

paRa loS niñoS



for the childRen

Para Los Niños Charter Middle School

Renewal Petition for Five-Year Term

(July 1, 2026 – June 30, 2031)

SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

JULY 18, 2025

Assurances, Affirmations, and Declarations	3
Element 1 – The Educational Program	5
Element 2 – Measurable Pupil Outcomes and	96
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	96
Element 4 – Governance.....	100
Element 5 – Employee Qualifications.....	109
Element 6 – Health and Safety Procedures.....	167
Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance.....	173
Element 8 – Admission Policies and Procedures.....	175
Element 9 – Annual Financial Audits.....	179
Element 10 – Suspension and Expulsion Procedures.....	181
Element 11 – Employee Retirement Systems.....	209
Element 12 – Public School Attendance Alternatives	210
Element 13 – Rights of District Employees.....	211
Element 14 – Mandatory Dispute Resolution	212
Element 15 – Charter School Closure Procedures.....	215
Additional Provisions	222

Assurances, Affirmations, and Declarations

Para Los Niños Charter Middle School (also referred to herein as “PLN CMS” and “Charter School”) shall:

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

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

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

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

Element I – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

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

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

General Information

<u>GENERAL INFORMATION</u>	
The name and title of the contact person for the Charter School is:	Amelia Arambula, Principal
The contact address for Charter School is:	835 Stanford Ave. Los Angeles, CA 90021
The contact phone number for Charter School is:	213- 896-2640
The current address of the Charter School is:	835 Stanford Ave. Los Angeles, CA 90021
This location is in the LAUSD Board District:	2
This location is in the LAUSD Region	Central
The grade configuration of Charter School is:	6-8
The number of students in the first year will be:	315
You mThe grade level(s) of the students in the first year will be:	6-8
Charter School’s scheduled first day of instruction in 2025-2026 is:	Aug. 11, 2025
The enrollment capacity will be:	410
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional

The regular bell schedule for Charter School will be:	Mon. Wed. Fri. 8:00 AM – 3:30 PM Tues. Thurs. 8:00 AM – 2:00 PM
The term of this Charter for Middle and High Performing schools:	July 1, 2026 – June 30, 2031

Community Need for Charter

Para Los Niños Charter Middle School (PLN CMS), now in its 13th year of operations, is a cornerstone for working families in Downtown Los Angeles. Co-located with 9th Street Elementary school, PLN CMS straddles the flower and fashion districts. Para Los Niños Charter Middle School is a CA Community School which serves scholars from 6th through 8th grades. PLN CMS aspires to empower the next generation with tools to thrive emotionally, excel academically, contribute meaningfully to their communities, and lead joyful lives.

PLN CMS is unique in that it is a charter school nested within a larger nonprofit organization, Para Los Niños (PLN), which has a 45-year track record of creating effective, culturally competent programs for historically marginalized children and their families. PLN operates 16 sites, concentrated in Downtown and Central Los Angeles, offering early childhood education, charter school, expanded learning, youth workforce, clinical mental health, family, and community transformation programs to approximately 10,000 children, youth, and families each year. PLN places education at the core of its mission to break generational cycles of divestment, poverty, and inequity.

As a non-profit, PLN operates seven early education centers and two charter schools with expanded learning programs serving approximately 900 children from 6 weeks to 14 years old. Being a trusted partner of our families, many children begin in our infant program at 6 weeks old, attend our Charter Elementary School, and continue on through 8th grade at PLN Charter Middle School as Legacy Scholars. Additionally, our Youth Workforce Services programs prepare approximately 1,200 youth ages 14 to 24 for success in post-secondary education and the workforce, with a focus on drop-out recovery and prevention, college access, college retention, and vocational training. There are additional opportunities for our middle school scholars and CMS alumni to participate in our Youth Workforce Services (YWS) program. Through YWS, young adults receive comprehensive academic, workforce, and post-secondary education preparation and training, including paid and unpaid work experience, job placement, apprenticeships, basic skills training, job training, computer literacy, mentoring, academic and career counseling, case management, and assistance in meeting graduation and admission requirements as well as applying for financial aid and scholarships.

