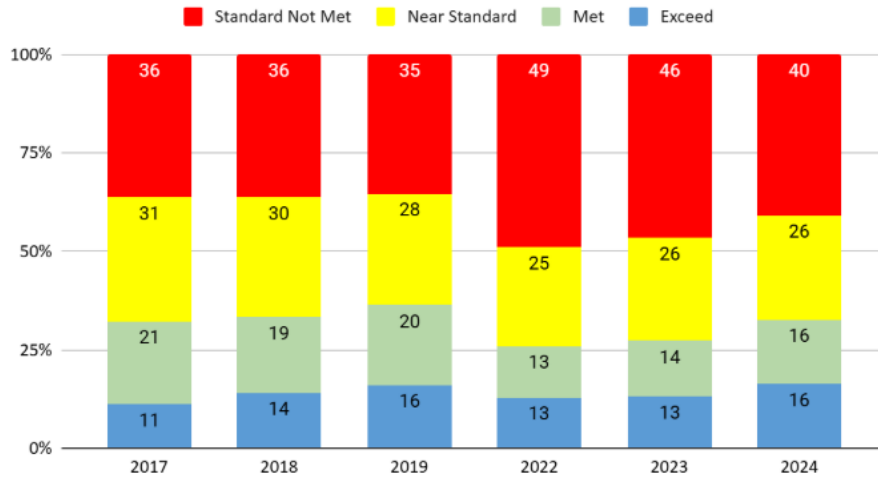
In English Language Development (ELD), our students demonstrated strong progress immediately following COVID; however, we experienced a 10-percentage-point decline in the number of students making progress compared to the prior year. To address this, we have implemented intentional structural changes that provide all grade levels with uninterrupted time for Designated ELD.

We have also expanded teacher support by increasing access to professional development through the Ellevation platform, which enhances instructional strategies while enabling us to monitor English Learners’ progress more effectively. Looking ahead, beginning in the 2025–26 school year, we will implement *Summit K-12* as both our benchmark assessment system and intervention program for English Learners. These steps underscore our commitment to ensuring that all students thrive academically and acquire the skills necessary for long-term success.

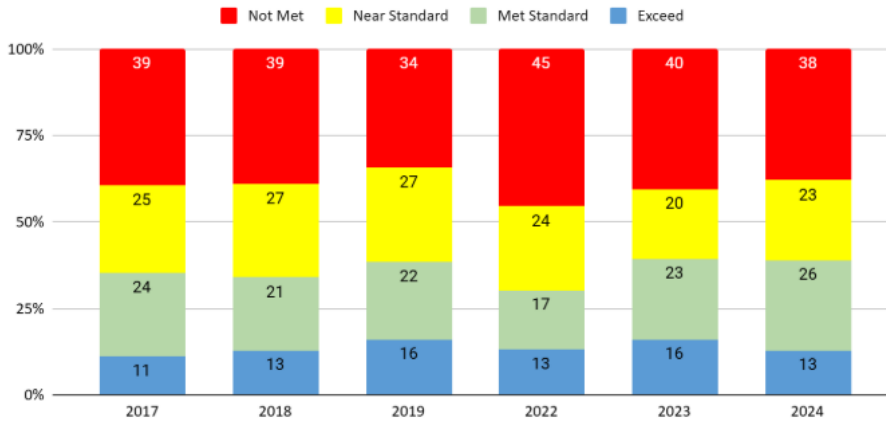
Latino Overall ELA Performance Since Last Renewal



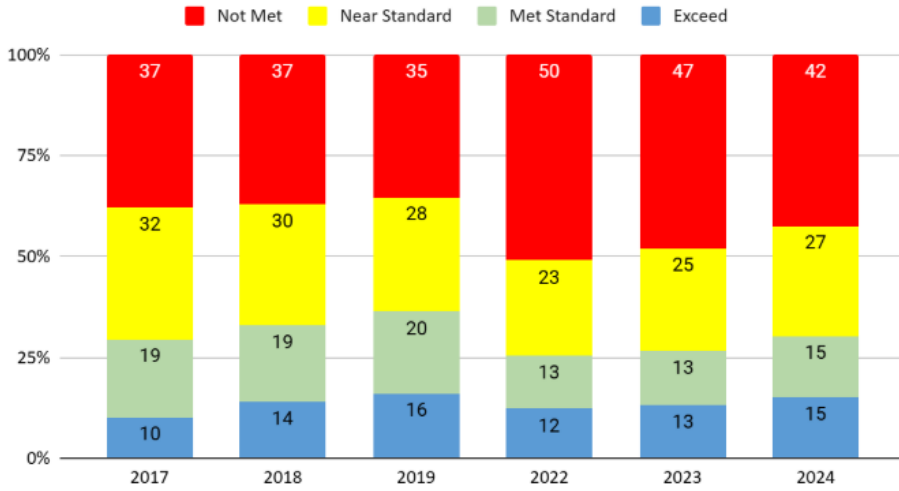
Latino Overall Math Performance Since Last Renewal



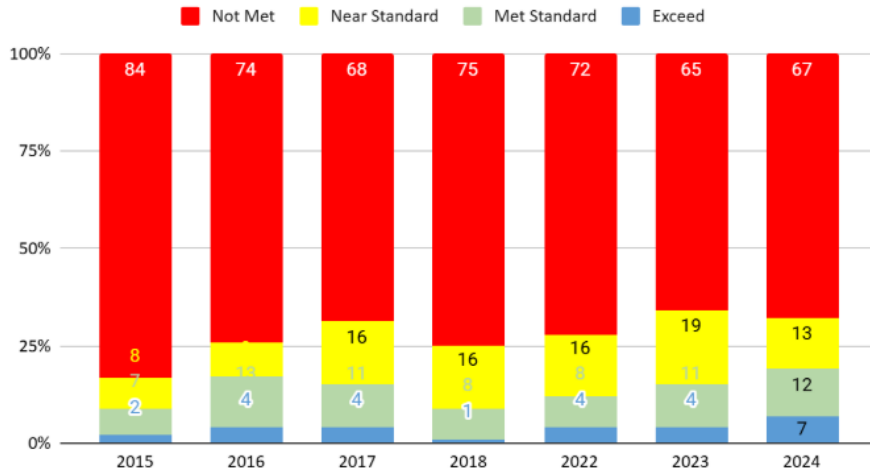
SED Overall ELA Performance Since Last Renewal



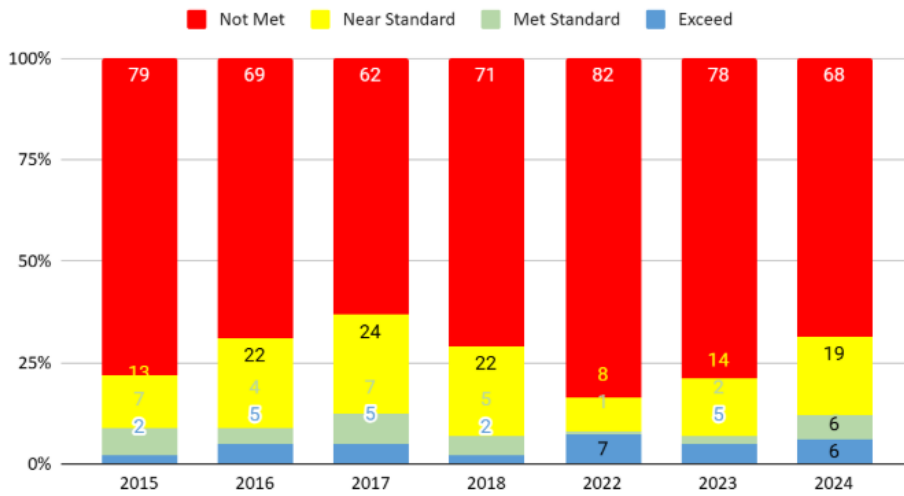
SED Overall Math Performance Since Last Renewal



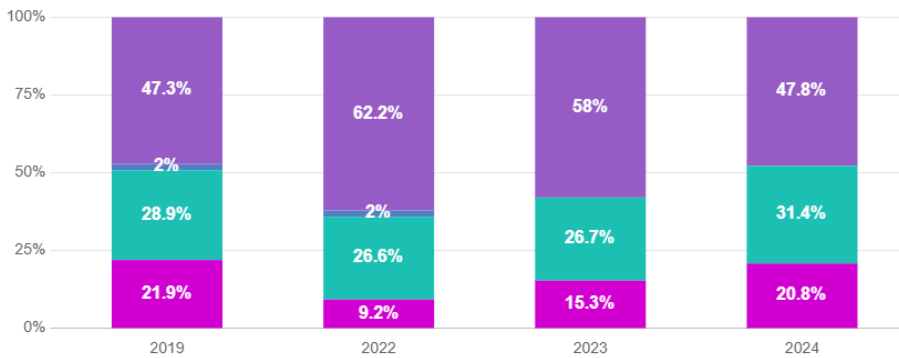
SWD Overall ELA Performance Since Last Renewal



SWD Overall Math Performance Since Last Renewal



English Learner ELPAC Progress Since Last Renewal



Student Groups

Our Latino and socioeconomically disadvantaged students have made significant progress in both ELA and mathematics since returning from COVID. Students with disabilities have also shown growth in ELA and positive gains in math, including a 10-percentage-point decrease in the number of students not meeting standards.

In English Language Development (ELD), our students demonstrated strong progress immediately following COVID; however, we experienced a 10-percentage-point decline in the number of students making progress compared to the prior year. To address this, we have implemented intentional structural changes that provide all grade levels with uninterrupted time for Designated ELD.

We have also expanded teacher support by increasing access to professional development through the Ellevation platform, which enhances instructional strategies while enabling us to monitor English Learners’ progress more effectively. Looking ahead, beginning in the 2025–26 school year, we will implement *Summit K-12* as both our benchmark assessment system and intervention program for English Learners. These steps underscore our commitment to ensuring that all students thrive academically and acquire the skills necessary for long-term success.

PCS Dashboard State and Local Indicators (2024)

The following charts reflect the Pacoima Charter School’s 2024 Dashboard performance indicators.

English Language Arts (DFS)			
STUDENTS	PCS	LAUSD	STATE
All	-23.2	-28.2	-13.2
Latino	-22.7	-38.9	-39.3
English Learners	-37	-78.7	-67.6
Socioeconomically Disadv	-28.2	-40.2	-40.9
Students with Disabilities	-88.7	-106.9	-95.6

English Learner Progress			
STUDENTS	PCS	LAUSD	STATE
English Learners	47.80%	47.50%	45.70%

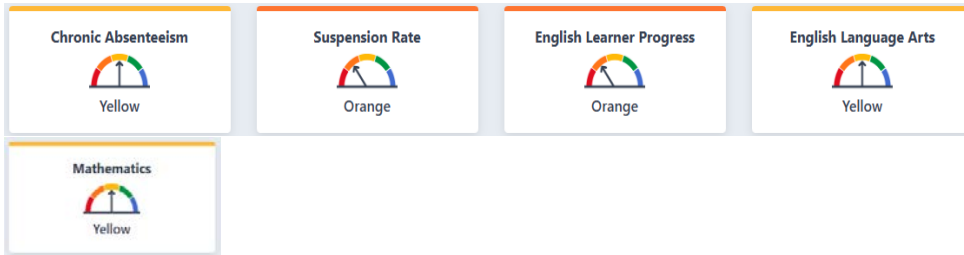
Math (DFS)			
STUDENTS	PCS	LAUSD	STATE
All			
Latino	-38.1	-72.6	-79.2
English Learners	-53	-95.4	-93.4
Socioeconomically Disadv	-43	-72.6	-78.2
Students with Disabilities	-93.7	-131.3	-124.9

Science (DFS)			
STUDENTS	PCS	LAUSD	STATE
Latino	-15.3	-20	-19.3
English Learners	-17.9	-28.2	-25.6
Socioeconomically Disadv	-15.6	-20.2	-19.1
Students with Disabilities	-23	-29.3	-27.3

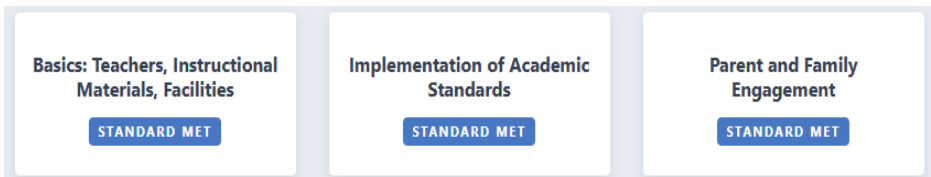
Chronic Absenteeism			
STUDENTS	PCS	LAUSD	STATE
All	25.9%	23.30%	18.6%
Latino	24.7%	23.60%	21.7%
English Learners	25.7%	23%	20.1%
Socioeconomically Disadv	26.6%	25.10%	23.4%
Students with Disabilities	31.5%	30.90%	26.3%

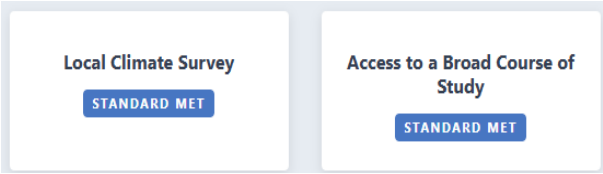
Suspension Rate			
STUDENTS	PCS	LAUSD	STATE
All	2%	0.40%	3.20%
Latino	1.90%	0.40%	3.40%
English Learners	1.60%	0.30%	3.40%
Socioeconomically Disadv	2.30%	0.40%	4%
Students with Disabilities	2.40%	0.70%	3.20%

Pacoima Charter School’s Dashboard Indicators- 2024



Pacoima Charter’s School Indicators- 2024





Student Performance and Commitment to Growth

The 2024 CAASPP results highlight the effectiveness of Pacoima Charter School’s educational program. Latino, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners outperformed the state in English Language Arts, while Latino, Socioeconomically Disadvantaged, and English Learners also performed above the state average in Mathematics. These outcomes demonstrate the positive impact of our instructional practices and targeted supports.

Pacoima Charter School remains deeply committed to improving student outcomes, as reflected in the California School Dashboard indicators. The recovery from the COVID-19 pandemic has presented both significant challenges and valuable opportunities for growth and innovation. As students transitioned back to in-person learning, PCS implemented a comprehensive, targeted approach to support both academic progress and social-emotional well-being.

Professional development for staff was expanded and enhanced, with a focus on integrating innovative methodologies and evidence-based instructional strategies that engage learners across diverse settings. This intentional investment in teacher capacity ensures that instruction is dynamic, inclusive, and responsive to student needs.

Looking ahead, Pacoima Charter School is dedicated to building a resilient, equitable, and forward-thinking educational environment, one that embraces future challenges and ensures every student is prepared to succeed and thrive.

CAASPP – 2023 Percentage of Students Meeting or Exceeding Standards (All Students):

Student Groups	PCS (ELA)		State of California (ELA)		School to State DFS Comparisons
	Demographics	Standard Met or Exceeded	Demographics	Standard Met or Exceeded	
All Students	-----	41.03	-----	47.04	Lower
Latino	92%	41	54%	36.78	Higher
SED	85%	39.12	62%	36.81	Higher
EL	28%	12.5	15%	10.29	Higher
SWD	19%	19.32	12%	15.83	Higher

Student Groups	PCS (Math)		State of California (Math)		School to State DFS Comparisons
	Demographics	Standard Met or Exceeded	Demographics	Standard Met or Exceeded	
All Students	-----	32.3	-----	35.54	Lower
Latino	94%	32.79	54%	23.73	Higher
SED	85%	30.93	63%	24.98	Higher
EL	29%	10.3	16%	10.25	Higher
SWD	19%	12.5	12%	12.54	Lower

Measurements of Academic Performance – Verified Data

Internal Academic Performance and Growth

Pacoima Charter School uses I-Ready by Curriculum Associates to administer three computer-adaptive diagnostic assessments in Reading and Math each year. These assessments establish student baselines, monitor growth mid-year, and measure end-of-year progress. The data informs targeted instructional adjustments, ensuring that every student’s learning needs are effectively addressed and academic growth is maximized.

The chart below presents the 2024 growth data for all students as well as for numerically significant student subgroups. The data demonstrates the effectiveness of the Charter School’s educational program, with more than 60% of students meeting or exceeding their expected growth by the end of the school year in Reading and over 55% in math.

	Reading		Mathematics	
	Progress to Annual Typical Growth (Median%)	Annual Typical Growth Met	Progress to Annual Typical Growth (Median%)	Annual Typical Growth Met
All Students	126%	65%	107%	56%
English Learners	127%	62%	100%	50%
Latino	127%	62%	109%	56%
SED	145%	66%	104%	54%
SPED	136%	60%	105%	55%

Community Need for Charter School

Over the past 22 years, Pacoima Charter School has become a vital asset to our community. Once known as one of the most underperforming schools in the area, we have transformed our reputation through a commitment to academic excellence and comprehensive socio-emotional support. Today, both students and parents recognize and value our strong curriculum and nurturing school environment. Element 2 will highlight our academic successes in detail. Pacoima Charter School has and will continue to meet the needs of the community it serves by meeting the expectations on the LAUSD oversight reports in the following areas:

1. Governance:
2. Student Achievement and Educational Performance:
3. Organizational Management, Programs and Operations:
4. Fiscal Operations:

Academic Achievement of Surrounding Schools (2023-2024)

Pacoima Charter School has demonstrated notable academic progress, particularly when compared to neighboring non-charter schools. While our overall test scores remain below the California state average, the school's trajectory reflects significant improvement and underscores its vital role in the community. The following charts illustrates the need for Pacoima Charter School in this community.

SBAC Comparison Schools Results **2023-2024**

School	ELA	Math	Science
<i>Pacoima Charter School</i>	41.03	32.30	25.55
Haddon	31.38	26.45	18.75
Telfair	30.97	28.88	16.50
Broadous	33.88	23.56	17.24
Sharp Ave	31.19	17.27	12.66
Beachy	30.16	26.0	12.69
Morningside	27.64	18.91	10.96
San Fernando	30.92	26.67	20.31
Sarah Coughlin	38.86	33.1	15.85
Montague	34.19	34.33	21.17
Fenton	42.46	36.13	24.59
LAUSD	43.06	32.83	23.96
STATE	47.04	35.54	30.70

Middle School 6th Grade	ELA	Math
<i>Pacoima Charter School</i>	45.9	24.97
Maclay MS	20.27	3.97
Pacoima MS	40.9	29.07
San Fernando MS	32.58	11.89

Academic Performance Highlights

- English Language Arts (ELA): In 2024, 41.03% of students met or exceeded the state standard in ELA, marking a slight increase from the previous year.
- Mathematics: 32.3% of students met or exceeded the state standard in math, reflecting a 4.89% improvement from the previous year.
- Science: Notably, 25.5% of students achieved proficiency or advanced levels on the state science assessment, surpassing all the local district and charter schools in the area.
- The 6th class outperformed LAUSD's Maclay, and San Fernando middle schools in both Math and English Language Arts. It also outperformed Pacoima Middle school in ELA.
- The Robotics Team participated in multiple competitions throughout the school year, competing against both LAUSD and charter schools. Our team consistently earns awards across various categories, proudly bringing home nine trophies last year alone.

Areas of Challenge

Chronic absenteeism at Pacoima Charter School continues to be a major challenge. Students with more than 10% absence rate has increased after the pandemic of 2020. Reducing the percentage rate has become our top priority. Chronic absenteeism interrupts the consistent learning and development our students need. The following are consequences of excessive absenteeism that is seen with our students.

1. **Foundational Skills Gaps** – Elementary years focus on building essential skills like reading, writing, and basic math. Missing instruction during these formative years creates gaps that compound over time, making it harder for students to catch up.
2. **Interrupted Learning Routines** – Young children thrive on structure and routine. Frequent absences disrupt their sense of consistency, which can affect their focus, behavior, and engagement when they return.
3. **Weaker Social-Emotional Development** – Elementary school is where students learn how to interact with peers, develop friendships, and practice self-regulation. Chronic absenteeism limits these opportunities, leading to feelings of isolation and difficulty integrating socially.
4. **Lower Academic Confidence** – When children miss lessons and return unprepared, they may feel embarrassed, anxious, or less confident. This can lead to disengagement and a negative attitude toward school.

5. **Long-Term Academic Impact** – Research shows that chronic absenteeism in the early grades is a strong predictor of poor academic performance, higher dropout rates, and reduced graduation chances later on.
6. **Family and Community Effects** – Absenteeism is often linked to challenges at home (health, transportation, housing instability). If not addressed early, these patterns may persist and continue to hinder learning.

The Student and Family Services Director, office clerk, and MSW interns work collaboratively to monitor and address attendance concerns. Student attendance records are updated daily, which includes tracking late arrivals, documenting reasons for absences, and contacting families regarding unverified absences.

Every two weeks, data from our student information system (Aeries) is extracted and entered into a tracking sheet. Students with an attendance rate of 89% or below are identified for intervention. Parents are notified of their child's attendance status through *ParentSquare* (our parent communication platform) and by letter sent via USPS. A member of the social work team is then assigned to support the family.

Once communication is established, barriers to attendance are identified and addressed. The assigned team member maintains ongoing contact with the family until the student successfully exits the intervention group.

Additionally, the team oversees schoolwide attendance incentive programs, which are multi-tiered and include recognition at the individual, classroom, and schoolwide levels.

Holistic Student Support

The school's commitment extends beyond academics. It offers comprehensive support services, including two medical staff, psychologist, speech pathologists, and social workers, addressing students' social, emotional, and physical needs.

Community Impact

Serving a predominantly low-income, Hispanic student population, Pacoima Charter School has transformed from one of California's lowest-performing schools into a model of academic growth and community engagement. This remarkable journey highlights the critical role that committed educational institutions play in uplifting underserved communities.

Pacoima Charter has earned the trust of families, fostering a welcoming environment where community members feel comfortable seeking support and guidance. The school leads the **Pacoima Community Initiative (PCI)**, a monthly event that brings together more than 45 partner agencies to collaborate and provide essential resources to families. Participants include a wide range of community organizations as well as representatives from local government, ensuring that support is both comprehensive and impactful.

Student Population to be Served

Pacoima Charter School operates on a traditional calendar and currently serves 836 students in grades TK through 6. Our student population continues to reflect the characteristics of an at-risk community. Most of our students reside in Pacoima, with many living directly across the street in public housing. Many families live in multi-family homes or converted garages, often with limited English spoken at home and low levels of formal education. Despite these challenges, our students demonstrate a strong interest in science and consistently rise above expectations. Pacoima Charter School has outperformed both the District and the State on the SBAC Test. We are proud to offer award-winning programs in Engineering and Robotics and a Classical Music Violin Ensemble. As a Title I-funded school, we are committed to providing equitable opportunities and a rigorous, engaging education for all students.

Student Enrollment and Demographics

Ethnicity	Students
<i>African-American</i>	3.7%
<i>Hispanic/Latino</i>	95.88%
<i>English Learners</i>	30.27%
<i>SPED</i>	16.59%
<i>Socio-Econ Disad.</i>	80.99%

Based on 2024-2025 Aeries Analytics Report (10-24)

Projected Enrollment

Grade	25-26	26-27	27-28	28-29	29-30	30-31
TK	50	50	50	50	50	50
K	120	120	120	120	120	120
1	117	120	120	120	120	120
2	113	117	120	120	120	120
3	118	113	117	120	120	120
4	128	118	113	117	120	120
5	136	128	118	113	117	120
6	90	90	90	90	90	90
Total	872	856	848	850	857	860

Goals and Philosophy

The Pacoima Charter School community is proud to submit its fourth charter renewal request, reaffirming the unwavering commitment of all stakeholders to the mission and vision established in the original petition of July 2003. Over the past 22 years, charter status has empowered us to implement innovative practices and adopt research-based curricula that would not have been possible under a traditional model. This autonomy has resulted in measurable gains in student achievement, increased parent engagement, expanded access to effective interventions, and greater flexibility in directing resources to meet the unique needs of our student population.

Pacoima Charter School's Mission

The Mission of Pacoima Charter School is to create an environment that fosters a high quality educational experience for all children. We strive to prepare students for college and career by holding high academic expectations, nurturing positive social-emotional growth, developing strong literacy and STEAM (Science, Technology, Engineering, Arts and Mathematics) skills.

Pacoima Charter School's Vision

The Pacoima Charter School learning community is committed to developing students who are academic achievers, effective communicators, responsible citizens, proficient with technology and ready for the challenges of the 21st century. Upon completing their Pacoima Charter School's journey, our students will be prepared to meet the challenges of middle school, high school, college and beyond.

An Educated Person in the 21st Century

School firmly asserts that a well-rounded education in the 21st century demands students be equipped not only with academic knowledge, but also with critical skills and habits of mind essential for thriving in a globally connected world. To support this vision, we have established Student Learning Outcomes (SLOs) that provide a solid foundation for lifelong learning and success in middle school, high school, college, and future careers.

These SLOs reflect the school's mission and vision to cultivate students who are not only academically successful, but socially engaged, technologically adept, and prepared to pursue meaningful post-secondary pathways. By embedding these outcomes throughout the academic program, Pacoima Charter School ensures that students benefit from a holistic education that nurtures the whole child.

Pacoima Charter School Student Learning Outcomes (SLOs)

Pacoima Charter School will prepare its students to be:

1. Academic Achievers who:

- Meet and exceed the California Standards in S.T.R.E.A.M. (Science, Technology, Reading, Engineering, Arts, and Mathematics)

2. Effective Communicators who:

- Master English Language Skills to fully access all educational, social, cultural and employment opportunities of mainstream society
- Read and comprehend information
- Listen and comprehend information
- Speak with confidence with in a group or to an audience
- Write reports, letters, essays, and creative writing assignments

3. Responsible Citizens who:

- Demonstrate pro-social behavior with a strong responsibility towards their peers, home, and community
- Make informed decisions
- Understand how actions or lack of actions affect oneself and others
- Exhibit good manners
- Demonstrate skills in resolving conflict through positive, non-violent alternatives

4. Technology Proficient Students who:

- Demonstrate competence in the use of computers
- Demonstrate competence with other appropriate technological equipment and devices
- Utilize and discern information from internet
- Present visual displays and reports

How Learning Best Occurs

The majority of our student population lives in poverty, and the indicators commonly used to identify an "at-risk" population continue to reflect the circumstances of many Pacoima students. At Pacoima Charter School, we recognize that students learn best when their fundamental needs are met. As such, we have made a deliberate commitment to addressing the needs of the whole child by allocating resources that support their academic, social, emotional, and physical well-being.

1. **Early Childhood Education-** We understand the importance of early childhood education and the need for quality preschools in the area. Therefore, we offer a full-year California State Preschool Program (CSPP). We participate in the Quality Start Los

Angeles (QSLA) which provides coaching and professional development. We have received a 5 out of 5 on their quality rating scale.

2. **Nutrition-** Pacoima Charter School recognizes that students who lack access to nutritious meals may struggle to focus and learn effectively. To address this, the school employs professionally trained chefs who plan and prepare healthy, balanced meals each day. Many of the ingredients are sourced directly from farms, with an emphasis on whole grains and organic produce. Students also have daily access to fresh fruit and a full salad bar, ensuring they receive the nourishment needed to thrive academically and physically.
3. **Health-** Student health is a top priority at Pacoima Charter School. Our fully staffed health office includes two full-time medical professionals who provide daily support and conduct routine auditory and vision screenings. In partnership with UCLA and USC dental schools, as well as the Kids Dental Clinic, we offer comprehensive dental screenings and services to all students. Our dedicated staff also serve as advocates for our students and their families, assisting them in navigating the healthcare system to ensure access to essential medical and dental care.
4. **Clothing-** Pacoima Charter operates a uniform donation and exchange system, where gently used uniforms are collected and sorted. In addition, we partner with community agencies who provide new uniforms and shoes at no cost to families in need. This helps ensure all students have properly fitting attire throughout the school year.
5. **Shelter-** The Student and Family Services Department assists parents in completing applications to the housing authority and helps them navigate through the process. In addition, they are linked with temporary shelters and other community agencies that provide long-term assistance.
6. **Emotional Well-Being-** Our in-school counseling services consist of a full-time school psychologist, applied behavior interns, two full-time social workers, and social work interns. They provide emotional support through individual and group counseling. Furthermore, this team facilitates a variety of workshops and classes for all parents. We established partnership with El Centro de Amistad, a mental health agency, that provides services to our students at our campus.
7. **Safety-** Pacoima Charter School maintains a closed campus to provide safety for all staff and students. We have placed security cameras at strategic locations throughout the campus. We have adequate supervision before, during, and after school. We conduct regular drills and participate in the Great California Shakeout. Our school crisis team assesses and responds to all threats. Our school has zero tolerance for bullying. We have a partnership with the LAPD Community Safety Partnerships (CSP). LAPD-CSP officers employ a visible presence along travel routes and established *Safe Passage* to and from school.

8. **Parental Engagement-** Pacoima Charter School recognizes the vital role that parental involvement plays in student academic success. To foster strong, home-school partnerships, our Family Resource Center is staffed by a full-time parent liaison dedicated to providing families with meaningful opportunities to engage in their children's education. Through ongoing communication, workshops, and events, we empower parents to become active participants in the school community

Description of Pacoima Charter School's Goals

At Pacoima Charter School, we believe our school goals empower students to become self-motivated, competent, and lifelong learners. We recognize that true success lies in the effort invested in the learning process, not just in the final outcome.

Our school has embraced the *Growth Mindset* philosophy developed by Dr. Carol Dweck, which holds that intelligence is not fixed, but can be cultivated through learning, effort, practice, and perseverance. With this approach, we teach our students to embrace challenges, learn from mistakes, value effort, and remain committed to continuous growth.

We encourage students to view obstacles as opportunities for learning and to set personal goals that help them navigate and overcome academic difficulties. At PCS, students understand that their abilities can improve over time when they remain focused, take risks, and stay resilient in the face of setbacks.

We intentionally create a safe and supportive learning environment where students are not afraid to make mistakes. We praise effort, persistence, and progress, celebrating each student's unique learning journey. It is our firm belief that students who develop a Growth Mindset will have the lifelong tools to build and restore their own confidence and to thrive both in and beyond the classroom.

Local Control Funding Formula State Priorities

LCAP Goal #1

Goal #	Description					
Goal #1	Increase the number of English Learners making progress towards English Proficiency					
State Priorities addressed by this goal.			Local Priorities			
State Priorities: #1, #2, #4, #7, #8			SLOs: #1, #2, #4			
Specific Actions to Achieve Goal						
<ol style="list-style-type: none"> 1. Extended instructional day (30 min) 2. Implementation of the PCS Master Plan 3. Hiring of highly effective teachers 4. Quality professional development 5. Monitor ELs progress using ELD portfolios 6. Provide support personnel services (Social worker, psychologist, ELD Intervention teacher) 7. Support students by using technology (I-Ready) 8. Targeted intervention with Recovery teacher 						
Expected Annual Measurable Outcomes						
Outcome #1: PCS will increase the number of students meeting the ELPAC criteria by 3% points.						
Metric/Method for Measuring: Percentage of students meeting the ELPAC criteria.						
Applicable Student Groups	Baseline 2023-2024	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	*	*	*	*	*	*
English Learners	7.41%	B+3%	Y1+3%	Y2+3%	Y3+3%	Y4+3%
Socioeconomically Disadvantaged	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African-American	*	*	*	*	*	*
Latino	*	*	*	*	*	*
White	*	*	*	*	*	*

LCAP Goal #2

Goal #	Description					
Goal #2	Increase the number of students scoring “Standard Met or Exceeded” on the CAASPP					
State Priorities addressed by this goal.			Local Priorities			
State Priorities: #2, #4, #7, #8			SLOs: #1, #2, #4			
Specific Actions to Achieve Goal						
<p>Pacoima Charter School will continue to provide the following services in order to Increase the number of students scoring “standard met or exceeded” on the SBAC in Math and ELA:</p> <ol style="list-style-type: none"> 1. Extended day (30 min.) 2. Intervention services during the instructional day and afterschool 3. Laptops (one to one ratio) 4. Fully qualified teachers 5. Common Core Standards-based curriculum 6. Support personnel 7. Saturday and summer school 						
Expected Annual Measurable Outcomes						
Outcome #1: PCS will annually increase the number of students achieving proficiency in <u>Math</u> by 2-3 % points.						
Metric/Method for Measuring: % of students performing at or above proficiency level on CAASPP Mathematics Assessment						
Applicable Student Groups	Baseline 2023-2024	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	32.30%	35%	38%	41%	44%	47%
English Learners	10.30%	13%	16%	19%	22%	25%
Socioeconomically Disadvantaged	30.93%	33%	36%	39%	41%	44%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	12.50%	15%	18%	21%	24%	27%
African-American	*	*	*	*	*	*
Latino	31.18%	34%	37%	40%	43%	46%
White	*	*	*	*	*	*

Outcome #1A: PCS will show annual progress toward meeting the needs of all students on the CA Dashboard Status and Change Report and Equity Report						
Metric/Method for Measuring: California Schools Dashboard Status Math (DFS)						
Applicable Student Groups	Baseline 2023-2024	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	-39.5 DFS	< B	< Y1	< Y2	< Y3	< Y4
English Learners	-53 DFS	< B	< Y1	< Y2	< Y3	< Y4
Socioeconomically Disadvantaged	-43 DFS	< B	< Y1	< Y2	< Y3	< Y4
Foster Youth	*	*	*	*	*	*
Students with Disabilities	-93.7 DFS	< B	< Y1	< Y2	< Y3	< Y4
African-American	*	*	*	*	*	*
Latino	-38.1 DFS	< B	< Y1	< Y2	< Y3	< Y4
White	*	*	*	*	*	*
Outcome #2: PCS will annually increase the number of students achieving proficiency in ELA by 2-3 % points.						
Metric/Method for Measuring: % of students performing at or above proficiency level on CAASPP ELA Assessment						
Applicable Student Groups	Baseline 2023-2024	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	41.03%	44 %	47%	50%	53%	56%
English Learners	12.50%	15%	18%	21%	24%	27%
Socioeconomically Disadvantaged	39.12%	42%	45%	48%	51%	54%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	19.32%	22%	25%	28%	31%	34%
African-American	*	*	*	*	*	*
Latino	39.13%	42%	45%	48	51	54
White	*	*	*	*	*	*

Outcome #2A: PCS will show annual progress toward meeting the needs of all students on the CA Dashboard Status and Change Report and Equity Report						
Metric/Method for Measuring: California Schools Dashboard Status <u>ELA</u> (DFS)						
Applicable Student Groups	Baseline 2023-2024	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	-23.2 DFS	< B	< Y1	< Y2	< Y3	< Y4
English Learners	-37 DFS	< B	< Y1	< Y2	< Y3	< Y4
Socioeconomically Disadvantaged	-28.2 DFS	< B	< Y1	< Y2	< Y3	< Y4
Foster Youth	*	*	*	*	*	*
Students with Disabilities	-88.7 DFS	< B	< Y1	< Y2	< Y3	< Y4
African-American	*	*	*	*	*	*
Latino	-22.7 DFS	< B	< Y1	< Y2	< Y3	< Y4
White	*	*	*	*	*	*

LCAP Goal #3

Goal #	Description					
Goal #3	Reduce the number of school suspensions					
State Priorities addressed by this goal.			Local Priorities			
State Priorities: #6			SLOs: #1, #2, #3			
Specific Actions to Achieve Goal						
<p>Pacoima Charter School will continue to provide the following services in order to reduce or maintain the number of suspensions:</p> <ol style="list-style-type: none"> 1. Support personnel to address behavior (Positive Behavior Facilitator, Psychologist, Social Worker, Behavior analyst interns) 2. Incentives such as “Go for the Gold” 3. Character Education Programs- Getting Along Together and Second Step 4. Yard supervision personnel training 5. FuelEd training for all personnel 						
Expected Annual Measurable Outcomes						
Outcome #1: Outcome #1: PCS will maintain the number of suspensions below 3 %						
Metric/Method for Measuring: LAUSD’s Suspension and Expulsion Monthly Report and behavior referral data						
Applicable Student Groups	Baseline 2024-2025	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	0.84%	< 2%	< 2%	< 2%	< 2%	< 2%
English Learners	0.12 %	< 2%	< 2%	< 2%	< 2%	< 2%
Socioeconomically Disadvantaged	100 %	< 2%	< 2%	< 2%	< 2%	< 2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0.36%	< 2%	< 2%	< 2%	< 2%	< 2%
African-American	0.12%	< 2%	< 2%	< 2%	< 2%	< 2%
Latino	0.48%	< 2%	< 2%	< 2%	< 2%	< 2%
White	*	*	*	*	*	*

LCAP Goal #4

Goal #	Description					
Goal #4	Maintain the school facility safe and in good repair					
State Priorities addressed by this goal.			Local Priorities			
State Priorities: #1			SLOs: #1, #2, #3, #4			
Specific Actions to Achieve Goal						
<p>Pacoima Charter School will continue to maintain the school facility safe and in good repair by doing the following:</p> <ol style="list-style-type: none"> 1. Inspecting the campus for safety hazards 2. Repairing areas of need 3. Contracting with District for services 4. Contract outside contractors for minor repairs 5. Contracting for custodial services 6. Contracting for gardening services 7. Following our PCS's Safety Plan and OHSA guidelines 						
Expected Annual Measurable Outcomes						
Outcome #1 PCS will maintain the facility in good repair and free of hazards						
Metric/Method for Measuring: LAUSD's inspections and oversight reports						
	Baseline 2023-2024	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
Weekly Inspection Checklist	100% in good repair	100% in good repair	100% in good repair	100% in good repair	100% in good repair	100% in good repair
LAUSD's Oversight Report	100% in good repair	100% in good repair	100% in good repair	100% in good repair	100% in good repair	100% in good repair

LCAP Goal #5

Goal #	Description					
Goal #5	Increase parental involvement					
State Priorities addressed by this goal.			Local Priorities			
State Priorities: #3			SLOs: #1, #2, #3, #4			
Specific Actions to Achieve Goal						
<p>Pacoima Charter School will continue to provide multiple opportunities for parental involvement in school to increase their participation by doing the following:</p> <ol style="list-style-type: none"> 1. Communicate via text and phone call using our Parent Square communication system 2. Send surveys to receive input for LCAP 3. Monthly Coffee with the Principal meetings 4. Send monthly Parent Calendar with all parent activities including SSC and ELAC 5. Offer a stipend to teachers to participate in evening parent events 						
Expected Annual Measurable Outcomes						
Outcome #1: PCS will increase the number of parents attending school events by 10% points.						
Metric/Method for Measuring: Sign-in rosters and surveys return rate						
	Baseline 2024-2025	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
Sign-in Rosters	32963	B+10%	Y1+10%	Y2+10%	Y3+10%	Y4+10%
Survey return rate	46%	56%	66%	76%	88%	98%
Parent Square Dashboard	93%	94%	95%	96%	97%	98%

Instructional Design

The purpose Pacoima Charter’s academic program is to provide instruction that engages and motivates our students to continue on the path of being self-motivated, competent, life-long learners who are responsible, contributing citizens who are ready for college and/career. Pacoima Charter School offers a nurturing, educational environment to students that allows them to work collaboratively, purposefully and meaningfully. A goal focused driven, cooperative educational environment is an educational setting in which students work together to achieve their learning goals. Pacoima Charter believes SFA’s Cycle of Effective Instruction developed by the Success for All Foundation is an excellent process that best supports cooperative learning.

The basic format for this design is as follows:

Teach: Teachers prepare students for learning through questioning, modeling, and guiding students through content.