As the only mental health provider for children on Skid Row, PLN offers evidence-based mental health services to over 500 children each year. In collaboration with PLN Early Education and Charter Schools, PLN’s mental health professionals also promote students’ social emotional learning, cultivating self-awareness, self-management, and social awareness. PLN Family Services assists approximately 1,500 low-income families each year with in-home counseling, case management, crisis intervention, and basic needs. PLN Family Services focuses on prevention and intervention of domestic violence and child abuse and employs a strengths-based approach that supports survivors, families, and community members by enhancing protective factors and mitigating risk factors. Best Start is a place-based, community-building movement that strengthens families and communities by identifying and addressing family and community barriers to healthy outcomes for children and youth. As the leader of Best Start Region I, PLN brings together community residents with community-based organizations, city and county agencies, elected

officials, and businesses to drive systems change through collective strategies grounded in residents' lived experience and supported by subject matter experts.

PLN is uniquely positioned to provide optimal conditions for learning and an equitable learning experience for students with various needs. We have successfully provided mental health, a high-quality after-school program (attended by 65% of our students), case management with our school social workers and therapists, and family support services. Additionally, in alignment with PLN's strategic plan, CMS has an integrated multi-tiered system of support that expands beyond social-emotional and mental health services to include robust and differentiated academic and behavioral interventions and enrichment. This comprehensive approach will ensure we address the whole child through tiered supports that accelerate student learning. Lastly, the school has established and cultivated strong and lasting relationships with our parents, families, and the larger community. As a result, PLN CMS cultivates the learning conditions that inspire critical thinking, imagination, self-reliance and academic achievement for each and every scholar to thrive.

PLN CMS strives to personalize the educational approach for each and every child by providing comprehensive and accessible support within the school. PLN CMS is in constant pursuit of accelerated learning and outcomes through assessment and data-driven decision-making. Through a strong literacy program connected to the Next Generation Science Standards and social studies themes, scholars are guided to mastery of grade level standards. PLN CMS has strengthened Tier 2 & 3 reading and literacy supports for its scholars, and it has refined and individualized its ELD program to narrow and close the gap to grade level standards, while increasing students' mastery of English. PLN CMS scholars are provided with multiple ways to succeed and express their learning. The intention of the instructional program is that it prepares each scholar academically and social-emotionally for college, career, and life.

Academic Performance

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).
- 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).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

Accordingly, PLN CMS fits into the middle performing category, and thus is eligible for and, as clearly demonstrated by the evidence provided, meets the criterion for charter renewal for a term of five (5) years, as demonstrated below.

Beyond meeting the requirements for placement in the middle performing category, PLN CMS has and will continue to meet the needs of the community it serves by delivering an educational program that results in measurable improvement in student achievement.

PLN CMS has included data in this Petition demonstrating such measurable improvement in student achievement. The data included below includes both schoolwide performance and the performance of significant student groups. Dashboard results are shown in addition to CAASPP data and verified data in the form of results from the iReady assessment platform.

As shown below, since the resumption of statewide assessments following the disruptions of COVID-19, PLN CMS has delivered measurable increases in achievement for the students and families served. These results are based on the effective educational program delivered by PLN CMS, as well as by the additional support provided to students, families, and the community by both the Charter School and the broader Para Los Ninos organization.

PLN CMS Schoolwide Dashboard Indicators

School Year	ELA	Math	ELPI*	CA*	Suspension
2021-22	Low	Very Low	Very High	Very High	Medium
2022-23	Red	Red	Orange	Yellow	Blue
2023-24	Yellow	Yellow	Orange	Red	Orange

*ELPI: English Learner Progress Indicator; CA: Chronic Absenteeism

As shown above, PLN CMS moved from Low/Red and Very Low/Red in ELA and Math to Yellow in the 23-24 school year.