Teamwork:

During this part of the cycle, students are given time to explore and examine concepts with their team members. While students work together the teachers circulates through the classroom checking for understanding with individuals and groups. This also provides an opportunity for the teachers to meet with students one on one for more targeted instruction.

Test: Assessments are both formal and informal across the weekly cycle of instruction. However, both type of assessments are used formatively to help guide instruction. Formal assessments are given at the end of the instructional cycle. Informal assessments occur on a daily basis as teachers circulate around the classroom, as well as through the daily products that students or teams complete.

Team Recognition: Teams earn daily points throughout the cycle for working cooperatively, meeting behavior expectations, and meeting learning goals. They receive formal recognition and rewards at the end of the cycle based on academic achievement of individual and team cooperation.

Pacoima Charter School's Curriculum and Instruction

Instruction

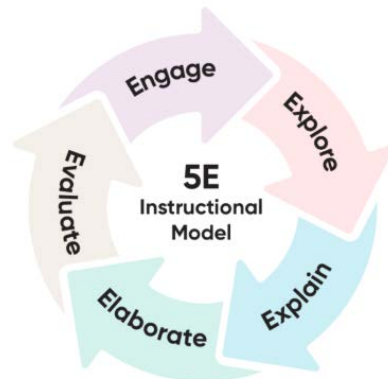
Pacoima Charter understands that teachers have the greatest impact on student achievement. Our teachers incorporate two major, research-based teaching and learning models:

- The California Standards for the Teaching Profession (CSTP's) which provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice.

• **DataWorks' Explicit Direct Instruction (EDI)** - is a direct instruction approach based on the premise that all children can learn developed by John Hollingworth and Silvia Ybarra. Explicit Direct Instruction (EDI) is a strategic collection of research-based instructional practices pioneered by pedagogues and cognitive researchers, such as Hattie, Rosenshine, Marzano, Sousa, Hunter, Goldenberg, and many more. It helps teachers deliver effective lessons that can significantly improve achievement for all learners. Components of EDI include: setting lesson objectives, explicitly teaching of learning objective, connection to prior knowledge, explicit teaching of academic language, presenting content, and using guided practice.

• **The 5E Learning Cycle** was developed by the Biological Sciences Curriculum Study in 1987. It describes the phases of the inquiry-based learning cycle. As students move through the 5E learning cycle, they build on to their prior knowledge and construct meaning about the concept at hand. The 5E instructional model empowers students to lean into their curiosity and explore the

world around them. Pacoima Charter School teachers implement the 5E model to guide students in meaningful, inquiry-based learning.



Engage

Engage is the first phase of the 5E model. During this phase, teachers are activating students' prior knowledge to identify what students know or do not know about the upcoming concept. As teachers tap into students' background knowledge, students can make connections and teachers can identify any knowledge gaps. This phase also serves to pique students' interest and curiosity about the topic at hand. To engage students, ask open-ended questions, lead a class discussion, or view videos to introduce a concept. During the Engage phase, students ask questions, share observations and ideas, and express current understanding. Teachers, raise questions, help students make connections and invite students to share ideas.

Explore

During the Explore phase, teachers are guiding students in exploration and problem-solving in a concrete way. Through hands-on activities, such as creating models or conducting experiments, students can investigate the new concept and discuss ideas and observations with their peers. During the explore phase, students test predictions, plan and conduct investigations, problem solve and compare ideas with others. Teachers observe and listen to students interacting, encourage collaboration, ask probing questions and provide time to problem solve.

Explain

The Explain phase is run by the teacher. During this phase, the teacher facilitates a whole-class discussion by asking questions, comparing student responses, and helping to guide the class towards the key ideas being taught. During this phase students record understanding, explain using evidence, listen to other explanations, share their possible solutions. Teachers ask for

clarification from students, build on student explanations, provide definitions and information and encourage students to share.

Elaborate

During the Elaborate phase, students have the space to apply what they learned. They can take their new knowledge to form a new hypothesis, explore real-world scenarios, or create a presentation to share with their peers. This phase allows students to extend their learning and create richer connections to concepts. During this phase students, draw conclusions, make connections between new and prior experiences, and use information to ask new questions. Teachers, ask questions that help draw conclusions, provide additional reasoning and reinforce use of vocabulary terms.

Evaluate

At this phase, the teacher assesses student learning through formal and/or informal assessments. Informal assessments, like exit tickets or oral presentations, or formal assessments, like tests or quizzes, can be used to determine whether students understood the key concepts. During this phase, students can also evaluate their learning using self-assessment tools like rubrics, give peers feedback, and answer open-ended questions. Teachers use various assessment tools to evaluate, provide students opportunities to assess their own work, record notes of student understanding and ask open-ended questions.

“Order Matters: Using the 5E Model to Align Teaching with How People Learn” by Kimberly Tanner, 1987

Curriculum

Reading

At Pacoima Charter School, we utilize the *Success For All (SFA) Reading Program* and the *California Wonders Program*, both of which are fully aligned with the California Common Core Standards. The SFA program builds strong foundational reading skills in our primary grades, while the California Wonders program supports literacy development in grades 2–6. Beginning in the 2025–26 school year, we will implement the *Heggerty Phonemic Awareness Program* in grades K–3. This program provides explicit, systematic phonemic awareness instruction, a critical foundational skill for early reading success.

Grade TK, K and 1st Reading

Curiosity Corner and Roots targets the needs of emergent readers. *Curiosity Corner and Roots* is a research-based, beginning reading program that has proven its effectiveness in randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also

fosters students' love for reading by providing rich literature experiences, extensive oral language development, and thematically-focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every quarter to ensure they are receiving the most focused instruction. In addition, we use *Reading Reels*. The video skits and animations promote phonemic awareness. They also help students make the connection between letters and sounds, learn the word blending/spelling process, develop essential reading vocabulary and fluency, and become familiar with the cooperative learning routines used in the SFA kindergarten and first grade reading curriculum, which are designed to increase the emerging reading skills.

Grades 2-5 Reading

CA Wonders ELA/ELD targets the needs of students in grades two through 6th grade to ensure their growth as proficient readers. It teaches students comprehension strategies, such as summarization, clarification, graphic organizers, story structure, and prediction, so that students can become confident, strategic readers. The sophisticated reading skills include vocabulary development, reading comprehension, fluency, oral language development, and written expression through both narrative and expository texts. *Wonders* is grounded throughout in a firm understanding of genre. Students read widely across connected text sets, notice and annotate, listen and speak about what they've noticed, and write in the genre using an expert model or mentor text. *Wonders* provides our teachers with a collection of resources and instruction to move students ahead as soon as they're ready. Differentiated instruction is built into the resources and lessons, providing all students with the scaffolding or extensions they need to be an active part of their classroom community of learners of each genre, looking at the author's craft, and gaining the skills they need to read independently. *Wonders* also includes culturally relevant texts with literature by well-known, award winning authors from across the globe.

Mathematics

Ready Classroom Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitate meaningful discourse that encourages all learners. *Ready Classroom Math* combines powerful teaching strategies with components that help students connect concepts across and within grade levels. In the classroom, teachers and students can choose a print-based approach, an online approach, or a blended learning approach. In each case, the focus is on the major work of the grade. Lessons begin with problem-based situations and then build to more abstract problems. All along the way, students use multiple models, manipulatives, quick pictures, and symbols to build mathematical understanding. Using manipulatives, multiple models, and rich, rigorous questions, students move through a carefully-sequenced arc of learning. They develop deep conceptual understanding, and then they practice, apply, and discuss what they know with skill and confidence. The equal emphasis on understanding, procedural skills and fluency, and application help turn our students into problem solvers and critical thinkers. Resources for every lesson and special challenge materials are used for independent practice. Online resources help to personalize learning for students and help monitor student progress. In addition, quarterly benchmark assessments are given to all our students and the results are used to track their overall performance and to modify our instructional plan.

Writing

At Pacoima Charter School, we believe that writing mastery demonstrates the internalization of language development and literacy concepts and standards in reading and math. We also feel

that the demands of the 21st Century require that our students possess essential skills in writing. We have intensified our standards-based instruction of the writing process by focusing on the domains and tenets of writing. We are using *Thinking Maps and Write from the Beginning* to develop proficient writing. The program includes narrative, opinion, and expository writing instruction for grade levels TK through 6. Through the use of these programs, students become well aware of the expectations for each grade level and can build upon previously learned strategies for writing. Using the program consistently throughout the grade levels has become a building block for the students' writing and has created greater success on state and local writing tests.

English Language Development

English Language Development (ELD) is the foundation by which English Learners build their academic and social proficiency. Our mission is to provide all English Learners with access to core curriculum and development of academic language proficiency in order to reclassify and be college and career ready, in an environment that is culturally and linguistically sensitive to the community we serve. Our ELD program consists of both Integrated and Designated ELD. We provide consistent, focused, and integrated instruction that targets the receptive as well as the expressive aspects of the second language (English). During content area instruction, teachers have language objectives that are taught alongside their content objectives. Our teachers use EL strategies that help engage our EL students and develop their understanding of the content while at the same time develop English. During Designated ELD our students are placed based upon their language proficiency levels and receive targeted ELD instruction. Pacoima Charter School utilizes *Wonders ELD Designated Program* and supplements with the *Thinking Maps Path to Proficiency program* for students who are mastering English. Also SFA's *My Turn, Your Turn* is used in the primary grades to build English oral language proficiency. In addition, ELPAC interim assessments and Wonders ELD assessments are used to monitor students' language development and to determine English language proficiency. In 2025-26 we will begin using Summit K-12 assessments to monitor the progress of EL students.

Social Science

Pacoima Charter School uses the *History-Social Science Framework* for California Public Schools as a guide to the eras and civilizations our students study. These standards require students to not only acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past in its relationship to the present. Pacoima Charter School continues to utilize CDE approved social studies curriculum, *Studies Weekly Ca edition*. *Studies Weekly* has proven to be culturally relevant and is deeply aligned with the CA State Standards.

STEAM

Our students are provided the opportunity to build connections that link science to technology, engineering, art, math and service learning projects. Science, technology, engineering, and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global

challenges. Pacoima Charter School continues to utilize *Dimensions Science by HMH School Publishers, Engineering is Fundamental, and FOSS Kits*.

Health and Character Education

Pacoima Charter School has created a Wellness Policy which emphasizes good health and decision making. This policy is reinforced daily and school wide through a variety of healthy practices and instruction. This means the education of proper nutrition and the provision of a balanced diet in the cafeteria. We offer healthy choices for every breakfast and lunch through our head chef and his staff. We implement a smoke-free campus and programs to eliminate the use of tobacco by students and staff.

Additionally, we implement the *Getting Along Together character education program* in grades TK-3rd. *Getting Along Together* is SFA's social problem-solving process. Students learn to use cognitive and interpersonal skills that create the foundation for academic and lifelong learning. All staff members, including the principal and other administrators, are trained and involved in the GAT process. GAT is introduced early in the school year, teaching students to think critically, solve problems and work cooperatively. Through literature-based lessons introducing strategies for conflict resolution, teachers guide students in learning how to work together effectively. Throughout the year, student issues are addressed by setting expectations and rewarding positive peer interactions.

Second Step is used in grades 4-6th grade. *Second Step* is a research based social emotional learning program designed to support students in developing empathy, emotion management, self-regulation, and problem solving skills. The lessons promote positive outcomes and build social connection and reduce behavioral issues.

Restorative Circles are also used to positive community culture and trust among staff and students. It is a safe space created in every classroom where students and staff can share, listen, and connect. It is used to promote belonging, empathy, and mutual respect. It is also proactively used to prevent conflict by fostering strong relationships.

Physical Education

Pacoima Charter School's Physical Education goals are aligned with California State Standards and are in compliance with the state's requirement of 200 minutes of physical activity every 10 school days. The ultimate goal of our Physical Education Program is to cumulatively build students' gross motor development for the State's 5th grade Fitness Test. Our physical education program consists of the following:

- Daily 10 minute Calisthenics Routine (50 minutes weekly. Teachers model several exercises for the students to perform while they watch an exercise video.
- Psychomotor Program (50 minutes weekly). Each grade level has an assigned date for psychomotor. At this time, students are given physical education instruction based on the California Standards. They are taught physical skills which are necessary for success on

the fifth grade fitness exam. The students are supervised by a team of coaches who also lead the instruction. Teachers take this opportunity to collaborate in their grade-levels.

Technology Strand

The current and future demands of our society require that our students possess essential skills in technology. Technology is used as a tool for improving curriculum and instruction at Pacoima Charter. We believe that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society. We exercise the use of technology by increasing the expertise of our teachers and expanding our students' learning world through the use of the following:

- I-Ready is implemented school wide as a management system, assessment, and curriculum resource that provides administrators, teachers, and students with the tools to improve academic performance.
- Computerized tutoring through SFA's Alphonse's Alley and Team Alphonse in Reading.
- One to one laptop access for all students in 1st-6th grades
- Interactive white boards in all classrooms
- The school library provides an additional thirty computers for a variety of uses: research, intervention, tutoring, etc.
- The access to network capability in every classroom
- Online assessments in all core curriculum areas
- Online Assessment Programs provide instant assessment results to teachers. Teachers use this data to guide their instruction.
- Parent Square Communication System for more efficient parent communication
- A school website
- Computerized marquee in front of the school.

WASC Accreditation

Pacoima Charter School is proud to be in its third full 6-year accreditation cycle with the Western Association of Schools and Colleges (WASC). Although accreditation is not a requirement for elementary schools, PCS chose to undergo this rigorous process as part of our commitment to continuous improvement and academic excellence.

Participating in the WASC self-study has provided us with valuable opportunities for reflection, allowing us to evaluate our practices, identify areas for growth, and implement meaningful changes that enhance the learning experience for all students.

Transitional Kindergarten-Curiosity Corner (TK) The Success for All (SFA) Curiosity Corner Program provides teachers with well-structured thematic units aligned with state and national early-learning guidelines. The program includes detailed instructions and provides many of the materials necessary for implementing a stimulating, engaging program, as well as training and support for teachers. Pacoima Charter School offers Transitional Kindergarten to all four-year-old students between 5 between September 2 of the current year and September 1 of the following year. Our transitional kindergarten program offers an enriched, foundational early

childhood education program that focuses on development of the whole child and prepares children for success in kindergarten and beyond. Our transitional kindergarten is a full-day program. We use *Success for All Foundation's Curiosity Corner* curriculum that addresses the foundational domains of early childhood education and builds the necessary social and academic skills for success throughout their school careers. Transitional kindergarten utilizes the *Preschool/Transitional Kindergarten Learning Foundations* which addresses the foundational domains of social-emotional development, math, language and literacy, science, physical development, health, history-social sciences, and visual and performing arts. All children are assessed using the *Desired Results Developmental Profile (DRDP)*. Using the DRDP system, observational data is collected on each student and, based on those various evidence, children are rated on their development. Additionally, the teachers are trained in the *Classroom Assessment Scoring System (CLASS)* to assist with monitoring and improving classroom instruction, the social-emotional environment and language support. Our student engages in an enriched schedule which includes, free-choice center time, small group activities, story time, hands-on activities, whole group instruction, outdoor play, music, and science

Intervention and Enrichment Programs

Enrichment and Intervention

At Pacoima Charter School, students are supported through a comprehensive range of enrichment and intervention opportunities designed to meet diverse learning needs. Teachers utilize differentiated instruction and project-based learning, enabling GATE students to explore content more deeply while allowing students who need additional support to engage meaningfully at an appropriate level of challenge. High-achieving students also benefit from daily lessons infused with depth and complexity to extend their learning. In addition, all students have the opportunity to participate in our afterschool clubs (fishing, music, robotics, art, dance, etc.).

Technology integration is a key component of PCS's approach, with a one-to-one computer-to-student ratio ensuring equitable access. All students receive specialized instruction from credentialed teachers in science, art, robotics, and music, enriching their educational experience beyond core academics. In addition, the use of I-Ready provides personalized instruction tailored to each student's academic level. This adaptive platform ensures that students requiring intervention receive targeted support in math and reading, while students in need of enrichment are appropriately challenged. Small-group instruction further allows teachers to address individualized learning needs across the student body.

To provide additional support, PCS offers an afterschool Extended Learning Program and Saturday School Intervention for students performing below grade level in math and reading. Students not making adequate progress in English Language Development are also able to participate in these programs, ensuring every child has the opportunity to achieve academic growth.

Calendars and Schedules

Pacoima Charter School
Calendar

2025-26

School begins August 11
at 8:00 am



August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	PFD	9
10	SR	E	E	E	E	16
17	18	E	20	E	E	23
24	25	M	27	28	29	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	E	3	4	5	6
7	8	M	10	11	12	13
14	15	E	17	18	19	20
21	22	E	24	25	26	27
28	29	E				

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	
5	6	M	8	9	10	11
12	13	E	15	16	17	18
19	20	E	22	23	24	25
26	27	E	29	30	PFD	

PFD	Pupil-Free Day
SR	Students Return (Early Rel)
E M	Early Release/Min Day
4	Holiday/ No School
C	Parent Conferences
SL	Students' Last Day (Min Day)
Early Dismissal and Minimum Days are subject to change	

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	M	5	6	7	8
9	10	11	12	13	14	15
16	C	C	C	C	C	22
23	24	25	26	27	28	29
30						

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	E	3	4	5	6
7	8	M	10	11	12	13
14	15	E	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	M	14	15	16	17
18	19	E	21	22	23	24
25	26	E	28	29	30	31

IMPORTANT DATES	
Aug 11	Students Return
Aug 21	Back to School Night
Nov 17-21	Parent Conferences #1
Mar 23-27	Parent Conferences #2
Apr 23	Open House
June 5	Last Day of School

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	E	4	5	6	7
8	9	M	11	12	13	14
15	16	E	18	19	20	21
22	23	E	25	26	27	28

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	E	4	5	6	7
8	9	M	11	12	13	14
15	16	E	18	19	20	21
22	C	C	C	C	C	28
29	30	31				

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	E	8	9	10	11
12	13	M	15	16	17	18
19	20	E	22	23	24	25
26	27	E	29	30		

IMPORTANT DISMISSAL TIMES	
SR	Early Release- 2:10 pm
E	Early Release- 2:10 pm
M	Minimum Day- 1:05 pm
C	Dismissal at 1:05 pm
SL	Minimum Day- 1:05 pm

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	E	6	7	8	9
10	11	M	13	14	15	16
17	18	E	20	21	22	23
24	25	E	27	28	29	30

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	M	5	6	7	8
9	10	E	12	13	14	15
16	17	E	19	20	21	22
23	24	E	26	27	28	29
30						

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				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

Contact Information	
Main Office	818-899-0201
Website	www.pacoimocharter.org
Address	11016 Norris Ave. Pacoima, CA 91331
Online	Parent Square App

Download the ParentSquare app today!
Stay involved with your child's learning and activities at school, from anywhere.



ParentSquare

Please Note: Use the ParentSquare application for important weekly, monthly, and special school events NOT listed on this calendar and for teacher-parent communication

Federal Holidays and No School Days 2025/26

Sep 1, 2025	Labor Day	Jan 1, 2026	New Year's Day	April 6, 2026	Unassigned Day
Oct 13, 2025	Columbus Day	Dec 22-Jan 9	Winter Break	April 24, 2026	Unassigned Day
Oct 31, 2025	Pupil-Free Day (no school)	Jan 19, 2026	Martin L. King Day	May 25, 2026	Memorial Day
Nov 11, 2025	Veterans Day	Feb 13 & 16, 2026	Presidents' Day (obs)	Jun 19, 2026	Juneteenth
Nov 24-28, 2025	Thanksgiving Break	Mar 30- Apr 3, 2026	Spring Break	Jul 3, 2026	4 th of July (obs)

Daily Schedules

Transitional Kinder Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Reading and Writing/Bathroom 8:00am-8:30am	Greeting Reading and Writing/Bathroom	Greeting Reading and Writing/Bathroom 8:00am-8:30am	Greeting Reading and Writing/Bathroom 8:00am-8:30am	Greeting Reading and Writing/Bathroom 8:00am-8:30am
Gathering Circle/Calendar Math 8:30am-9:00am	Gathering Circle/Calendar Math 8:30am-9:00am	Gathering Circle/Calendar Math 8:30am-9:00am	Gathering Circle/Calendar Math 8:30am-9:00am	Gathering Circle/Calendar Math 8:30am-9:00am
Recess 9:00am-9:20am	Recess 9:00am-9:20am	Recess 9:00am-9:20am	Recess 9:00am-9:20am	Recess 9:00am-9:20am
Math Moments 9:20am-9:45am	Math Moments 9:20am-9:45am	Math Moments 9:20am-9:45am	Math Moments 9:20am-9:45am	Math Moments 9:20am-9:45am
Clues and Questions 9:45am-10:15am	Clues and Questions 9:45am-10:15am	Clues and Questions 9:45am-10:15am	Clues and Questions 9:45am-10:15am	Clues and Questions 9:45am-10:15am
Handwriting W/O Tears 10:15am-10:35am	Handwriting W/O Tears 10:15am-10:35am	Handwriting W/O Tears 10:15am-10:35am	Handwriting W/O Tears 10:15am-10:35am	Handwriting W/O Tears 10:15am-10:35am
Getting Along/Rhyme Time 10:35am-10:50am	Getting Along/Rhyme Time 10:35am-10:50am	Getting Along/Rhyme Time 10:35am-10:50am	Getting Along/Rhyme Time 10:35am-10:50am	Getting Along/Rhyme Time 10:35am-10:50am
StaR Story 10:50am-11:20am	StaR Story 10:50am-11:20am	StaR Story 10:50am-11:20am	StaR Story 10:50am-11:20am	StaR Story 10:50am-11:20am
Lunch 11:20am-12:00pm	Lunch 11:20am-12:00pm	Lunch 11:20am-12:00pm	Lunch 11:20am-12:00pm	Lunch 11:20am-12:00pm
Bathroom Break/Move it: 12:00 – 12:20pm	Bathroom Break/Move it: 12:00 – 12:20pm	Psychomotor 12:00pm-12:50pm	Bathroom Break/Move it: 12:00 – 12:20pm	Bathroom Break/Move it: 12:00 – 12:20pm
Let's Daydream/Nap 12:20pm-1:10pm	Let's Daydream/Nap 12:20pm-1:10pm	Let's Daydream/Nap 12:50pm-1:40pm	Let's Daydream/Nap 12:20pm-1:10pm	Let's Daydream/Nap 12:20pm-1:10pm
Plan and Play 1:10pm- 1:40pm	Thematic Labs 1:10pm-2:00pm	Thematic Labs 1:40pm-2:30pm	Plan and Play 1:10pm- 1:40pm	Plan and Play 1:10pm- 1:40pm
Thematic Labs 1:40pm-2:30pm	Questions and Reflections 2:00pm-2:10pm	Questions and Reflections 2:30pm-2:40pm	Thematic Labs 1:40pm-2:30pm	Thematic Labs 1:40pm-2:30pm
Questions and Reflections 2:30pm-2:40pm			Questions and Reflections 2:30pm-2:40pm	Questions and Reflections 2:30pm-2:40pm

Kinder Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Greetings Readings and Writings (GRW) 8:00-8:15	Greetings Readings and Writings (GRW) 8:00-8:15	Greetings Readings and Writings (GRW) 8:00-8:15	Greetings Readings and Writings (GRW) 8:00-8:15	Greetings Readings and Writings (GRW) 8:00-8:15
Number Talks 8:15 - 8:30	Number Talks 8:15 - 8:30	Number Talks 8:15 - 8:30	Number Talks 8:15 - 8:30	Number Talks 8:15 - 8:30
Ready Math 8:30-9:05	Ready Math 8:30-9:05	Ready Math 8:30-9:05	Ready Math 8:30-9:05	Ready Math 8:30-9:05
Reading 9:05 - 9:30	Reading 9:05 - 9:30	Reading 9:05 - 9:30	Reading 9:05 - 9:30	Reading 9:05 - 9:30
Recess 9:30-9:50	Recess 9:30-9:50	Recess 9:30-9:50	Recess 9:30-9:50	Recess 9:30-9:50
Reading 9:50-10:05	Reading 9:50-10:05	Physical Education 9:50-10:40	Reading 9:50-10:05	Reading 9:50-10:05
Phonemic Awareness 10:05-10:20	Phonemic Awareness 10:05-10:20		Phonemic Awareness 10:05-10:20	Phonemic Awareness 10:05-10:20
Gathering Circle 10:20-10:35	Gathering Circle 10:20-10:35		Gathering Circle 10:20-10:35	Gathering Circle 10:20-10:35
Science/Social Studies 10:35-10:55	Science/Social Studies 10:35-10:55	Stepping Stones 10:40-11:00	Science/Social Studies 10:35-10:55	Science/Social Studies 10:35-10:55
Writing 10:55-11:20	Writing 10:55-11:20	Phonemic Awareness 11:00-11:20	Writing 10:55-11:20	Writing 10:55-11:20
Lunch 11:20-12:00	Lunch 11:20-12:00	Lunch 11:20-12:00	Lunch 11:20-12:00	Lunch 11:20-12:00
Let's Daydream/Mind Up 12:00-12:20	Let's Daydream/Mind Up 12:00-12:20	Let's Daydream/Mind Up 12:00-12:20	Let's Daydream/Mind Up 12:00-12:20	Let's Daydream/Mind Up 12:00-12:20
Writing 12:20-12:35	Writing 12:20-12:35	Gathering Circle 12:20-12:35	Writing 12:20-12:35	Writing 12:20-12:35
Designated ELD 12:35-1:00	Designated ELD 12:35-1:00	Science/Social Studies 12:35-1:00	Designated ELD 12:35-1:00	Designated ELD 12:35-1:00
Learning Labs 1:00-1:30	Learning Labs 1:00-1:30	Writing 1:00-1:30	Learning Labs 1:00-1:30	Learning Labs 1:00-1:30
StAR Story 1:30-1:55	StAR Story 1:30-1:55	Designated ELD 1:30-1:55	StAR Story 1:30-1:55	StAR Story 1:30-1:55
Art 1:55-2:25	Let's Think About It/ Clean up 1:55-2:10	Computer Lab 1:55-2:25	Music 1:55-2:25	Computer Lab 1:55-2:25
Let's Think About It/ Clean up 2:25-2:40		Let's Think About It/ Clean up 2:25-2:40	Let's Think About It/ Clean up 2:25-2:40	Let's Think About It/ Clean up 2:25-2:40

1st Grade Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Business/D.E.A.R. 8:00-8:10	Morning Business/D.E.A.R. 8:00-8:10	Morning Business/D.E.A.R. 8:00-8:10	Morning Business/D.E.A.R. 8:00-8:10	Morning Business/D.E.A.R. 8:00-8:10
SFA Reading 8:10 -10:00	SFA Reading 8:10 -10:00	SFA Reading 8:10 -10:00	SFA Reading 8:10 -10:00	SFA Reading 8:10 -10:00
Recess 10:00-10:20	Recess 10:00-10:20	Recess 10:00-10:20	Recess 10:00-10:20	Recess 10:00-10:20
Ready Math 10:20-11:10	Ready Math 10:20-11:10	Ready Math 10:20-11:10	Ready Math 10:20-11:10	Ready Math 10:20-11:10
Write from the Beginning (WFTB) 11:10-11:40	Write from the Beginning (WFTB) 11:10-11:40	Write from the Beginning (WFTB) 11:10-11:40	Write from the Beginning (WFTB) 11:10-11:40	Write from the Beginning (WFTB) 11:10-11:40
Lunch 11:40-12:20	Lunch 11:40-12:20	Lunch 11:40-12:20	Lunch 11:40-12:20	Lunch 11:40-12:20
I-Ready Small Group Intervention 12:20-12:50	I-Ready Small Group Intervention 12:20-12:50	I-Ready Small Group Intervention 12:20-12:50	I-Ready Small Group Intervention 12:20-12:50	I-Ready Small Group Intervention 12:20-12:50
Flocabulary 12:50-1:05	Flocabulary 12:50-1:05	Flocabulary 12:50-1:05	Flocabulary 12:50-1:05	Flocabulary 12:50-1:05
Designated ELD 1:05-1:40	Designated ELD 1:05-1:50	Designated ELD 1:05-1:40	Designated ELD 1:05-1:40	Designated ELD 1:05-1:40
Physical Education 1:40-2:35	ELA Grammar 1:50-2:00	ELA Grammar 1:50-2:00	ELA Grammar 1:50-2:00	ELA Grammar 1:50-2:00
		Science/ Social Studies 2:00-2:30	Science/ Social Studies 2:00-2:30	Class Council/Getting Along 2:00-2:30
Exit Ticket/Dismissal 2:35-2:40	Exit Ticket/Dismissal 2:00-2:10	Exit Ticket/Dismissal 2:30-2:40	Exit Ticket/Dismissal 2:30-2:40	Exit Ticket/Dismissal 2:30-2:40

2nd Grade Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
D.E.A.R./Fluency 8:00-8:15	Restorative Justice Circle 8:00-8:15	D.E.A.R./Fluency 8:00-8:15	D.E.A.R./Fluency 8:00-8:15	D.E.A.R./Fluency 8:00-8:15
Reading 8:15 -9:45	Reading 8:15 -9:45	Reading 8:15 -9:45	Reading 8:15 -9:45	Reading 8:15 -9:45
Number Talk 9:45-10:00	Number Talk 9:45-10:00	Number Talk 9:45-10:00	Number Talk 9:45-10:00	Number Talk 9:45-10:00
Recess 10:00-10:20	Recess 10:00-10:20	Recess 10:00-10:20	Recess 10:00-10:20	Recess 10:00-10:20
Warm Ups/Math Talks 10:20-10:35	Warm Ups/Math Talks 10:20-10:35	Warm Ups/Math Talks 10:20-10:35	Warm Ups/Math Talks 10:20-10:35	Warm Ups/Math Talks 10:20-10:35
Ready Math 10:35-11:30	Ready Math 10:35-11:30	Ready Math 10:35-11:30	Ready Math 10:35-11:30	Ready Math 10:35-11:30
Write from the Beginning (WFTB) 11:30-12:00	Write from the Beginning (WFTB) 11:30-12:00	Write from the Beginning (WFTB) 11:30-12:00	Write from the Beginning (WFTB) 11:30-12:00	WFTB Unassisted Writing and Conferences 11:30-12:00
Lunch 12:00-12:40	Lunch 12:00-12:40	Lunch 12:00-12:40	Lunch 12:00-12:40	Lunch 12:00-12:40
Write from the Beginning (WFTB) 12:40-12:50	Designated ELD 12:40-1:00	Write from the Beginning (WFTB) 12:40-12:50	Write from the Beginning (WFTB) 12:40-12:50	Art 12:40-1:30
Designated ELD 12:45-1:40	Physical Education 1:10-2:10	Designated ELD 12:45-1:40	Designated ELD 12:45-1:40	Getting Along Together Class Council 1:30-2:10
Studies Weekly/Science 1:40-2:10	Early Dismissal 2:10	Studies Weekly/Science 1:40-2:10	Studies Weekly/Science 1:40-2:10	
Intervention Block 2:10-2:40		Intervention Block 2:10-2:40	Intervention Block 2:10-2:40	Intervention Block 2:10-2:40

3rd Grade

Monday	Tuesday	Wednesday	Thursday	Friday
D.E.A.R./Fluency 8:00-8:20	D.E.A.R./Fluency 8:00-8:20	D.E.A.R./Fluency 8:00-8:20	D.E.A.R./Fluency 8:00-8:20	D.E.A.R./Fluency 8:00-8:20
Wonders 8:20-9:40	Wonders 8:20-9:40	Wonders 8:20-9:40	Wonders 8:20-9:40	Wonders 8:20-9:40
Transition to ELD 9:40-9:45	Transition to ELD 9:40-9:45	Transition to ELD 9:40-9:45	Transition to ELD 9:40-9:45	Transition to ELD 9:40-9:45
Designated ELD 9:45-10:20	Designated ELD 9:45-10:20	Designated ELD 9:45-10:20	Designated ELD 9:45-10:20	Designated ELD 9:45-10:20
Dismiss to Recess 10:20	Dismiss to Recess 10:20	Dismiss to Recess 10:20	Dismiss to Recess 10:20	Dismiss to Recess 10:20
Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40
Warm Ups/Math Talks 10:40-11:00	Warm Ups/Math Talks 10:40-11:00	Warm Ups/Math Talks 10:40-11:00	Warm Ups/Math Talks 10:40-11:00	Warm Ups/Math Talks 10:40-11:00
Math Lesson 11:00-12:00	Math Lesson 11:00-12:00	Math Lesson 11:00-12:00	Math Lesson 11:00-12:00	Math Lesson 11:00-12:00
Intervention 12:00-12:20	Intervention 12:00-12:20	Intervention 12:00-12:20	Intervention 12:00-12:20	Intervention 12:00-12:20
Lunch 12:25-1:05	Lunch 12:25-1:05	Lunch 12:25-1:05	Lunch 12:25-1:05	Lunch 12:25-1:05
Read Aloud 1:10-1:20	Writing 1:10-1:40	Writing 1:10-1:35	Writing 1:10-1:45	Read Aloud 1:10-1:20
Writing 1:20-2:00	Science / Social Studies 1:40-2:00	Psychomotor 1:40-2:30	Science / Social Studies 1:45-2:30	Catch Up for STEAM 1:20-2:15
GAT 2:00-2:30				Center Circle 2:15-2:30
Exit Ticket/Clean Up 2:30-2:40	Exit Ticket/Clean Up 2:00-2:10	Exit Ticket/Clean Up 2:30-2:40	Exit Ticket/Clean Up 2:30-2:40	Exit Ticket/Clean Up 2:30-2:40

4th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
D.E.A.R./Fluency 8:00-8:20	D.E.A.R./Fluency 8:00-8:20	D.E.A.R./Fluency 8:00-8:20	D.E.A.R./Fluency 8:00-8:20	D.E.A.R./Fluency 8:00-8:20
Wonders 8:20-9:40	Wonders 8:20-9:40	Wonders 8:20-9:40	Wonders 8:20-9:40	Wonders 8:20-9:40
Transition to ELD 9:40-9:45	Transition to ELD 9:40-9:45	Transition to ELD 9:40-9:45	Transition to ELD 9:40-9:45	Transition to ELD 9:40-9:45
Designated ELD 9:45-10:20	Designated ELD 9:45-10:20	Designated ELD 9:45-10:20	Designated ELD 9:45-10:20	Designated ELD 9:45-10:20
Dismiss to Recess 10:20	Dismiss to Recess 10:20	Dismiss to Recess 10:20	Dismiss to Recess 10:20	Dismiss to Recess 10:20
Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40	Recess 10:20-10:40
Warm Ups/Math Talks 10:40-11:00	Warm Ups/Math Talks 10:40-11:00	Warm Ups/Math Talks 10:40-11:00	Warm Ups/Math Talks 10:40-11:00	Warm Ups/Math Talks 10:40-11:00
Math Lesson 11:00-12:00	Math Lesson 11:00-12:00	Math Lesson 11:00-12:00	Math Lesson 11:00-12:00	Math Lesson 11:00-12:00
Intervention 12:00-12:20	Intervention 12:00-12:20	Intervention 12:00-12:20	Intervention 12:00-12:20	Intervention 12:00-12:20
Lunch 12:25-1:05	Lunch 12:25-1:05	Lunch 12:25-1:05	Lunch 12:25-1:05	Lunch 12:25-1:05
Read Aloud 1:10-1:20	Writing 1:10-1:40	Writing 1:10-1:35	Writing 1:10-1:45	Read Aloud 1:10-1:20
Writing 1:20-2:00	Science / Social Studies 1:40-2:00	Psychomotor 1:40-2:30	Science / Social Studies 1:45-2:30	Catch Up for STEAM 1:20-2:15
GAT 2:00-2:30				Center Circle 2:15-2:30
Exit Ticket/Clean Up 2:30-2:40	Exit Ticket/Clean Up 2:00-2:10	Exit Ticket/Clean Up 2:30-2:40	Exit Ticket/Clean Up 2:30-2:40	Exit Ticket/Clean Up 2:30-2:40

5th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
D.E.A.R. 8:00-8:20	D.E.A.R. 8:00-8:20	D.E.A.R. 8:00-8:20	D.E.A.R. 8:00-8:20	D.E.A.R. - AR QUIZ 8:00-8:20
Wonders 8:20 - 9:30	Wonders 8:20 - 9:30	Wonders 8:20 - 9:30	Wonders 8:20 - 9:30	Wonders 8:20 - 9:30
ELD Small Groups 9:30 - 10:00	ELD Small Groups 9:30 - 10:00	ELD Small Groups 9:30 - 10:00	ELD Small Groups 9:30 - 10:00	ELD Small Groups 9:30 - 10:00
Small Groups/ I-ready 10:00-10:40	Small Groups/ I-ready 10:00-10:40	Small Groups/ I-ready 10:00-10:40	Small Groups/ I-ready 10:00-10:40	Small Groups/ I-ready 10:00-10:40
Recess 10:40-11:00	Recess 10:40-11:00	Recess 10:40-11:00	Recess 10:40-11:00	Recess 10:40-11:00
Math Fluency/Math Talks 11:00-11:15	Math Fluency/Math Talks 11:00-11:15	Math Fluency/Math Talks 11:00-11:15	Math Fluency/Math Talks 11:00-11:15	Math Fluency/Math Talks 11:00-11:15
Math Lesson 11:15-12:20	Math Lesson 11:15-12:20	Math Lesson 11:15-12:20	Math Lesson 11:15-12:20	Math Lesson 11:15-12:20
Writing 12:20-12:50	Writing 12:20-12:50	Writing 12:20-12:50	Writing 12:20-12:50	Writing 12:20-12:50
Lunch 12:50-1:30	Lunch 12:50-1:30	Lunch 12:50-1:30	Lunch 12:50-1:30	Lunch 12:50-1:30
Writing 1:30-2:00	Second Step or Restorative Justice Circle 1:30-2:10	Writing 1:30-2:00	Writing 1:30-2:00	Psychomotor 1:40-2:35
Math / Science / Social Studies 2:00-2:40		Science / Social Studies 2:00-2:40	Science / Social Studies 2:00-2:40	

6th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Business D.E.A.R. 8:00-8:20	Morning Business D.E.A.R. 8:00-8:20	Morning Business D.E.A.R. 8:00-8:20	Morning Business D.E.A.R. 8:00-8:20	Restorative Justice Circles 8:00- 8:25
Wonders 8:20 - 9:30	Wonders 8:20 - 9:30	Wonders 8:20 - 9:30	Wonders 8:20 - 9:30	Wonders 8:20 - 9:30
ELD small group 9:30-10:00	ELD small group 9:30-10:00	ELD small group 9:30-10:00	ELD small group 9:30-10:00	ELD small group 9:30-10:00
Recess 10:00-10:20	Recess 10:00-10:20	Recess 10:00-10:20	Recess 10:00-10:20	Recess <input type="button" value="v"/>
Math 10:20-12:00	Math 10:20-12:00	Math 10:20-12:00	Math 10:20-12:00	Math 10:20-12:00
Lunch 12:00-12:40	Lunch 12:00-12:40	Lunch 12:00-12:40	Lunch 12:00-12:40	Lunch 12:00-12:40
Iready Small Groups 12:40 - 1:10	Iready Small Groups 12:40 - 1:10	Iready Small Groups 12:40 - 1:10	Iready Small Groups 12:40 - 1:10	Iready Small Groups 12:40 - 1:10
WRITING 1:10-1:50	Second Step 1:10-2:10	WRITING 1:10-1:50	WRITING 1:10-1:50	WRITING 1:10-1:50
Social Studies/Science 1:50-2:40		Psychomotor 1:30 - 2:35	Social Studies/Science 1:50-2:40	Social Studies/Science 1:50-2:40