2022 to 2024 Dashboard Growth in ELA and Math

ELA Distance From Standard (“DFS”)

Student Group	PLN CMS 2022	PLN CMS 2024	PLN CMS Change	2022 to 2024 state growth
All	Low -64.2	Yellow -43.8	20.4	-1
Hispanic	Low -63.6	Yellow -44.6	19	-0.7
EL	Very Low -99.7	Orange -86.5	13.2	-6.4
SD	Low -64.8	Yellow -44.7	20.1	0.5
SWD	Very Low -126.1	Orange -94	32.1	1.7

As shown above, PLN CMS had significant growth for all student groups in ELA DFS between 2022 and 2024, and grew by more than the state in every category.

Math Distance From Standard (“DFS”)

Student Group	PLN CMS 2022	PLN CMS 2024	PLN CMS Change	2022 to 2024 state growth
All	Very Low -121.2	Yellow -90.1	31.1	4.1
Hispanic	Very Low -122.2	Yellow -88.3	33.9	4.2
EL	Very Low -152.4	Orange -123.6	28.8	-1.4
SD	Very Low -122	Yellow -92.8	29.2	5.8
SWD	Very Low -167.7	Orange -132.3	35.4	6.5

As shown above, between 2022 and 2024, all student groups improved their performance on math by almost 30 points or over 30 points. PLN CMS’s DFS for both ELA and Math grew faster than the state for All Students and for every significant student group.

2022 to 2024 Growth in CAASPP Proficiency Rates

Percentage of Students Scoring Level 3 or Level 4 on the ELA CAASPP

Student Group	PLN CMS 2022	PLN CMS 2024	PLN CMS Change	2022 to 2024 state growth
All	24.1%	35.8%	11.7%	-0.1%
Hispanic	24.3%	35.5%	11.2%	0.4%
EL	7.9%	3.4%	-4.5%	-2.2%
SD	24.5%	35.5%	11%	1.6%
SWD	4.6%	20%	15.4%	0.2%

Percentage of Students Scoring Level 3 or Level 4 on the Math CAASPP

Student Group	PLN CMS 2022	PLN CMS 2024	PLN CMS Change	2022 to 2024 state growth
All	8.7%	16.7%	8%	2.1%
Hispanic	9.4%	15.8%	6.4%	2.5%
EL	1.7%	5.6%	3.9%	0.6%
SD	8.8%	15.8%	7%	3.8%
SWD	0%	3.3%	3.3%	1.1%

As shown above, all groups (with the exception of EL students in ELA) had an increase in the percentage of proficient students, and all except one group showed higher growth than the state between 2022 and 2024.

2022, 2023 and 2024 Dashboard Performance: PLN CMS Compared to the State

ELPI

Is PLN CMS Higher or Lower vs. the State?	2022, All ELs	2023, All ELs	2024, All ELs	2024, LTELs
	Higher	Higher	Higher	Higher

Suspension Rate

Student Group	2022	2023	2024
	Is PLN CMS Higher or Lower vs. the State?		
All	Lower	Lower	Lower
H/L	Lower	Lower	Lower
EL	Lower	Lower	Lower
SD	Lower	Lower	Lower
SWD	Higher	Lower	Lower

PLN CMS Compared to the Resident School Median

PLN CMS identified a cohort of resident schools and determined a resident school median (RSM) in order to compare the performance of PLN CMS against the schools its students would otherwise attend based on their address. Schools used in this analysis had at least five PLN CMS students residing within their attendance boundaries. This analysis produced 18 resident schools which would enroll 83% of PLN CMS students if they did not attend the Charter School, based on address.

2024 Dashboard Performance

Student Group	2024 ELA DFS	2024 Math DFS	2024 ELPI
	Is PLN CMS Higher or Lower vs. the RSM?		
All	Higher	Higher	N/A
H/L	Higher	Higher	N/A
EL	Higher	Higher	Higher
LTEL	Higher	Higher	Higher
SD	Higher	Lower	N/A
SWD	Higher	Higher	N/A

As shown above, PLN CMS is higher in DFS than the resident school median in all but one category.

Percentage of Students Scoring Level 3 or Level 4 on the ELA & Math CAASPP

Student Group	2024 ELA CAASPP	2024 Math CAASPP
	Is PLN CMS Higher or Lower vs. the RSM?	
All	Higher	Same
H/L	Higher	Lower
EL	Higher	Higher
LTEL	Lower	Same
SD	Higher	Lower
SWD	Higher	Same

As shown above, PLN CMS is higher or the same as the RSM for students earning a Level 3 or 4 on CAASPP in almost every category.

Verified Data

PLN CMS uses iReady for internal assessments three times per year. The iReady results are displayed below for both Reading and Math and have been submitted with the petition.

Reading Performance

As seen in the table below, the Charter School met one year’s progress for the majority of student groups and for every grade level. However, Charter School also demonstrated the following:

- The Homeless Youth student group did not meet one year’s progress in grades 6 and 7.
- The EL student group did not meet one year’s progress in grade 6.

iReady Diagnostic Growth Reading 2023-2024				
Student Groups	Number Tested	i-Ready Growth Target	Progress to Annual Typical Growth (Median)	One Year’s Progress
6th grade, all	101	Grades 6-8: 45%	50%	Yes
6th, Hispanic	97	Grades 6-8: 45%	50%	Yes
6th, EL	40	Grades 6-8: 45%	0%	No
6th, HY*	18	Grades 6-8: 45%	0%	No
6th, SD	96	Grades 6-8: 45%	49%	Yes
6th, SWD	9	Grades 6-8: 45%	163%	Yes

7th grade, all	112	Grades 6-8: 45%	79%	Yes
7th, Hispanic	108	Grades 6-8: 45%	88%	Yes
7th, EL	46	Grades 6-8: 45%	53%	Yes
7th, HY*	15	Grades 6-8: 45%	0%	No
7th, SD	108	Grades 6-8: 45%	79%	Yes
7th, SWD	10	Grades 6-8: 45%	165%	Yes
8th grade	99	Grades 6-8: 45%	183%	Yes
8th, Hispanic	94	Grades 6-8: 45%	192%	Yes
8th, EL	27	Grades 6-8: 45%	167%	Yes
8th, HY	12	Grades 6-8: 45%	164%	Yes
8th, SWD	11	Grades 6-8: 45%	144%	Yes
8th, SD	95	Grades 6-8: 45%	200%	Yes

*HY - Homeless Youth

Math Performance

As seen in the table below, the Charter School met one year's progress for all student groups and for every grade level.

iReady Diagnostic Growth Math 2023-2024				
Student Groups	Number Tested	i-Ready Growth Target	Progress to Annual Typical Growth (Median)	One Year's Progress
6th grade, all	101	Grades 6-8: 60%	140%	Yes
6th, Hispanic	97	Grades 6-8: 60%	136%	Yes
6th, EL	40	Grades 6-8: 60%	140%	Yes
6th, HY	18	Grades 6-8: 60%	160%	Yes
6th, SD	96	Grades 6-8: 60%	138%	Yes
6th, SWD	9	Grades 6-8: 60%	193%	Yes

7th grade, all	112	Grades 6-8: 60%	92%	Yes
7th, Hispanic	108	Grades 6-8: 60%	92%	Yes
7th, EL	46	Grades 6-8: 60%	76%	Yes
7th, HY	15	Grades 6-8: 60%	100%	Yes
7th, SD	108	Grades 6-8: 60%	92%	Yes
7th, SWD	10	Grades 6-8: 60%	135%	Yes
8th grade	98	Grades 6-8: 60%	142%	Yes
8th, Hispanic	94	Grades 6-8: 60%	142%	Yes
8th, EL	26	Grades 6-8: 60%	117%	Yes
8th, HY	12	Grades 6-8: 60%	159%	Yes
8th, SD	95	Grades 6-8: 60%	142%	Yes
8th, SWD	11	Grades 6-8: 60%	167%	Yes

Conclusion

As demonstrated by the data provided in this section, PLN CMS has and will continue to meet the needs of the community it serves by delivering an educational program that results in measurable improvement in student achievement. This is seen across multiple indicators and multiple comparisons, including improvement over time and performance relative to the state and resident schools PLN CMS students would otherwise attend.