REGULAR SCHEDULE			Early Dismissal			Minimum Day		
School Hours			School Hours			School Hours		
TK/Kinder - 6th Grade	MWTHF	8:00AM - 2:40PM	TK/Kinder - 6th Grade	Tuesdays & Early Dismissal Days only	8:00AM - 2:10PM	TK/Kinder - 6th Grade	Minimum School Days only	8:00AM - 1:05PM
RECESS			RECESS (regular)			RECESS (regular)		
TK/Kinder	3:30 - 3:50		TK/Kinder	3:30 - 3:50		TK/Kinder	3:30 - 3:50	
1st	10:00 - 10:20		1st	10:00 - 10:20		1st	10:00 - 10:20	
2nd			2nd			2nd		
6th			6th			6th		
3rd	10:20 - 10:40		3rd	10:20 - 10:40		3rd	10:20 - 10:40	
4th	10:20 - 10:40		4th	10:20 - 10:40		4th	10:20 - 10:40	
5th	10:40-11:00		5th	10:40-11:00		5th	10:40-11:00	
LUNCH			LUNCH (regular)			LUNCH (modified)		
Grade	Cafeteria	Playground	Grade	Cafeteria	Playground	Grade	Cafeteria	Playground
TK/Kinder	11:20 - 11:40	11:40 - 12:00	TK/Kinder	11:20 - 11:40	11:40 - 12:00	TK/Kinder	11:00 - 11:20	11:20 - 11:40
1st	11:40-12:00	12:00-12:20	1st	11:40-12:00	12:00-12:20	1st	11:20-11:40	11:40-12:00
2nd	12:00-12:20	12:20-12:40	2nd	12:00-12:20	12:20-12:40	2nd	11:40-12:00	12:00-12:20
3rd	12:25-12:45	12:45-1:05	3rd	12:25-12:45	12:45-1:05	3rd	12:00-12:20	12:20-12:40
4th	12:45-1:05	12:25-12:45	4th	12:45-1:05	12:25-12:45	4th	12:20-12:40	12:00-12:20
5th	1:10 - 1:30	12:50-1:10	5th	1:10 - 1:30	12:50-1:10	5th	12:40-1:00	12:20-12:40
6th	12:20-12:40	12:00-12:20	6th	12:20-12:40	12:00-12:20	6th	12:00-12:20	11:40-12:00
P.E.			P.E.			P.E.		
TK/Kinder	W 3:50 - 10:40		TK/Kinder	W 3:50 - 10:40		NO P.E. for TK/Kinder- 6th		
Gr. 1	M 1:40-2:35		Gr. 1	M 1:10-2:05				
Gr. 2	T 1:10 - 2:05		Gr. 2	T 1:10 - 2:05				
Gr. 3	W 1:40 - 2:35		Gr. 3	W 1:10 - 2:05				
Gr. 4	TH 1:40 - 2:35		Gr. 4	TH 1:10-2:05				
Gr. 5	F 1:40 - 2:35		Gr. 5	F 1:30 - 2:05				
Gr. 6	W 1:40 - 2:35		Gr. 6	W 1:10 - 2:05				
INCLEMENT WEATHER			INCLEMENT WEATHER			INCLEMENT WEATHER ON Minimum Day		
Inclement = hot (over 95 degrees) or rain			Inclement = hot (over 95 degrees) or rain			Inclement = hot (over 95 degrees) or rain		
Recess			Recess			Recess		
10:00 - 10:40			10:00 - 10:40			10:00 - 10:40		
Each Teacher/Class gets 20 min. break (not 40 min.). Please rotate with teacher next door. If there is no teacher next door, please call office for coverage.			Each Teacher/Class gets 20 min. break (not 40 min.). Please rotate with teacher next door. If there is no teacher next door, please call office for coverage.			Each Teacher/Class gets 20 min. break (not 40 min.). Please rotate with teacher next door. If there is no teacher next door, please call office for coverage.		
Lunch			Lunch			Lunch		
GRADE	Cafeteria	Location	GRADE	Cafeteria	Location	GRADE	Cafeteria	Location
TK/Kinder	11:00-11:40	Auditorium	TK/Kinder	11:00-11:40	Auditorium	TK/Kinder	11:00-11:40	Auditorium
2nd	11:25-12:05*	Pavillion	2nd	11:25-12:05*	Pavillion	2nd	11:25-12:05*	Pavillion
1st	11:45-12:25*	Auditorium	1st	11:45-12:25*	Auditorium	1st	11:45-12:25*	Auditorium
4th	12:05-12:45*	Pavillion	4th	12:05-12:45*	Pavillion	4th	12:05-12:45*	Pavillion
3rd	12:20-1:00*	Pavillion	3rd	12:20-1:00*	Pavillion	3rd	12:20-1:00*	Pavillion
5th	12:20-1:00*	Auditorium	5th	12:20-1:00*	Auditorium	5th	12:20-1:00*	Auditorium
6th	12:20-1:00*	Pavillion	6th	12:20-1:00*	Pavillion	6th	12:20-1:00*	Pavillion
*Teachers: Tell your students to wait until we call your name for them to line up for dismissal			*Teachers: Tell your students to wait until we call your name for them to line up for dismissal			*Teachers: Tell your students to wait until we call your name for them to line up for dismissal from		

Instructional 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	124	339.8	31	309.8	25	244.8	0	0	180	36000	57859	21859
1	Yes	124	339.8	31	309.8	25	244.8	0	0	180	50400	57859	7459
2	Yes	124	339.8	31	309.8	25	244.8	0	0	180	50400	57859	7459
3	Yes	124	339.8	31	309.8	25	244.8	0	0	180	50400	57859	7459
4	Yes	124	339.8	31	309.8	25	244.8	0	0	180	54000	57859	3859
5	Yes	124	339.8	31	309.8	25	244.8	0	0	180	54000	57859	3859
6	Yes	124	339.8	31	309.8	25	244.8	0	0	180	54000	57859	3859

Professional Development

Pacoima Charter School remains committed to ongoing professional growth by implementing Learning Forward's eleven Standards for Professional Learning. These standards are designed to enhance teacher effectiveness and ultimately improve academic outcomes for all students. Developed by Learning Forward—the only association dedicated exclusively to professional learning for educators—these standards represent the most critical lever for school improvement: building the knowledge and skills of those who educate our students. By aligning our professional development practices with these research-based standards, PCS ensures that all staff are equipped to meet the evolving needs of our learners.

- 1. Learning Foundation:** Educators build their capacity to design and lead professional learning that serves each educator and respects all aspects of their learning needs. Educators recognize that high-quality professional learning can serve as a lever to achieve excellence, but only when educators and students have access to and opportunity for rigorous and relevant learning. High expectations, a welcoming culture, and sustained and aligned structures for professional learning are critical to ensuring that all educators and ultimately all students benefit.
- 2. Culture of Collaborative Inquiry:** When educators at every role, grade level, and content area collaborate for continuous improvement and support their colleagues' ongoing learning and development, they increase learning opportunities for each student. They simultaneously develop individual and collective knowledge and expertise and commit to collective responsibility so together they can better meet student needs. Educators engage in strategic and consistent processes to develop the habits of mind and practices that make collaboration effective, and they embrace continuous learning as a shared responsibility and privilege. Collaborative learning is more than a particular design or format. Rather, it is a holistic approach to professional learning and a key contributor to a culture of sustained improvement.

3. **Leadership:** Leadership in professional learning can come from educators serving in a range of positions with varying levels of seniority and authority. Educators lead professional learning from many roles, based on an understanding of their system and context and their own sphere of influence. Leadership can take many forms, including establishing policy, collaborating with others, allocating resources, modeling best practices, improving an existing initiative, or establishing a teacher-led innovation.
4. **Resources:** Educators need significant resources to plan, facilitate, assess, and experience high-quality professional learning. Resources include money, time, people, technology, materials, and services from external providers. The level of investment in professional learning is tied to its quality and results. Further, educators' intentions and aspirations to achieve improved outcomes for all students require careful attention to resource allocation and use.
Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. **Implementation:** Educators leverage the power of scaled and sustained implementation to realize the promise of professional learning to advance a particular intervention or initiative. They prioritize long-term support for educators as well as for teams, schools, and systems as changes take place over time. Educators use change management research to guide how they design and sustain improvement efforts, with an understanding of how change affects learners and teams of learners.
6. **Learning Designs:** Educators design professional learning that achieves improved leader, teacher, and student outcomes by understanding and articulating how the learning will lead to the intended changes. Educators design learning that will achieve specific goals that are established based on an analysis of student and educator data, alignment with school and system goals, and an understanding of how people learn and change.
7. **Evidence:** Educators turn to evidence at all stages of planning, monitoring, and assessing professional learning. They use a combination of relevant data and research findings as well as data from evaluations of their own system's professional learning to make decisions about professional learning policies, resources, plans, and goals. The use of data, evidence, and research is a recursive process; their use informs decisions about planning professional learning, and impact results inform the next planning decisions.
8. **Learning Drivers:** Educators in leadership roles have responsibility for ensuring that professional learning is available and accessible to all educators, which contributes to strengthening systems and disrupting restrictive practices for students and educators. Educators create more effective learning environments for all students when they engage in professional learning that builds knowledge about how to demonstrate understanding, affirms each person's unique attributes and contributions, and supports reflection about how learners' lives and experiences impact teaching, learning, and school culture.

9. **Learning Practices:** Educators engage in professional learning that helps them create high-quality learning experiences for all students, honoring all students' unique characteristics. Educators build capacity to serve the whole child, deepening their understanding of who their students are and how their unique experiences impact what they need at school. Educators learn to recognize each student's strengths and personalize learning to maximize impact on a range of student outcomes.
10. **Curriculum Assessment and Instruction:** Educators prioritize building their capacity to understand curriculum and instructional materials, aligned assessments of and for learning, and teaching strategies in the classrooms they influence or lead. They understand the overall vision for student instruction that is tied to student standards and curriculum and their role in its implementation. They build and use the knowledge, skills, and practices essential to effectively identifying, adapting, and using high-quality instructional materials, assessing student learning, and creating engaging classroom experiences for each student.
11. **Professional Expertise:** Educators continually develop and deepen the expertise essential to the roles they fill throughout their careers. The complexity of education requires that educators build knowledge, skills, and practices in multiple content areas, integrate understanding about pedagogy to create effective learning conditions and experiences, and study how people learn and develop. They align their learning with standards and frameworks and monitor how the field evolves. Over time, they develop professional judgment that deepens their expertise and informs habits and practices.

Pacoima Charter School has redesigned its academic calendar to intentionally include dedicated time for teacher collaboration, planning, and reflection. This structured time supports professional growth and ensures instructional practices remain aligned and effective across grade levels.

The following is an example of the professional learning and collaboration opportunities that Pacoima Charter School has intentionally designed to support continuous teacher growth and instructional excellence:

- Two buy-back days at the beginning of the year for professional development.
- Paid collaborative planning is provided three hours per month after school to promote teacher communication among and within grade levels. This collaborative planning time is mandatory.
- The number of grade-level collaborative planning sessions has been increased by reducing the frequency of faculty meetings. Information that was previously shared during staff meetings is now communicated through email, allowing more time for focused instructional planning and collaboration.

- Teachers have one hour of grade level collaboration per week while the students participate in psychomotor time.
- Teaching staff is provided the opportunity to attend one conference of their choice per school year. Registration is paid by the school.
- Selected teachers participate in conferences every year (GATE, CCSA, etc.)
- Teaching staff is provided a stipend for participating in parent events. The stipend can be used to purchase professional literature, subscribe to professional periodicals, or to take professional coursework/trainings.
- Staff trainings are scheduled in the summer time, Saturdays and after school to protect instructional time.
- Grade level coordinators are certified as trainer of trainers in different subject areas.
- Grade level coordinators conduct additional in-service presentations on such topics as instructional programs, data analysis, and cooperative learning.
- Two additional mandatory professional development days were added to the calendar.
- Outside consultants provide on-going coaching and professional development to all teachers (SFA, Math Solutions, Wonders, etc.)

Three-Year Professional Development Calendar

	Subject	Topic
2026-2027	Ready Math Classroom	<ul style="list-style-type: none"> • Train in New Math Program aligned to New Math Frameworks
	ELD Summit K-12	<ul style="list-style-type: none"> • Implementation Support Training
	ELD Ellevation: Get Started: Writing Series	<ul style="list-style-type: none"> • Implementation Support Training • Introduction to Fortify Output • Fortify Output with Students Writing • Introduction to Develop Academic Language • Assess Language and Learning Using Quick Checks
	Reading	<ul style="list-style-type: none"> • Refresher on instructional strategies that build foundational skills in literacy
	Write From The Beginning (WFTB)	<ul style="list-style-type: none"> • Informational Writing Refresher • Designing mini lessons that build Organization in Informational Writing • Designing mini lessons that build Organization in Informational Writing
2027-2028	Ready Math	<ul style="list-style-type: none"> • Deepening Mathematics Content Knowledge Introduction to Algebraic Thinking • Patterns and Functional Thinking
	ELD Summit K-12	<ul style="list-style-type: none"> • Implementation Support K-12
	ELD Ellevation	<ul style="list-style-type: none"> • Foster Conversation with Academic Conversation
	Write From The Beginning (WFTB)	<ul style="list-style-type: none"> • Refresher in Opinion Writing and Argumentative Writing (6th grade) • Refresher in Using Thinking Maps to Develop Comprehension
2028-2029	Ready Math	<ul style="list-style-type: none"> • Instructional Support PD based on need
	ELD Summit K-12	<ul style="list-style-type: none"> • Implementation Support
	Write From The Beginning (WFTB)	<ul style="list-style-type: none"> • Narrative Writing Refresher

How Pacoima Charter School Recruits Qualified, Credentialed Teachers

Pacoima Charter School actively recruits highly qualified, credentialed teachers through ED-Join, a widely used platform for educational employment. The hiring committee is composed of teachers, administrators, and other staff, leads the recruitment process. This collaborative team is responsible for screening applications, interviewing candidates, and selecting educators who demonstrate both strong instructional skills and a commitment to the school's mission and values.

Meeting the Needs of All Students

English Learners

Pacoima Charter School (PCS) meets the needs of our EL students by:

1. Identifying potential English Learners (“EL”) and students at risk of becoming long-term ELs
2. Providing them with an effective English language acquisition program that affords meaningful access to the PCS’ academic core curriculum.
3. Using instructional plans for English Learners that are based on sound educational theory
4. Supporting students with trained teachers and appropriate materials and resources
5. Evaluating the program to ensure is successful and modified when the program is not successful.

Pacoima Charter School will comply with all LAUSD requirements such as:

1. Submitting the certification form to the LAUSD Charter Schools Division (“CSD”) that certifies that PCS will either adopt and implement LAUSD’s English Learner Master Plan or implement PCS’ own English Learner Master Plan.
2. PCS will provide to the CSD a report on its annual EL program assessment.
3. PCS will provide a copy of its current EL Master Plan to the CSD.
4. PCS will inform parents via Parent Square and in- person meetings about applicable legal requirements for English Learners such as:
 - Student identification, and placement
 - Program options
 - ELD and core content instruction
 - Teacher qualifications and training
 - Re-classification to fluent English proficient status
 - Monitoring and evaluating program effectiveness
 - Standardized testing requirements
 - Recruiting of parents for the English Language Advisory Committee (ELAC)

Master Plan for English Learners

Pacoima Charter School will continue to follow the LAUSD's Master Plan for English Learners.

Meeting the Needs of Gifted and Talented (GATE) Students

Pacoima Charter School is committed to working diligently to identify students who may potentially be classified as gifted. PCS will continue to use the LAUSD criteria for identification and the LAUSD GATE fee- for- service to identify Gifted Students for Intellectual Ability. In addition, PCS will continue to provide a variety of strategies to identify and support gifted and talented students in the following abilities:

- Intellectual
- High Achievement
- Specific Academic
- Creative
- Leadership
- Visual Arts
- Performing Arts

Pacoima Charter School will support the gifted and talented as follows:

- Gifted Sub-Committee is responsible for identifying, testing and monitoring students
- I-Ready computer program which individualizes instruction designed to meet the specific learning needs of each student
- Differentiation, project-based, and depth and complexity instruction Continue to use LAUSD GATE services to identify Gifted Students for Intellectual Ability
- Enrichment Program to sustain Proficient and Advance students
- Placement of students in gifted/high achieving clusters
- Communication with and the development of positive relationships with the student's parents
- Enrichment afterschool Program to challenge these students: Engineering, Robotics, Art, Violin, Summer STEAM Camp
- Annual Gifted and Talented Conference for teachers
- Competitions- Science and Engineering Super Quiz, FLL Robotics, Rally in the Valley

Meeting the Needs of Students Achieving Below Grade Level Students

Students who are not achieving grade level standards receive additional support through a series of intervention options. Underperforming students are identified using the I-Ready reading and math quarterly diagnostics, Reach quarterly assessments, and quarterly Writing Performance

tasks. Students performing below grade level are identified by SSPT. Teachers can also refer students to SSPT. SSPT determines an appropriate intervention plan and services to be provided for each student. Students are closely monitored and follow up meetings are held to evaluate impact of intervention and determine next steps. SSPT meets weekly to monitor and screen for students.

Students receive assistance through participation in the following activities:

- One-on-one tutoring for students in grades 1-3 that are reading below grade level using SFA's Alphie's Alley computerized programs. The tutoring program is designed to foster beginning readers' phonemic awareness, phonics, fluency, and comprehension skills.
- In-School reading recovery provides opportunities for students to succeed by employing a variety of instructional strategies. This program takes place during school.
- Homework Assistance Program- provides opportunities for those students who are struggling to meet grade level standards and need additional support with assignments
- Saturday School
- Additional 30 minutes of instruction in TK-6th grade classes.
- After school programs provide additional opportunities for learning through the following programs: Think Together, Wildcats Club, Science, Robotics, Engineering, Art, Minecraft, Music, Cooking, etc.
- A class size of 24 students in grades TK-3rd and 28 in grades 4th-6th
- School Psychologist and Applied Behavioral Analyst interns
- One full-time Speech Pathologists and two SLPAs
- Two full time health professionals and RN interns
- Two full-time Social Workers and 8 MSW interns
- Positive Behavior Facilitator who supports the implementation of PBIS
- Library Technician
- STEAM Team (full-time science, technology, art)
- Two full-time computer technicians
- Family Resource Center that provides referrals to community services and parent classes
- Field Trips to enhance the curriculum
- Computers in all classrooms, and library
- Laptop ratio 1:1
- Culturally relevant literature in all classrooms and library
- After School programs (Wildcats and Think Together)
- Before School programs (Think Together)
- State Pre-school for 3 and 4 year olds
- Reading is Fundamental (RIF) Program
- Intervention Team which monitors students' progress and refers to appropriate interventions
- Intervention and Enrichment programs offered outside the instructional day
- SSPT that works closely and proactively with school staff, families, and community members to increase attendance, deepen family involvement

Meeting the Needs of Socio-Economically Disadvantaged Students

All components of our educational program apply to our Title 1 students. Students are identified when they enroll by using the Household Income Data Collection (HIDC) and the Student Residency Questionnaire. The information is maintained thereafter in our AERIES Student Information System (SIS). Aeries allows us to generate reports that help to monitor our socioeconomically disadvantaged students.

The majority of PCS' students fall into this category. Students who are not achieving grade level standards and/or are in need of socio-emotional support are referred to SSPT. SSPT determines an appropriate intervention plan and services which include, in-class intervention, tutoring, and socio-emotional support. Students are closely monitored by teachers and grade level coordinators and follow up meetings with the SSPT are held to evaluate impact of intervention and determine next steps. SSPT meets weekly to monitor and screen for students.