As shown above, PLN CMS’s DFS for both ELA and Math grew faster than the state for All Students and for every significant student group. Further, when looking at CAASPP proficiency rates, PLN CMS improved at a greater rate than the state for all students and for every significant student group except for one in ELA

When comparing PLN CMS’s ELPI and Suspension rate against the state, PLN CMS consistently outperformed the state average, including for significant student groups.

The RSM shows PLN CMS outperforming the schools its students would otherwise attend on ELA DFS, Math DFS, save one student group, and ELPI. This same analysis using CAASPP proficiency rates shows PLN CMS outperforming the RSM for ELA and performing the same or higher than the RSM in Math for all students and a majority of student groups.

Finally, the iReady results, shared as verified data, demonstrate students at PLN CMS are experiencing at least one year of learning for each year in school in both reading and math.

Ultimately, these results demonstrate PLN CMS has earned a five-year renewal term and that the continued operation of the Charter School is in the best interest of the students it enrolls.

Introduction to Our Key and Innovative Features

At PLN CMS, we strive for excellence in education so that our students can thrive in school and in life. As a part of the broader non-profit Para Los Niños organization, we collaborate across programs through an interdisciplinary approach to nurture the potential of every child, build Powerful Families and develop Strong Communities. We aim to break barriers, and advance equity to provide the greatest access to learning and achievement. School Support Services addresses the social-emotional needs of our students and promotes greater wellness for students and families. With these supports, students can better access our rigorous educational program that foments student voice and agency within a safe, democratic learning community. At PLN CMS, these ideals fuel us as we are in constant pursuit of pathways that lead to student success in high school, college, career and in life.

The key, innovative, and progressive features of our program that support the learning of all students are:

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

PLN CMS emphasizes a rigorous academic program with standards aligned curriculum and a highly differentiated intervention program for ELA, Math, and ELD. The English Language Arts program, using EL Education, supports literacy through engaging texts and real-world connections. Foundational reading skills are developed in ELD using programs like HMH's Language Launch, Wilson's Just Words and 95% Phonics Core Program, while Illustrative Mathematics fosters deep mathematical understanding and real-world problem-solving. Interdisciplinary teaching incorporates integrated English Language Development strategies, supporting the academic and cognitive growth of our Multilingual learners. Teachers receive continuous professional development, ensuring high-quality, engaging classroom environments and fostering a professional learning community dedicated to student success.

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

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

At PLN CMS, we foster a democratic learning community where safety, diversity, and student voice are prioritized. Our classrooms encourage social skills through preventative and responsive lessons, with an environment designed to build the foundation and help refine the skills, stimulate inquiry, and showcase student work. Using Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, we promote social and emotional learning (SEL) and restorative practices to support students' development across the five CASEL competencies. Our approach is informed by connected factors like school climate, learning supports, and family partnerships. Supported by grants, our Restorative Justice Coordinator oversees initiatives for anti-violence, anti-bullying, and anti-racism, providing coaching for staff and groups for students to develop advocacy, activism and self-regulations skills. We implement Second Step and Ripple Effects to teach values like respect, diversity, and empathy. Lessons from various curricula, including Learning for Justice, further support students in understanding identity, diversity, justice, and action.