Pacoima Charter School will provide the following supports for socio-economically disadvantaged students:

- Partnership with various community agencies through the Pacoima Community Initiative (PCI) Network
- A class size of 24 students in grades TK-3rd and 28 in 4th-6th
- School Psychologist and Applied Behavioral Analyst interns
- One full-time Speech Pathologists and two SLPAs
- Two full time health professionals and RN interns
- Two full-time Social Workers and 8 MSW interns
- Positive Behavior Facilitator who supports the implementation of PBIS
- Library Technician
- STEAM Team (full-time science, technology, engineering and art teachers)
- Two full-time computer technicians
- Family Resource Center offers classes, and referrals for families
- Field Trips to provide enrichment opportunities (Yosemite)
- The Family and Student Services Department offers counseling, support groups and resources such as uniforms, food pantry and housing
- LAPD-Community Safety Partnership provides a safe passage for our students before and after school and resources to our families
- Afterschool programs

Meeting the Needs of Special Education Students

The required language contains all provisions necessary to address matters related to students with disabilities and special education.

Meeting the Needs of Students of Foster Youth

Foster youth students are flagged into the Aeries SIS upon enrollment to PCS. Determination is made based on court papers presented at the time of enrollment. Students receive the same services and resources that all Students at PCS benefit from comprehensive support services. The Family and Student Services Department closely monitors attendance, academic progress, and behavioral data for all students in this group. Serving as a vital liaison between the school and the Department of Children and Family Services (DCFS), the team ensures consistent communication and coordination. In addition, the department provides mental health services for both students and their families, as well as referrals to outside agencies when additional support is needed.

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

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

The completed LCFF State Priorities table provided in Element 1 of this petition meets this requirement and is incorporated herein by reference.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

A completed LCFF State Priorities table provided in Element 1 of this petition meets this requirement and is incorporated herein by reference.

OTHER PERFORMANCE TARGETS

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Assessment Practices

Pacoima Charter School utilizes a variety of formative assessments to monitor student academic performance and growth. **The table below** highlights the core subjects, the assessments administered, the guiding documents and reports generated, as well as the intended audience and purpose of each assessment.

To support our instructional program and ensure students achieve identified outcomes, PCS continuously disaggregates and analyzes assessment data to inform instructional decisions. All tests, exams, and classroom assessments are aligned with state standards, providing meaningful and reliable measures of student learning.

Subject	Assessment	Reports	Audience and Purpose
English Language Arts	<ul style="list-style-type: none"> Wonders ELA/ELD Assessments I-Ready Personalized Instruction online I-Ready Reading Diagnostic SFA Reading K-1 Comprehension/Phonics/ Oral Language Development Assessment (SOLO for Kinder) Writing Performance Assessments DRDP Assessments (TK) ELA IAB and FIABs 	<ul style="list-style-type: none"> Report Cards I-Ready Reports Write from the Beginning Member Center generates reports from SFA assessments Write from the Beginning (WFTB) Proficiency Reports ELA IAB and FIAB Reports 	<ul style="list-style-type: none"> Report Cards for parents provided three times a year to provide a detailed report of student progress SBAC Data is shared at Curriculum and Assessment council and organization wide at PCS Board Meetings (Director of Instruction Reports) Member Center Reports are shared with teacher, staff during Leading For Success Meeting, and parents WFTB Proficiency reports are shared with teachers and staff I-Ready – Online progress reports for teachers, staff and parents ELA IABs and FIABs Reports are shared with teachers and support staff I-Ready will provide school wide performance data and descriptions of growth.
English Language Development	<ul style="list-style-type: none"> Wonders ELD Assessments Summit K-12 Assessments ELD IABS ELPAC 	<ul style="list-style-type: none"> Annual and Initial parent notices Report cards I-Ready Reading Reports ELPAC individual state reports 	<ul style="list-style-type: none"> Annual and Initial ELD parent notices for parents inform parents of EL status and progress ELAPC Data is shared at Curriculum and Assessment council and organization wide at PCS Board Meetings (Director of Instruction Reports)
	<ul style="list-style-type: none"> Teacher Created Assessments 		<ul style="list-style-type: none"> Report Cards for parents provided three times a year to provide a detailed report of student progress I-Ready – Online progress reports for teachers, staff and parents I-Ready will provide school wide performance data and descriptions of growth. ELPAC provides parents and teachers with reports
Mathematics	<ul style="list-style-type: none"> Ready Classroom Math I-Ready Math Diagnostic Smarter Balance Summative Math Assessment 	<ul style="list-style-type: none"> School report Card I-Ready Reports SBAC Math Reports 	<ul style="list-style-type: none"> SBAC Data is shared at Curriculum and Assessment council and organization wide at PCS Board Meetings (Director of Instruction Reports) Report Cards for parents provided three times a year to

Formatted: Font: (Default) Times New Roman, 10 pt

Formatted: Font: (Default) Times New Roman, 9 pt

Formatted: Font: (Default) Times New Roman, 9 pt

Formatted: Font: (Default) Times New Roman, 10 pt

			provide a detailed report of student progress <ul style="list-style-type: none"> • I-Ready – Online progress reports for teachers, staff and parents • I-Ready will provide school wide performance data and descriptions of growth.
Science	<ul style="list-style-type: none"> • HMH Science Dimensions Assessments (chapter unit, and quarterly assessments) • Science FIABs 	<ul style="list-style-type: none"> • HMH Science Reports • CA Science Test (CAST) for 5th grade 	<ul style="list-style-type: none"> • Data is shared at Curriculum and Assessment council and organization wide at PCS Board Meetings (Director of Instruction Reports) • Report Cards for parents provided three times a year to provide a detailed report of student progress • Science reports for teachers and parents • 5th Grade CAST reports are shared with Board of Directors, Curriculum and Instruction Committee, teachers, and parents
Social Studies	<ul style="list-style-type: none"> • Studies Weekly 	<ul style="list-style-type: none"> • Studies Weekly Assessments • Writing Performance 	<ul style="list-style-type: none"> • Report Cards for parents provided three times a year to provide a detailed report of student progress • Studies Weekly reports for teachers to monitor student progress

Informal Assessments

Informal assessments are provided daily and are integrated into the lesson structure such as *Try It, Discuss It, Pair/Share, Error Alert, Connect It, Apply It, Exit tickets* and *Math Journals*. These assessments provide continuous opportunities for teachers to observe student understanding in real time and adapt instruction accordingly. Reports generated are in-depth but intuitive, helping our educators plan subsequent instruction with data-driven precision.

- Multiple Reading Assessments, provided by **Success for All and Wonders ELA/ELD** programs are formative, summative, standardized and authentic. Data received is used to evaluate student progress in reading, place students at their instructional level, focus teaching on the necessary language arts standards, and design staff development in areas of our pupil's needs. Each student's individual progress is documented and kept on file on a database called *Member Center*. *Member Center* organizes school and student data

so teachers and school leaders can set goals, see progress, celebrate successes, and identify problem areas quickly. *Member Center* allows teachers to have an ongoing record of student progress to facilitate differentiated instruction, celebration of student success, and easily communicate reading progress with parents. Tools on *Member Center* allow instructors to track the quality of students' written and oral responses to text related questions and their use of key reading comprehension strategies. SFA Assessments include: Standardized Quarterly Assessments, Weekly Story Tests, Weekly Team Score Sheets, Weekly Phonics Assessments (in 1st grade levels), and Stepping Stones quarterly assessments (Kinder)

- **Writing Assessments** (Performance Assignments) are scheduled three times during the school year to monitor the students' progress and growth in writing. Data is collected using Write from the Beginning's Writing Proficiency Class Report. Teachers use this report to gather data, determine writing targets, and set goals.
- **Observation Protocols for Teachers of English Learners (OPTEL)** Form is used to monitor students' progress in reading, writing, listening and speaking. This form is generated through the CDE approved *Ellevation* online platform. The OPTEL form is completed three times through the year and it is used for ongoing consultation with parents/guardians.
- **Wonders ELD Assessments** are given to EL students to monitor progress in English language Development. They are given at the end of each reading unit (every 8-10 weeks). The Unit Assessments for ELD evaluate multiple domains, typically including listening comprehension, reading comprehension, vocabulary, grammar, speaking, and writing.
- **Explicit Direct Instruction (EDI)** by *Data Works* is also a part of our formative assessment practices. EDI enables teachers to continuously monitor student understanding, ensuring that students derive meaning from instruction. Throughout each lesson, students are cognitively engaged, with regular opportunities to self-monitor and take ownership of their learning and participation. An EDI lesson follows a specific structure, incorporating essential lesson design components and delivery strategies. It maintains consistent student engagement through *Pair-Share* interactions and *Checking for Understanding* activities, which verify student learning in real time.

TAPPLE mnemonic:

1. **T**each first
2. **A**sk a question
3. **P**ause, pair-share, and point
4. **P**ick a non-volunteer
5. **L**isten to the response

6. Effective feedback

During EDI, teachers carry the critical responsibility of monitoring student needs and providing appropriate scaffolds throughout the learning process. At the same time, students are responsible for actively participating, understanding that they will be expected to complete tasks independently, and working toward that goal.

Benchmarks

- **I-Ready Reading and Math Quarterly Benchmark Diagnostic Assessments** are scored using technology. The results are used to monitor students' progress of skills taught and target skills not mastered. I-ready diagnostics also predict the students' reading and math achievement on the SBAC test on a quarterly basis. These predictions allow time to revise instructional strategies, identify areas of difficulty and help teachers effectively target instruction. I-Ready reading and math Diagnostics are given at the **beginning, middle, and End of the Year**.
- **English Language Development Benchmark:** EL Students progress towards English proficiency is monitored using the *Wonders* assessments, OPTEL form, and ELPAC. ELD Benchmark assessments are given **three times a year** in all domains. A pretest is given at the beginning of the school to determine ELD achievement and determine areas of need. Midyear assessments are given midyear to assess progress in language development. The ELPAC is the end of year assessment that is used to assess student achievement. The teacher meets with the grade level coordinator to review EL students' progress and work samples, and make the decision to promote the student to the next ELD level. Students also take the end of the unit *Wonders* ELD assessments that assess listening, speaking, reading, and writing development.
- **Roots Assessments** are given to 1st grade students to assess phonemic awareness, decoding, and reading comprehension. Results from assessments are used to determine instructional reading levels and mastery. Assessments are given **every 8-10 weeks**.
- **Structured Oral Language Observation (SOLO) Assessments** are given to Kinder and 1st grade students to assess receptive and expressive oral language. Student outcomes are used to monitor oral language proficiency and vocabulary development. Assessments are given **every 8 weeks**.
- **Stepping Stones Assessments** are given to Kinder students quarterly to assess phonemic awareness and decoding. Results from assessments are analyzed and used to develop reading goals for students. Assessments are given **every 8 weeks**.
- **Science Quarterly Assessments** are given at the **beginning, middle, and end of year** to determine mastery of science standards. Assessments are generated through HMH Science Dimensions. 5th grade students also take the CAST in the spring.

Data Analysis and Reporting

Pacoima Charter School will continue to make data analysis a priority. Pacoima Charter School agrees to comply with the provisions of the Family Educational Rights and Privacy Act (“FERPA”) regarding the release of students’ education records to organizations. The following actions will be used:

- **The Goal Focused Implementation Process** developed by Success For All Foundation will continue to be used to analyze student performance data to determine effective plans in meeting state content standards, to provide information on program effectiveness and evaluate the success of our instructional programs.
- **Data meetings** will continue to be conducted monthly to disaggregate, analyze data compiled, discuss root causes, determine targets, and set SMART goals.
- **Compilation of the data** will continue to be shared and reviewed with teachers and parents/guardians to further investigate and discuss instructional practices.
- **Analysis of assessment data** will continue to inform instruction, provide a basis for the allocation of resources and design on-going professional development plan.
- **Implementation visits** by SFA and Math Solutions will continue to address instructional issues that have been identified through data collection and mini-workshops will be conducted to increase the effectiveness of teaching strategies.
- **The Student Support and Progress Team (SSPT)** is used as a vehicle in developing a variety of systemic and school-wide interventions that utilize a cross section of the school community to address identified student needs. Members of the SSPT team represent all areas of the school (Attendance, Intervention, Language Appraisal, Behavior, community, parent, etc.).
- **Leading for Success (LFS)** meetings are held quarterly to inform all stakeholders how the school is doing in regards to student progress. Each team is responsible for presenting their data, challenges and successes.

The Use of Data to Inform Educational Partners

Staff Communication

Performance expectations and results are communicated to the staff through faculty, weekly grade level, professional collaborations, and/or committee meetings. These meetings are direct result of the continuous monitoring of data received from assessments and benchmarks. These meetings will share and receive suggestions for improvement to all interested parties. The outcomes of these meeting will dictate PCS’s Professional Developments.

Parent Communication

Pacoima Charter School is committed to keeping parents informed and engaged in their child's academic journey. PCS will continue to provide families with regular updates on student progress, achievement, and expectations. PCS will hold meetings to explain the California Standards, share examples of proficient student work, and outline grade-level expectations.

Academic progress reports will be presented by the Director of Instruction to the Governance Board, School Site Council, and English Advisory Committee to ensure continuous monitoring of our educational program using assessment and benchmark data. Parents are encouraged to share their concerns and suggestions with the appropriate council to support ongoing improvement.

At Back-to-School Night, teachers will present the key concepts and skills students are expected to master, along with the criteria used to evaluate performance. Additionally, parent-teacher conferences will provide individualized updates on each child's progress toward meeting grade-level standards.

Other Educational Partners Communication

Pacoima Charter will continue to communicate academic achievements through our website and social media outlets such as *FaceBook*, *Instagram* and *Wildcats News Network (WNN)*.

Grading, Progress Reporting, and Promotion/Retention

Students receive a Progress Report three times a year (November, March, and June). Benchmark assessments for reading are given every quarter and three times a year for math. Teachers maintain students' grades and progress on an electronic grade book program. Teacher grade books are auditable documents and are maintained digitally by AERIES network services. Final grades for a school year are maintained in the student's cumulative permanent record. Grades serve as an evaluation of content mastery. The on-line progress reports generated by AERIES report system are used to record student progress and communicate expectations for learning every trimester.

The following is our school's grading scale that was adopted by PCS' Curriculum and Instruction Committee:

Grading Scale	
4	100-95
3	94-70
2	69-50
1	<49

Retention Policy

Pacoima Charter School follows the Retention Policy as outlined by the California Department of Education (CDE).

When a student is not meeting grade-level standards, the general education teacher provides additional in-class interventions and promptly notifies parents. Parents must be informed no later than the first reporting period through an **Unsatisfactory Notice**.

If concerns persist, the general education teacher initiates the Student Support and Progress Team (SSPT) referral process for students. Through this process, additional supports are provided, which may include both in-class and Tier 2 interventions outside the classroom. Should the student continue to struggle, parents are notified of the risk of retention by the second reporting period via a second Unsatisfactory Notice.

If a student fails to make adequate progress despite interventions, the case is referred to the Retention Committee. The Committee reviews the student's case study and determines whether the student should be promoted or retained.

In situations where a parent disagrees with the decision, the Retention Committee will revisit the case. However, the final decision rests with the Committee. If the parent continues to disagree after reconsideration, they may file an appeal with the Pacoima Charter School Board.

To request an appeal, the parent must contact the Director of Instruction, who will schedule the case for review at the next Board meeting. The Director ensures that the matter is placed on the Agenda, and a member of the Retention Committee attends the meeting to present a summary of the retention recommendation. Parents are given the opportunity to present their case directly to the Board. Based on the evidence and arguments presented, the Board makes the final determination regarding promotion or retention.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.) Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes,

Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

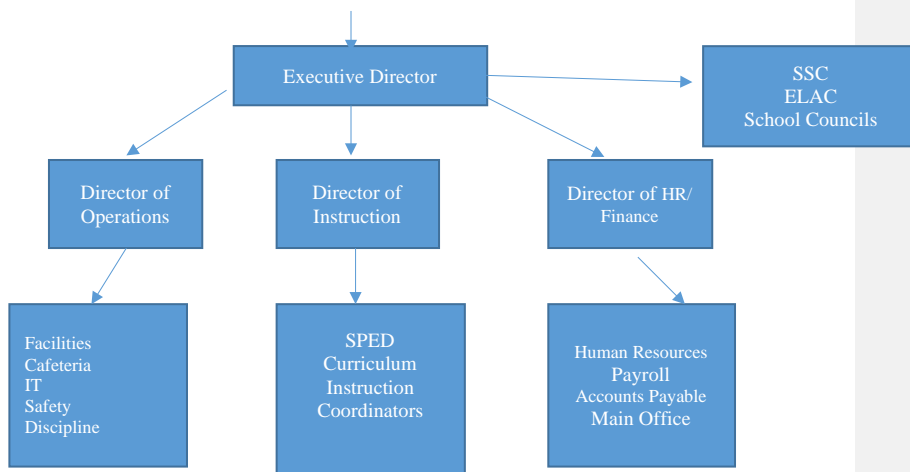
The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

GOVERNANCE STRUCTURE

Special Governance Board



GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Special Governance Board shall have at least five (5) and no more than nine (9) directors. All directors shall be members of the community and have expertise in different areas: Finance, School, Law, etc. All Directors shall be appointed by the Board, based upon nominations received by other Board Members. Parents and employees may also submit candidate recommendations directly to the Board President. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been elected as required in the bylaws. Board members will ideally have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.

GOVERNANCE PROCEDURES AND OPERATIONS

- The Special Governance Board (SGB) and all Council meetings are open to the public and follow Government Code Section 54950 et seq. (Brown Act).
- The Board Secretary shall post their agenda in a public location within seventy-two (72) hours prior to their scheduled meeting.
- Robert’s Rules of Order for conducting meetings will be followed to the extent that it is consistent with the Brown Act.
- Meetings will be conducted at least 6 times a year.
- Minutes of each meeting are taken and posted within 72 hours in a public location.
- A majority of the directors in office shall constitute a quorum. All acts and decisions of the SGB will be by the majority vote of the directors in attendance. Should there

be less than a majority of the directors present at any meeting, the meeting shall be adjourned. SGB directors may not vote by proxy.

- Interested (staff) board members should abstain from voting when it is a conflict of interest.
- Meetings and actions of the SGB are governed by the provisions of the SGB Bylaws. Minutes of each meeting are kept and filed with corporate records.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b) All votes taken during a teleconference meeting shall be by roll call;
- c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

STAKEHOLDER INVOLVEMENT

Pacoima Charter School remains committed to fostering a governance structure that promotes meaningful participation from all stakeholders. Every staff member is involved in the school's improvement efforts, and parents and community members are actively encouraged to contribute to decision-making processes.

The school's councils are intentionally inclusive, representing the voices of parents, staff, and community members. Meeting information is regularly shared through multiple platforms, including the school's website, campus bulletin boards, and the *ParentSquare* communication system.

To strengthen parent engagement, *Coffee with the Principal* is held monthly, providing a welcoming space for dialogue and collaboration. The first meetings of each school year are dedicated to guiding parents on how to navigate the school website and effectively use *ParentSquare*.

Parents play a vital role in school governance through their involvement in the School Site Council (SSC), English Language Advisory Committee (ELAC). Additionally, parents, teachers

and support staff serve on the school's Special Governance Board, ensuring broad representation in key decisions that shape the school's future.

School Site Council

The SSC council is composed of the following members, the principal, teachers elected by other teachers, other school personnel elected by other school personnel, parents elected by other parents. Classroom teachers are the majority on the school staff side. Each member has equal voting rights. The Executive Director is responsible for the elections of staff members. Half of the membership shall be (a) Executive Director, classroom teachers and other school personnel (staff side); and half shall be (b) parents, or other community members elected by the parents (parent side). The council will be made up of no fewer than 10 members.

English Language Advisory Committee

The English Language Advisory Committee is composed of 51 percent of parents of children participating in the English language development program. Elections for both the SSC and ELAC take place at the last meeting of the school year.

LCAP Development

Pacoima Charter School follows a collaborative and transparent process to engage all stakeholders, parents, teachers, staff, administrators, and students, in the development and annual update of its Local Control and Accountability Plan (LCAP). The process includes the following steps:

- **LCAP Surveys:** Surveys are distributed to all parents and staff members. Responses are collected and analyzed by members of the School Site Council (SSC).
- **Outreach and Promotion:** Flyers, *ParentSquare* announcements, and the monthly Parent Calendar are used to promote upcoming LCAP meetings and encourage participation.
- **Ongoing Involvement:** The School Site Council is actively involved throughout all phases of the LCAP process, from data review to goal setting.
- **Parent Meetings and Input:** During scheduled parent meetings, survey results are reviewed, and parents are given the opportunity to provide feedback and suggestions.
- **Approval Process:** The final draft of the LCAP is presented to both the School Site Council (SSC) and the Special Governance Board (SGB) for review and formal approval.
- **Year-End Presentation:** The finalized LCAP is shared with all parents during the end-of-year parent meeting to ensure transparency and continued engagement.

This inclusive process ensures that the LCAP reflects the shared priorities and goals of the entire school community.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

Employee Type	Positions	Number of Budgeted Positions
Classified	Office	2
Classified	Payroll/HR Technician	1
Classified	BGW's	2
Classified	PE Coaches	4
Classified	Pre-K TA's & Pre-K Office Clerk	9
Classified	Paraprofessionals	25
Classified	Computer Tech	1
Classified	Cafeteria	6
Classified	Parent Center Liaison	1
Classified	Campus Security	1
Classified	MCD Clerk (SPED)	1
Classified	Certified Nurse Assistant (CNA)	1
Classified	Assistant School Social Worker	1
Classified	Library Aide	1
Classified	ELOP TA's	13
Classified	Health Office Manager	1
Classified	Nutrition Services Director	1
Classified	Dept. Heads	6
Certificated	Teachers-Pre-K	4
Certificated	Teachers-TK-6 th Grade	36
Certificated	Teachers-RSP	5
Certificated	Teachers-STEAM	2
Certificated	Grade Level Coordinators	6
Certificated	Family & Student Services Director	1
Certificated	School Nurse	1
Certificated	Psychologist	1
Certificated	Positive Behavior Facilitator	1
Certificated	ELA Recovery Teacher	1
Certificated	Speech & Language Pathologist and SLPAs	3
Certificated	Administrators	4
	Classified	79
	Certificated	64
	Total:	142

Qualifications of Executive Director

- Hold a valid California Multiple Subject Credential
- Hold a California Administrative Credential
- Have a Master's Degree
- Have at least five years of successful teaching experience.
- Have at least 5 years of administrative experience.

Qualifications of Directors

- Hold a valid California Multiple Subject Credential
- Hold a California Preliminary Services Administrative Credential
- Have a Master's Degree
- Have at least five years of successful teaching experience
- Have at least five years of experience related to the position.

Qualifications of Grade Level Coordinators

- Hold a valid California teaching credential from the Commission on Teacher Credentialing
- Have at least 5 years teaching experience
- Have experience directing additional school activities (e.g. summer, Saturday school)

Qualifications of Teaching Personnel

- A Bachelor's Degree
- A valid California teaching credential from the Commission on Teacher Credentialing

Classified Personnel: Qualifications will be specific to position

The Human Resources Department keeps job qualifications for building and grounds, office, cafeteria, paraprofessionals, technology and supervision personnel on file.

Responsibilities of the Executive Director

The Executive Director of Pacoima Charter School holds a critical leadership role and is responsible for overseeing the organization's operations, ensuring academic excellence, financial integrity, and community engagement. Key responsibilities include:

Organizational Leadership

- Oversee all aspects of the school's operations and strategic direction.
- Foster a collaborative and inclusive school culture that supports a diverse group of stakeholders, including students, parents, faculty, and community members.

- Communicate effectively with internal and external stakeholders about the school’s mission, values, and core beliefs.
- Translate the Special Governance Board’s strategic vision into actionable operational goals.
- Promote a positive learning environment and a community-friendly school atmosphere.

Personnel Management

- Guide and support the administrative and support staff teams while promoting high standards of professionalism and excellence.
- Evaluate and provide ongoing feedback to members of the administrative team.
- Ensure that school rules and policies are consistently and fairly implemented with integrity.
- Negotiate with employees’ bargaining units in accordance with school policy and labor laws.

Accountability and Compliance

- Ensure the school maintains WASC accreditation and achieves successful charter renewal.
- Submit required reports to district, state, and federal agencies in a timely and accurate manner.
- Maintain compliance with all legal contracts, government regulations, and funding source agreements.

Fiscal Leadership

- Provide leadership in all areas of fiscal management and planning.
- Develop balanced budgets aligned with school resources, limitations, and anticipated grant funding.
- Establish and enforce clear financial policies and procedures that align with Generally Accepted Accounting Principles (GAAP).
- Identify and address financial risks, and provide strategic recommendations to the Special Governance Board.
- Ensure the school’s accounting systems are accurate, transparent, and compliant.

Development and External Relations

- Cultivate and maintain professional relationships with external partners, government representatives, and educational leaders.
- Establish and grow partnerships with state funding sources, advisory committees, and local organizations.
- Strive to increase development income through grant applications, strategic fundraising, and donor engagement.

- Lead the implementation of fundraising programs aligned with the school’s mission and goals.

Responsibilities of the Director of Instruction

The Director of Instruction at Pacoima Charter School plays a vital role in leading and supporting high-quality teaching and learning across the school. Key responsibilities include:

- **Instructional Leadership:** Oversee the development, implementation, and continuous improvement of the school’s instructional program to ensure academic excellence for all students.
- **Special Education Oversight:** Provide leadership and oversight of the Special Education program, ensuring compliance with legal requirements and the delivery of appropriate services.
- **Staff Evaluation:** Evaluate the effectiveness of instructional and support staff through observations, coaching, and performance assessments.
- **Professional Development:** Design and facilitate meaningful professional growth opportunities that align with school goals and staff needs.
- **Family and Community Engagement:** Communicate effectively with families and the broader school community to foster trust, transparency, and collaboration.
- **Scheduling Support:** Assist with the development and management of instructional schedules to optimize student learning time and staff collaboration.
- **Student Support:** Assist with student discipline by promoting positive behavior practices and ensuring fair and consistent enforcement of school policies.
- **Policy Compliance:** Adhere to all charter school policies established by the Policy Councils and ensure consistent implementation across programs.
- **Legal and Regulatory Compliance:** Ensure the school meets all state and federal mandates related to curriculum, instruction, and accountability.
- **Accreditation and Charter Renewal:** Support the school in maintaining WASC accreditation and meeting all criteria required for LAUSD charter renewal.

Responsibilities of the Director of Operations

The Director of Operations at Pacoima Charter School is responsible for ensuring the effective and efficient daily functioning of the school, with a strong focus on safety, compliance, and operational excellence. Key responsibilities include:

- **Operational Oversight:** Supervise the day-to-day operations of the school to ensure smooth, efficient, and safe functioning across all departments.
- **Student Safety:** Maintain a safe and secure environment for all students by implementing and monitoring schoolwide safety protocols.
- **Facilities Management:** Ensure that the school campus is clean, well-maintained, and in good repair, coordinating necessary repairs and maintenance.
- **School Nutrition Program:** Oversee the school lunch program, ensuring compliance with nutritional standards and regulations while supporting student well-being.

- **Safety Planning:** Develop and submit the annual School Safety Plan in alignment with state and district guidelines.
- **Staff Communication:** Maintain clear and consistent communication with faculty and staff to support school operations and respond to emerging needs.
- **District Liaison:** Serve as the primary liaison between the school and LAUSD's Maintenance and Operations (M&O) Division to address facilities and infrastructure needs.
- **Student Support:** Assist with student discipline to promote a safe and respectful learning environment.
- **Policy Implementation:** Adhere to all charter school policies established by the Policy Councils and ensure their consistent application.
- **Compliance:** Ensure the school is in full compliance with all applicable state and federal mandates.
- **Accreditation and Renewal:** Support efforts to meet all requirements for WASC accreditation and LAUSD charter renewal.

Responsibilities of the Director of Human Resources and Finance

The Director of Human Resources and Finance ensures the effective management of the school's financial operations and personnel systems, maintaining compliance with all regulatory and policy requirements. Key responsibilities include:

- **Business Operations:** Oversee the day-to-day business practices and financial functions of the school.
- **Payroll Management:** Supervise the payroll department to ensure timely and accurate processing.
- **Credential Compliance:** Ensure all staff members hold valid and appropriate credentials for their positions.
- **Employee Onboarding:** Manage the onboarding process for all new employees, ensuring completion of all documentation and compliance requirements.
- **Retirement Systems Compliance:** Ensure compliance with state retirement systems, including STRS, PERS, and PARS.
- **Risk Management:** Oversee the school's Workers' Compensation program to ensure staff safety and legal compliance.
- **Resource Development:** Identify and attract new financial and human resources to support the school's mission.
- **Vendor Coordination:** Act as the primary liaison between the school and its back-office service provider.
- **Policy and Legal Compliance:** Adhere to all charter school policies as established by the Policy Councils and ensure compliance with state and federal mandates.
- **Accreditation and Renewal:** Support the school's efforts to meet WASC accreditation and LAUSD charter renewal requirements.
- **Board Reporting:** Provide financial updates and recommendations to the Executive Director and Special Governance Board, including budget revisions and financial projections.

Responsibilities of Grade Level Coordinators

Grade Level Coordinators play a pivotal leadership role in supporting student success and instructional quality across assigned grade levels. Key responsibilities include:

- **Student Support:** Serve designated students directly and/or indirectly through targeted instructional and support services.
- **Instructional Coaching:** Provide coaching and mentorship to teachers in all academic areas to enhance instructional practices.
- **Team Leadership:** Lead and facilitate grade-level team meetings to foster collaboration and instructional alignment.
- **Classroom Placement:** Assist with assigning students to appropriate classrooms and ensuring access to necessary services.
- **Intervention Support:** Participate in Student Support and Progress Team (SSPT), Intervention, and Language Assessment Team (LAT) meetings to develop student intervention plans.
- **Testing Coordination:** Serve as testing coordinators for local and state assessments.
- **Data Analysis:** Collect and analyze student assessment data, and present findings to grade-level teams to inform instruction.
- **Policy Adherence:** Follow all policies and procedures established by the Charter School's Policy Councils.

Responsibilities of the Teaching Personnel

Teachers at Pacoima Charter School play a central role in fostering academic excellence and supporting the overall development of each student. Their responsibilities include:

- **Instructional Excellence:** Deliver a high-quality, enriching curriculum that meets the diverse learning needs of all students.
- **Student Assessment:** Conduct ongoing assessments of student progress, maintain accurate records, and use data to inform instruction.
- **Instructional Reflection:** Continuously evaluate and adjust classroom practices to address the evolving needs of students.
- **Classroom Environment:** Create and maintain a structured, engaging, and supportive classroom environment that reflects the school's academic goals.
- **Professional Growth:** Actively pursue professional development opportunities to enhance teaching practices and stay current with educational trends.
- **Communication:** Foster open and respectful communication with students, parents, colleagues, and all members of the school community.
- **Student Behavior Support:** Promote and support positive student behavior and collaborate with school leadership on matters of discipline.
- **Policy Compliance:** Adhere to all policies and procedures established by the Charter School's Policy Councils.

Responsibilities of the Out-of-the Classroom Teaching Personnel

Out-of-Classroom Teachers at Pacoima Charter School play a critical role in supporting instructional services and ensuring that all students receive targeted academic support.

Responsibilities include:

- **Role-Specific Duties:** Carry out all responsibilities outlined in their specific job description with professionalism and integrity.
- **Student Support:** Ensure that all assigned students receive the academic or intervention services they are entitled to.
- **Collaboration:** Provide instructional schedules, resources, and support to classroom teachers to enhance student learning.
- **Progress Monitoring:** Maintain accurate and up-to-date records of student progress and share relevant data with instructional staff.
- **Family Engagement:** Participate in school events designed to engage families, such as Back to School Night, Open House, and other evening activities.
- **Policy Compliance:** Follow all school policies and procedures as established by the Policy Councils.

Responsibilities of Paraprofessionals

Paraprofessionals at Pacoima Charter School support student learning by working collaboratively with teachers and instructional staff. Responsibilities include:

- **Classroom Support:** Assist students in the classroom to ensure they remain engaged, supported, and on task.
- **Communication:** Maintain open communication with teachers regarding individual student progress and needs.
- **Team Participation:** Attend grade-level meetings alongside the classroom teacher to stay informed and contribute to instructional planning.
- **Activity Preparation:** Assist teachers in planning and preparing instructional activities and materials.
- **Policy Compliance:** Adhere to all Pacoima Charter School policies as outlined by the Policy Councils.

Responsibilities of Classified Support Personnel

Classified Support Personnel at Pacoima Charter School play an essential role in ensuring the smooth and efficient operation of the school. Their responsibilities include:

- **Role-Specific Duties:** Fulfill all responsibilities and expectations as outlined in their specific job description with professionalism and accountability.
- **Policy Compliance:** Consistently adhere to all policies and procedures established by Pacoima Charter School and its Policy Councils.

Element 6 – Health and Safety Procedures

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

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California

Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

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

TRANSPORTATION SAFETY PLAN

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

Child Abuse Reporting

All employees of Pacoima Charter School are mandated reporters and are required to comply with California Penal Code Section 11166 et seq. Any employee who has knowledge of, or reasonably suspects, that a child has been the victim of abuse or neglect must report the incident to a child protective agency, such as the Department of Children and Family Services (DCFS) or local law enforcement. "Reasonable suspicion" exists when the facts and circumstances would lead a reasonable person in a similar position to suspect child abuse or neglect. This includes physical, sexual, and emotional abuse, as well as neglect. Employees may also report suspected emotional abuse, even in the absence of physical indicators.

To ensure compliance and understanding, all staff must complete mandatory child abuse reporting training before the start of the academic year. This training is provided through the online platform offered by ASCIP (Alliance of Schools for Cooperative Insurance Programs), as part of the school's membership in the joint powers authority

Pacoima Charter School is committed to maintaining the health, safety, and well-being of all students. The school adheres to state health requirements and implements comprehensive safety policies to ensure a secure learning environment.

Health Requirements

To promote student health, Pacoima Charter School will:

- Conduct health screenings for all students, with particular attention to incoming kindergarten students.
- Require documentation of immunizations for all enrolling students, in compliance with state law.
- Perform mandated vision and hearing screenings at appropriate grade levels.
- Refer families to local health agencies for treatment of chronic illnesses and communicable diseases.
- Provide annual training for staff on blood-borne pathogens and other health-related protocols.

Campus Safety

To maintain a safe and secure campus environment, Pacoima Charter School will:

- Enforce a strict *Zero Tolerance* policy regarding weapons on campus.
- Implement the Title IV provisions of the *Safe and Drug-Free Schools and Communities Act* to ensure a drug-, tobacco-, and alcohol-free school environment.
- Report all drug- and alcohol-related incidents in accordance with legal requirements.
- Collaborate with local law enforcement to address crime-related concerns on or near school grounds.
- Regularly monitor and update the *Safe School Plan* to ensure current and effective safety procedures.
- Conduct daily inspections of school facilities by the Plant Manager to identify and address any potential hazards.

Custodian of Records

The Director of Human Resources and Finance and the Executive Director are the custodial of records per California Department of Justice requirements.

Health and Wellness

Pacoima Charter School is dedicated to promoting the health and wellness of its students through a variety of thoughtfully designed programs and initiatives:

- Employing a full-time chef who plans and prepares nutritious, balanced meals on-site for all students.
- Serving only 1% reduced-fat and non-fat milk to support healthy dietary choices.
- Offering a second-chance breakfast to ensure all students have access to a morning meal.

- Providing supper and a healthy snack to students participating in the after-school program.
- Reducing the sugar and fat content in all meals to promote better nutrition.
- Sourcing fresh fruits and vegetables from local farms to support both student health and the local economy.
- Allocating time daily for calisthenics and incorporating a weekly psychomotor program to encourage physical activity and motor skill development.

Element 7- Means to Achieve a Racial and Ethnic, Special Education, and English Learner, including Re-designated Fluent English Proficient Pupils Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Plan for Achieving a Racial and Ethnic Balance

Pacoima Charter School is situated in a predominantly Latino community, and our student demographics naturally reflect this. We recognize that meeting the LAUSD's targeted racial and ethnic balance ratios of 70:30 or 60:40 presents significant challenges given our local population. Nonetheless, PCS remains committed to fostering diversity and inclusivity within our school community.

To this end, Pacoima Charter School will continue to focus outreach efforts primarily within the underserved Pacoima area, while also extending recruitment beyond its immediate boundaries to attract students from diverse racial and ethnic backgrounds. We actively promote awareness of our high-quality educational programs and enrichment services across the broader community.

All communications are thoughtfully prepared and disseminated in both English and Spanish, with additional languages provided as needed to ensure accessibility.

Ongoing efforts include:

- Maintaining school banners on light poles throughout various neighborhoods in the San Fernando Valley to increase visibility.

- Sending postcards advertising our school to households outside the Pacoima area to broaden outreach.
- Setting up informational booths at community events to engage directly with families.
- Ensuring that families of students in Special Education (SPED) and English Learner (EL) programs receive comprehensive information about PCS offerings.
- Keeping the school website current with the latest achievements, programs, and news.
- Sharing school accomplishments regularly via social media platforms.
- Contracting with *SchoolMint* to expand advertising efforts through targeted social media campaigns.

Through these sustained efforts, Pacoima Charter School strives to create an inclusive environment that welcomes and supports students from all backgrounds.

Element 8 – Admission Policies and Procedures

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section

422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

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

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

ADMISSION REQUIREMENTS

Pacoima Charter School is a neighborhood, community-based public school with no admission criteria and no tuition charged as outlined in the Education Code 47605 (d)(2)(A). All students residing in the state of California may attend Pacoima Charter School subject only to available space "As a district conversion school, PCS first preference will continue to be given to students living in the school's former LAUSD pre-charter attendance boundary. If there is no space for a student who resides in the pre-charter attendance boundary, the school will contact make every effort to place the student in other schools in the area.

STUDENT RECRUITMENT

Pacoima Charter School will continue to actively recruit a diverse student population. Efforts will be made to recruit and enroll students of various racial and ethnic groups that reflect the District and surrounding area. The majority of the students who enroll are our school are socio-economically disadvantaged.

There is a high percentage of special education students who come to us from other schools in the area. Recruitment efforts shall include publicizing our instructional programs on the web page, flyers, newspaper, etc. Communication will be done in English and Spanish.

LOTTERY PREFERENCES AND PROCEDURES

In the event that the number of applicants exceeds the number of available seats, Pacoima Charter School will conduct a public random drawing (lottery) in the school auditorium. Interested parties will be notified via email and invited to attend. While PCS has not had to conduct a lottery since becoming a charter school due to sufficient space, the school remains committed to a transparent and equitable admissions process. Applicants who are not offered a seat through the lottery will be placed on a waiting list in the order in which their names were drawn.

Admission Priority

1. Students residing in the school's pre-charter attendance boundary.
2. Students who reside within the District's boundary
3. Students who reside outside the District's boundary

Open Enrollment

4. Open enrollment will begin the 2nd week in January of each year. PCS will announce the timeline, rules and procedures via Parent Square, website, social media and mailers.

Admission Timeline and Procedures

- Distribute applications the second week in January.
- Separate students living in pre-charter boundary and those living outside our pre-charter boundary
- Enroll all students living in the pre-charter boundary first.
- Contact students who are “no show” and keep spaces for them for three days
- Fill open spaces with student applicants not living in pre-charter boundary on a first come first serve basis
- Hold a lottery if there are more applicants than available spaces. The lottery will take place the first week in April in the school auditorium.
- Advertise the times, dates, and location of the lottery on the website, social media, Parent Square and the front office’s bulletin board.
- Lottery is open to the public
- Waiting list will be established based on lottery results. Parents/guardians of students that have promoted off the waiting list will be notified by phone and U.S mail with the timelines under which the parents/guardians must respond to secure admission.
- Documentation outlining the results of the lottery will be maintained for two years.