Success in Meeting Specific Needs

Over one third of CMS students belong to one of our significantly impacted groups. Students experiencing homelessness, newcomers, English Language Learners (ELLs), and students with trauma can face considerable barriers to academic success and personal development. These students often experience instability, interrupted schooling, and emotional distress that can impact their ability to fully engage in classroom activities. Students may face difficulties with basic needs, limited access to reliable support, and experience feelings of isolation or anxiety. To succeed, they require safe and supportive learning environments, culturally responsive instruction, targeted academic interventions, and strong social-emotional and mental health supports. Schools that serve these populations must adopt a holistic, inclusive, and trauma-informed approach to ensure every student has equitable access to learning and the opportunity to succeed and thrive.

At PLN Charter Middle School, we are committed to meeting the unique needs of our large population of students experiencing homelessness, newcomers, English Language Learners (ELLs), and students with trauma through an integrated, equity-focused approach rooted in our Community Schools model. Students experiencing homelessness and those experiencing trauma benefit from our trauma-informed practices, dedicated School Support Services, and Social Emotional Learning (SEL) programming, all of which foster safe, nurturing environments that promote healing and engagement.

Areas of Challenge

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

Dojo or Infinite Campus, personalized phone calls from the family specialist, attendance assemblies and awards for improved attendance, and incentives for families for good or improved attendance.

In the 24/25 Oversight summary, areas of growth that were named for PLN CMS were in the performance of all students in the areas of ELA and Math. Although PLN CMS has had consistent improvement in student performance over the past three school years, we acknowledge the need to accelerate student learning. In service of this goal, PLN CMS has implemented a more robust intervention and ELD program, enhanced our program for teacher development, and continued to provide the 'whole child' supports and approach that is vital to the community we serve. PLN CMS will continue to provide student-centered learning opportunities in every classroom that will give students a meaningful educational experience and allow all students to transition to high school with the knowledge and skills necessary to access college preparatory courses that will result in them having choices in their college and career pathways and to be productive members of a democratic society.

As we begin to prepare for the next phase of PLN CMS, we see the need for a more robust and strengthened central support, in 2024, the Para Los Niños Board of Directors adopted a new strategic plan centered on ensuring that charter schools have a focus on integrated support services. This has resulted in an even deeper investment in the organizational infrastructure supporting schools and has triggered positive instructional and operational changes throughout the charter schools, including PLN CMS.

At the organization level, this translated into the creation of an expanded central team dedicated to supporting the charter schools. In preparation for the implementation of the new LCAP and PLN Strategic Plan, new positions were created to broaden the sphere of support. During the 2022-2023 school year, Para Los Niños hired a highly experienced new VP of Student Success to oversee PLN's Early Education Programs, Expanded Learning Programs and PLN's Charter Schools. In 2023-2024 Charter Schools also hired a new Managing Director of Charter Schools with a shift in responsibilities. The biggest shift in this position, focused on management of a larger Home Office Team and a focus on leadership development, specifically as it pertained to the supervision of Principals as instructional leaders.

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

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

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

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

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

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

Additionally, the Manager of Integrated Technology & Operations is responsible for state and District data and compliance reporting and support for our schools. We continue to train and support office and administrative staff in these reporting responsibilities and continue to identify further implementation phases for different platforms, such as Infinite Campus, ELlevation and Panorama functionalities. Another primary function of this team is to provide PLN CMS with ongoing data reports and information. The data from IC, Panorama and/or ELlevation will support monitoring student progress in academic areas, social emotional areas and other critical areas which include enrollment, attendance, and reporting.

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

We believe the organizational support structure will help address several challenges we've faced and establish multiple layers of accountability and ongoing support for PLN CMS staff on an ongoing basis.

In addition, during the 2024-2025 school year, PLN CMS restructured its intervention and ELD program to provide more targeted support for student needs, particularly English learners and those reading below grade level. Using data from ELPAC and iReady assessments, students are strategically grouped for targeted instruction, with Level 1 & 2 ELD students receiving biliteracy support through Spanish literacy assessments and foundational skill-building in both English and Spanish. The school enhanced its R.I.S.E. class, which stands for Resilience, Unity, Scholarship, and Empathy, similar to an Advisory class, revamped intervention placements, and launched Advanced ELA courses in 7th and 8th grades to meet the needs of both, at-promise and advanced students. Staffing was strengthened with the addition of an ELD teacher and Reading Intervention Coordinator, who lead professional development, provide small group instruction, and support curriculum implementation, including 95% Phonics, Wilson, iReady Pro, and Language Launch. All intervention classes now include an additional adult to facilitate small group learning.

CMS also created programs like *Leer es Poder* and *Club Hope* to support literacy and well-being for newcomers and students experiencing homelessness, who make up a large portion of the ELD population. Cross-team collaboration among instructional staff, RSP teachers, and the Community Schools Team ensures data-driven, inclusive, and culturally responsive support for all learners.

CMS also restructured its math intervention program. Guided by iReady data, students are placed in intervention during Math Lab or R.I.S.E. classes three times a week, where instruction focuses on foundational skills such as fractions, decimals, and percentages. These classes include at least one additional adult to support small group learning, and teachers use manipulatives, real-world scenarios, and flexible grouping strategies informed by ongoing assessments. Student progress is regularly monitored and celebrated through incentives. To strengthen instructional quality, all math teachers receive weekly coaching, participate in differentiated professional development, and are in their second year of implementing the Illustrative Mathematics curriculum. Teachers are also trained in integrated ELD strategies to support math language development. Additional supports include a lunchtime Math Club, tutoring, and an 8th-grade math specialist providing small group instruction. Cross-content collaboration extends into science classes, where teachers reinforce math skills using CAASPP-style problems. A group of CMS students also showcased their learning by participating in the 2025 LACOE Math Field Day.

Student Population to Be Served

Para Los Niños Charter Middle School stands as a beacon of educational opportunity in the heart of Los Angeles, uniquely positioned as the only middle school serving the Skid Row community. With an enrollment of 316 students, the school addresses the needs of a student body facing significant socioeconomic challenges. Approximately 99% of its students are socioeconomically disadvantaged, and 26% are experiencing homelessness, reflecting the broader hardships prevalent in the surrounding neighborhood. Despite these obstacles, the school remains committed to providing a stable and nurturing environment that supports academic growth and personal development.

The student population is predominantly Hispanic, accounting for 96% of the enrollment, with African American and White students comprising a total of 3% of the population. Notably, 54% of students are English Learners, highlighting the school's role in supporting language acquisition and bilingual education. This linguistic diversity enriches the school community and underscores the importance of tailored instructional strategies to meet varied learning needs.

Operating within a community marked by economic hardship and housing instability, PLN CMS serves as more than just an educational institution—it is a vital support system for its students. By offering comprehensive services and fostering a safe, inclusive atmosphere, the school plays a crucial role in empowering students to overcome adversity and pursue academic success. Its presence in Skid Row not only provides essential educational access but also contributes to the broader efforts of community upliftment and resilience.

Enrollment Plan

Para Los Niños Charter Middle School anticipates the following enrollment over the charter term:

General Education Program	2026-27	2027-28	2028-29	2029-30	2030-31
6th Grade	100	105	105	110	110
7th Grade	105	110	110	115	115
8th Grade	110	110	115	115	115
Total	315	325	330	340	340

Goals and Philosophy

Vision and Mission

PLN Mission:

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

PLN CMS Vision:

Our vision is to serve the whole child and whole family in order to **cultivate the genius** in every scholar and create **lifelong learners**. At Para Los Niños Charter Middle School, we are in constant pursuit of **equity in education and life**. We strive to create a democratic learning society that will nurture future activists to strengthen their communities. Through our efforts, students have voice, choice and increased access to college and career pathways.

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

- The development of knowledge and specific knowledge related to academic disciplines
- The development of generalizable skills
- The development of character and a sense of community

These critical components frame the Para Los Niños Charter Middle School educational objectives:

Knowledge

Students at PLN CMS have access to a rigorous, standards-based curricular program based on Common Core State Standards (CCSS). We understand that, in order to be academically successful in middle school and beyond, students must have a strong foundation for standards-based academic content, inclusive of standards-specific vocabulary, and an ability to articulate and demonstrate understanding of the material by using a variety of methods or tools.