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

ANNUAL AUDIT PROCEDURES

Pacoima Charter School makes every effort to maximize revenue from all sources while maximizing the effectiveness of all expenditures to provide a means to improve the instruction of our children and increase the achievement of our students. Site-based budgeting allows for the redirection of spending priorities to create fundamental change and link the budget to student outcomes. Pacoima Charter School establishes sound fiscal and operational standards to assure financial stability and assume full fiscal liability. The Special Governance Board (SGB) will contract an auditor with experience in educational finance and will ensure that the selected auditor is on the State Controller’s list of approved auditors. The SGB will oversee the independent audit. The Directors will prepare documents for the auditors. The school’s financial statements will be audited in accordance with generally accepted auditing standards. Any other audits will be at the requesting authority’s expense.

The Director of HR and Finance and the financial consultant will work with the auditor to resolve exceptions and deficiencies to the auditor’s satisfaction. Audit exceptions and deficiencies will be resolved to the satisfaction of the District. Such resolution will be forwarded to the District. The Director of Human Resources and Finance is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

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

HOMWORK TO SUSPENDED STUDENTS

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and

to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

The Positive Behavior Intervention and Support (PBIS) framework is the foundation to our behavior interventions policy. The policy has been established in order to promote learning and protect the safety and well-being of all students at Pacoima Charter School.

Pacoima Charter School staff enforces disciplinary rules and procedures fairly and consistently among all students. The policy and its procedures clearly describe discipline expectations. The policy is included in the *Parent-Student Handbook*. The handbook is presented to parents during Back to School Night and it is posted on the website.

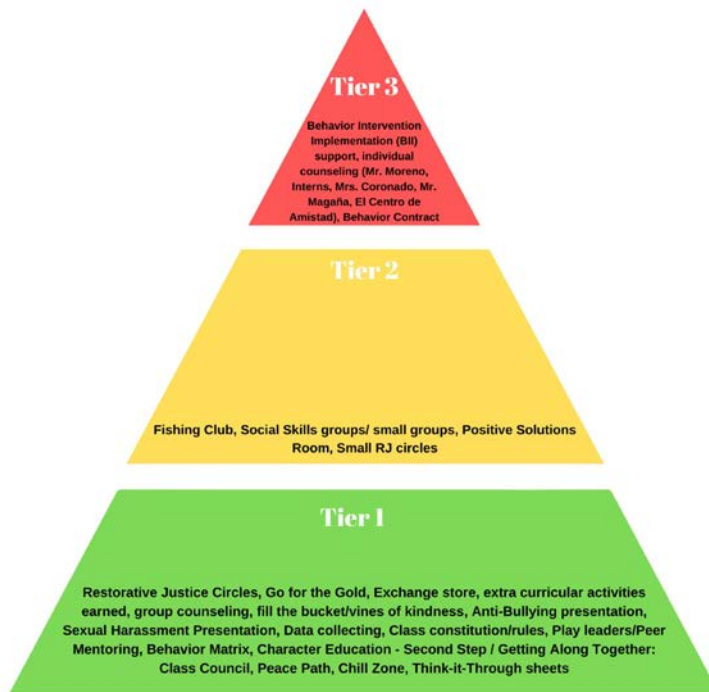
Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion. The School Culture Team reviews and modifies the student behavioral policy yearly. The team has designed a referral process for students who violate the *School Behavior Expectations*. The process outlines three levels of referral indicating the staff member responsible in addressing the behavior. The school implements schoolwide programs that help students build social and emotional skills and apply them both in and out of the classroom.

Corporal punishment is never 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.

Parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. Policies and Procedures are outlined in the *Parent and Student Handbook*. Suspended or expelled students will be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Pacoima Charter School implements operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. PCS also ensures staff is knowledgeable about and complies with the district's *Discipline Foundation Policy*. If the student receives or is eligible for special education, the Charter School will identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center. Pacoima Charter School will document the alternatives to suspension and expulsion the school utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

Tiered Behavior Intervention



Tier 1 – Universal Supports (for all students)

Pacoima Charter School emphasizes Tier 1 supports to promote positive behavior and resolve conflicts through restorative practices. These efforts are not only aimed at addressing individual behaviors but also at creating meaningful shifts in school culture by fostering strong in-school relationships and integrating social-emotional learning and a sense of **Clear behavior expectations**: They are posted, taught, and reinforced across settings (e.g., "Be Respectful, Be Responsible, Be Safe").

- **Restorative practices**: Regular community-building circles to foster connection and prevent conflict led by teachers. (**Teachers**)
- **Social-Emotional Learning (SEL)**: Curriculum: Second Step and Getting Along Together. (**Teachers**)
- **Positive reinforcement**: Schoolwide reward systems (e.g., Go for the Gold, Caught Being Good tickets, class points, or Wildcat/Think Together bucks). (**Teachers/P.E and Afterschool Coaches**)

- **Consistent routines and procedures:** Clear transitions, hallway behavior, arrival/dismissal routines. **(Teachers)**
- **Visual supports:** Behavior charts, classroom norms posters. **(Teachers)**
- **Chill Zone calming areas:** Tools to help students regulate emotions before escalation. **(Teachers)**
- **Schoolwide behavior matrix:** It is posted in every classroom and it outlines expected behaviors in all common areas: classroom, cafeteria, bathroom, playground. **(School Culture Team)**
- **Regular school assemblies:** Take place during psychomotor time throughout the year and are specific to the grade level. Topics include promoting core values like kindness, responsibility, and perseverance. **(School Culture Team)**

Tier 2 – Targeted Supports (for some students)

For students who need additional support beyond Tier 1.

- **Check-In/Check-Out (CICO):** Daily brief meetings with a mentor to review goals and provide encouragement. **(School Culture Team)**
- **Small group counseling:** Focused on skills like anger management, friendship skills, or coping strategies. **(Student and Family Services Department)**
- **Behavior contracts:** Agreements between student, teacher, and parent outlining goals and rewards. **(Positive Behavior Facilitator and teacher)**
- **Increased adult attention:** Assigned adult for mentorship and accountability. **(Student and Family Services Department)**
- **Social skills training groups:** Practice communication, empathy, and conflict resolution. **(Student and Family Services Department)**
- **Classroom behavior tracking:** Individualized point sheets or behavior charts tailored to specific student goals. **(Teachers)**
- **Home-school communication logs:** Daily or weekly updates shared with parents. **(Teachers)**

Tier 3 – Intensive Supports (for a few students)

Highly individualized, often requiring collaboration with specialists or outside agencies.

- **Functional Behavior Assessment (FBA):** In-depth analysis of why challenging behaviors occur. **(Psychologist)**
- **Behavior Intervention Plan (BIP):** Customized strategies based on FBA results. **(Psychologist)**
- **Individual counseling or therapy:** On-site or referred mental health support. **(Psychologist/Social Worker)**
- **Wraparound services:** Coordination with social workers, psychologists, and family support. **(psychologist/social worker)**
- **Crisis intervention plans:** For students with severe behavioral or emotional needs. **(Crisis Team)**

- **1:1 adult support:** Behavior Intervention aide during key parts of the day.
- **(Crisis Team)**
- **Alternative learning environments:** Short-term placement in the Positive Solutions Room to support behavior improvement (PBF).
- **Special education services:** If behavior significantly impacts learning, an IEP with behavior goals may be developed (SPED Dept.).

Positive Solutions Referral Process



Levels	Description	Examples
A	<p>Offenses that teachers will manage in their classrooms with modifications. Teachers will use available resources in the classroom such as Getting Along Together and 2nd Step and will notify parents.</p>	<p>No materials for class</p> <p>No homework</p> <p>No work being done in class</p> <p>No school uniform</p> <p>Chewing gum/eating or drinking</p> <p>Tardy to class</p> <p>Getting out of seat without permission</p> <p>Excessive absences (Refer to Mr. Moreno)</p>
B	<p>Offenses where students are referred to the Behavior Facilitator after the teacher has implemented and documented interventions as listed on the behavior referral form.</p> <p>*Parent notification by the teacher is required prior to referral</p>	<p>Repeated disruptions (this is limited to offenses that disrupt educational time)</p> <p>Repeated defiance (after being redirected, student continues)</p> <p>Repeated use of vulgarity, profanity and disrespect</p> <p>Continued harassment of others/bullying</p> <p>Disruptive interaction with other students</p> <p>Continued use of loud noises</p>
C	<p>Offenses where students are referred to the Behavior Facilitator AND/OR the Crisis Team to determine action plan.</p>	<p>Assaulting/Fighting: Threatening/causing/attempting physical injury to another, serious physical injury not involving self-defense</p> <p>Carrying a weapon of any kind</p> <p>Using inappropriate language: Yelling out obscenities, the use of profanity and vulgarity</p> <p>Stealing: Receiving stolen property or taking property that doesn't belong to them</p> <p>Physical, Sexual, or verbal threats: Harassing, threatening, or intimidating another person</p> <p>Leaving the classroom without permission: Includes willful defiance and severe disruption.</p> <p>Destruction of school property: Damaging property of any kind</p> <p>Throwing dangerous objects in the room</p>

Pacoima Charter School Wide Expectations

Settings	Classroom	Lunch Pavilion	Walkways, Hallways and Stairs	Playground	Bathroom/ Water Fountain	Auditorium and Library
Be Respectful	<ul style="list-style-type: none"> • Listen and follow instructions of all adults • Use appropriate language • Treat others the way you want to be treated 	<ul style="list-style-type: none"> • Listen and follow instructions of all adults • Use a quiet voice • Keep conversations polite and kind • Recycle correctly • Use table manners • Treat food respectfully 	<ul style="list-style-type: none"> • Listen and follow instructions of all adults • Use appropriate language • Remain in straight and quiet lines 	<ul style="list-style-type: none"> • Listen and follow instructions of all adults • Use appropriate language • Use equipment properly • Show good sportsmanship 	<ul style="list-style-type: none"> • Listen to adults • Use appropriate language • Give others privacy • Keep the restroom clean • Wait patiently before and after your turn 	<ul style="list-style-type: none"> • Listen and follow instructions of adults • Use appropriate language • Talk with an inside voice • Focus and show courtesy to the speaker
Be Responsible	<ul style="list-style-type: none"> • Wear uniform daily • Turn off and keep cell phones in backpack/safe • Take care of your tools for learning • Know your class routines 	<ul style="list-style-type: none"> • Only touch your own food and tray • Stay seated until dismissed • Leave your area clean • Technology-free zone 	<ul style="list-style-type: none"> • Be ready with eyes forward • Display hall pass/note 	<ul style="list-style-type: none"> • Line up when 2nd whistle blows • Managers return equipment when 2nd whistle blows • Technology-free zone 	<ul style="list-style-type: none"> • Flush toilet after use • Wash hands • Return to class promptly • Report vandalism • Technology-free zone 	<ul style="list-style-type: none"> • Sit in assigned rows • Leave your area clean • Technology-free zone
Be Safe	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Keep chair on floor • Move carefully when walking around the room • Follow computer rules 	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Walk to the lunch window and to the table • Sit and stay at your assigned table 	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Walk on the right and stay with your line at all times • Report concerns 	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Follow rules of the game/sport • Report concerns 	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Walk at all times • Report concerns • Keep food or drinks at tables 	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Sit upright and back

Restorative Justice Practices

Pacoima Charter School uses the restorative practice process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible. Students are sent to the Positive Solutions room to work on these practices. The Positive Behavior Facilitator and the students will examine the damage to relationships, who has been hurt? What are the needs of all parties involved? And what sort of agreement can be developed to repair the harm.

There are consequences for offenders but unlike detention, suspension, or expulsion, restorative practices are customized to benefit the student learning process. The focus is not on punishment but rather on care for the individual. It is also essential that the person who caused the harm is part of repairing the damage. The person(s) impacted the most by the harm should participate in the resolution. The goal is to achieve peace and safety in the classroom, school, and community.

Alternatives to Suspension and Expulsion

Pacoima Charter School will continue to access LAUSD Charter Operated Programs 3 (COP3) resources and supports. PCS will continue to bring the *Alternatives to Suspension* Training provided by COP3.

PCS will use the following strategies to promote positive behavior:

- Positive Behavior Incentives
- Classroom Recognition and Motivation
- Individual Behavior Contracts
- Parent Meetings and Training
- Mentoring
- Student-Teacher Connections
- Counseling (group and individual)
- Community Service

Data

Discipline referral data is kept in the Aeries System. Data is analyzed quarterly and presented at the Leading for Success Meetings in front of the staff. Data includes, type of offense, and time and place of occurrence. In addition, suspension data is sent to LAUSD.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act occurs during the school day or a Pacoima Charter School sponsored event at any time including but not limited to:

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

Suspension

The school administration may authorize an out-of-school suspension or an in-school suspension. In-school suspensions will be implemented if there was no egregious act (such as exceedingly violent or offensive) performed during the student's conduct, but rather a poor choice that fell under the categories under EDC 48900.

Enumerated Offenses Discretionary Suspension Offenses.

Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self- defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. 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.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property.
12. 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
13. 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.
14. 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.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.
16. 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.

17. Made terrorist 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.
18. 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.
19. 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.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “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 acts 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:
 - 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.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- 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.

IN-SCHOOL SUSPENSION

PCS administrators may assign a student who was suspended for any of the acts enumerated above to remain on campus **as long as the suspension of the pupil poses no danger or threat to the campus, pupils, or staff, or if an action to expel the student has not been initiated.** The following offences **do not** meet the requirements for an in-school suspension: **Any acts involving an act of hate violence, terrorist threats against school officials or school property, and harassment, threats or intimidation against other students or school personnel.**

A student with an “In-School Suspension” will spend a day or part of the day in the Positive Behavior Room under the supervision of a fully-credentialed Positive Behavior Facilitator (PBF). The classroom has all the necessary materials and access to our digital curriculum which will allow students to complete classroom assignments.

That student will complete school work provided by the classroom teacher. In addition, they will spend time reflecting and finding a restorative justice solution for the act that was committed. Parents/guardians will be notified of the reason for and the number of days of suspension via telephone and suspension form. The notification will include the following information:

- The reason for the in-school suspension
- The duration and date of suspension
- A brief summary of behavior intervention during the suspension
- Parents may request a meeting with teacher and PBF
- The contact information for the PBF

There will be a maximum of 5 days of in-school suspensions per incident in one academic year.

OUT-OF SCHOOL SUSPENSION PROCEDURES

To ensure a fair process before a student is suspended, Pacoima Charter School will follow a structured process that is in line with the CA Ed. Code and LAUSD BUL-5655.4. The administrators may assign a student to out-of-school suspension, if the reason for the suspension seem, in the professional judgement of the directors, more serious or heinous. Reasons for an out-of-school suspension may include, violence, bullying, possession of drugs or weapons (list of offences in enumerated above)

PCS will adhere to the following Out-of- School Suspension Procedures:

1. **Gather information:** PBF and administrator will conduct a prompt and unbiased investigation.
2. **Interviews:** Individual meeting with student involved will give him/her the opportunity to be heard. Witnesses will also be interviewed.
3. **Consideration of Context:** The investigation should take into account the context of the incident, including any possible motivations, circumstances
4. **Physical Evidence:** Any evidence should be documented and secured
5. **Review Records:** Student's disciplinary history will be considered
6. **Inform Parents/Teacher:** Parents/guardians will be notified of the reason for and the number of days of suspension via telephone and suspension form. Teacher will be informed by the PBF via email.
7. **Appeal:** Parents/guardians may appeal the decision by completing a Suspension Appeal Form (Main office)
8. **Meeting:** A meeting with parent is required upon student's return to school.

Students serving a suspension are required to complete their classwork using PCS's designated digital learning platforms. The maximum number of in-school suspension shall not exceed 20 days for general education students, and 10 days for students with disabilities as stated in EDC 48903.

EXPULSION PROCEDURES

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 School Culture Team determines that the Pupil has committed an expellable offense. The student who is suspended from the classroom and is awaiting an expulsion hearing will continue to have access to education via our blended learning program (I-Ready). The hearing will be conducted by the Administrative panel which includes members from PCS and Vaughn Next Century Learning Center. It shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;
- A copy of Pacoima Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;

- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.
- The right to have representation by counsel or other advocate
- The right to have a translator present “reasonable accommodations”

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

Pacoima Charter School may, upon finding a 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 which shall be examined only by the Pacoima Charter School Governance Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Pacoima Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Pacoima Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to Pacoima 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 presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision 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 and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or designee 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 accused 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. The decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

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

Written Notice to Expel

The Director or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- 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 Pacoima Charter School.
- The notice will include the appeal process, reasonable accommodations, the right to have counsel and/or translator present and other due process protections and rights on appeal.

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student
- Information on the appeal's process, rights and other due process protections.
- Information about the readmission eligibility date

Disciplinary Records

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

Expelled Pupils/Alternative Education

Pacoima Charter School shall work with students who are expelled from the charter school to locate alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Pupils who are expelled from Pacoima Charter School will be given a rehabilitation plan upon expulsion as developed by PCS'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 reapply to PCS for readmission.

Readmission

Pacoima 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, PCS's governing board shall readmit the pupil, unless the 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

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

Special Education Students

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, PCS will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. Prior to recommending expulsion for a student with a 504 Plan, PCS Special Education Team and Executive Director will convene meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- Was the misconduct a direct result of PCS'S failure to implement 504?

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(c)(5)(K).)

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

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

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

Pacoima Charter School will continue to participate in State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), Public Agency Retirement System (PARS), or Social Security for qualifying employees. Pacoima Charter School will continue to utilize the Los Angeles County Office of Education’s retirement reporting system or a retirement system compatible with LACOE for both STRS and PERS. The Director of Human Resources and Finance will ensure that appropriate arrangements for each employee’s retirement (STRS, PERS, PARS or federal social security) coverage have been made. The LACOE Payroll register will be reviewed by the Director of Human Resources and Finance. and payroll technician to ensure that the appropriate arrangement of coverage in the retirement systems.

Certificated Staff Members

All full-time certificated employee of Pacoima Charter School will continue to be with the STRS (State Teachers’ Retirement System). Employees will contribute the required percentage and Pacoima Charter School will contribute the employer’s portion. All withholdings from employees and from Pacoima Charter School will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. Pacoima Charter School will continue participation in STRS for the duration of the charter school’s existence under the same CDS code.

Classified Staff Members

All full time classified employees will be members of the PERS (Public Employees' Retirement System). Employees and Pacoima Charter School will contribute the required rate as designated by PERS. Employees will accumulate service credit in the same manner as all other members of PERS. Pacoima Charter School will continue participation in PERS for the duration of the charter school's existence under the same CDS code.

Social Security payments will be contributed for all qualifying PERS members. Pacoima Charter School will continue to participate in the PARS (Public Agency Retirement System) for non-PERS eligible part-time employees.

Element 12 – Public School Attendance Alternatives

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

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

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

Public School Attendance Alternatives

Pacoima Charter School is committed to supporting families as they navigate the transition to middle school. PCS will continue to host informational meetings for 6th grade parents to share details about LAUSD and other charter school options, including Magnet programs, Schools for Advanced Studies (SAS), and Open Enrollment opportunities. Each October, PCS will host a Middle School Night, inviting representatives from various schools to provide families with firsthand information. All related announcements and updates will be shared with parents via *ParentSquare*.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

- 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

Executive Director
Pacoima Charter School
11016 Norris Ave
Pacoima, CA 91331

- 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

Executive Director
Pacoima Charter School
11016 Norris Ave
Pacoima, CA 91331

- 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(c)(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.

REVOCAION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which

Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

PCS Closure Agent

The closure agent in the event the Charter School closes will be the Executive Director, unless directed otherwise by the Governance Board.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:**
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the

use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (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 its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and

Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to

licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,

- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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