Skills

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

Furthermore, we understand that innovative-driven practices and future ready skills require successful citizens to negotiate relationships and interactions with a global community. The stakeholders of PLN CMS work in concert to ensure that students are able to meet the following expectations:

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

Characteristics of an Educated Person in the 21st Century

To thrive in today's rapidly evolving society, students must become active, informed citizens capable of navigating a society shaped by constant change. The 21st century is defined by the exponential growth of knowledge and the ever-shifting landscape of digital information. As such, an educated person must be adaptable, inquisitive, and equipped to use technology and critical thinking to learn, analyze, and engage in discourse.

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

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

At PLN CMS, a well-educated scholar in the 21st century demonstrates foundational skills and attitudes that set the stage for future personal, academic and career success. Key characteristics of such a student include:

Critical thinking, creativity, and collaboration, and communication

At PLN, we believe the 21st century scholar developed the 4 C's of 21st century learning. They can pose questions, construct evidence-based arguments, discern credible sources from misinformation, and engage in civic discourse with their peers. They've learned skills to communicate effectively, and have a toolbox of strategies to collaborate respectfully with their peers.

College and career readiness

An educated person possesses strong foundational academic skills — including literacy, numeracy, and interdisciplinary thinking. They know how to research, analyze, and synthesize complex information. Just as importantly, they are developing the study habits, goal-setting strategies, and self-awareness needed to pursue academic and professional goals.

Socio-emotional skills

Empathy, resilience, and interpersonal skills are essential components of 21st-century success. Students are supported in developing a growth mindset, learning from challenges, and taking responsibility for their actions. They build confidence working independently and cooperatively, and they begin to see themselves as agents of positive change among their peers and in their communities.

Technological Literacy

In an age where digital tools are integral to learning and work, students must go beyond basic computer skills. They learn to use technology for research, communication, collaboration, and problem-solving. Most importantly, they develop essential critical digital literacy skills: the ability to discern credible sources, engage ethically online, and understand the implications of their digital footprint.

At PLN, we believe that becoming truly educated goes beyond simply gaining knowledge; it involves developing the skills, mindset, and flexibility required to navigate and influence a constantly changing world.

How Learning Best Occurs

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

- Students learn best when they have a strong sense of belonging and are seen as valued members of the learning community.
- Healthy relationships create safe environments where learning thrives.

- Learning is more effective when processed using common cultural learning tools, resources, and or materials.
- Learning is a dynamic activity that requires focus, engagement, and intentional processing by the learner.
- Because our knowledge is connected to our cultural experiences and values, new content should be coupled with existing schema.
- The brain grows when students are challenged as independent learners who experience strategic thinking and information processing.

Life Long Learners Connected to LCAP

Para Los Niños (PLN) Charter Middle School is committed to ensuring that all students, particularly those historically underserved, become self-motivated, competent, and lifelong learners. Through a strategic alignment with California’s eight state priorities, PLN has developed and is implementing three comprehensive goals that reflect its equity-centered mission. These goals are designed to foster academic achievement, emotional resilience, and meaningful engagement by cultivating inclusive school environments, providing rigorous and culturally relevant instruction, and strengthening family and community partnerships.

Goal 1: Cultivate Inclusive, Anti-Racist, and Restorative Schools and Classrooms with Equity at the Core

PLN believes that student success begins with a school culture that is inclusive, anti-racist, and restorative. To this end, the school has prioritized creating emotionally safe, affirming learning environments for every student. This work is led by the Social Justice Team and supported by Instructional Coaches, who facilitate daily community circles across classrooms. These circles provide structured opportunities for students to reflect, build social-emotional skills, and cultivate trust within their learning communities.

Strategic partnerships with organizations such as the National Conflict Resolution Center, Sincere Behavioral Solutions, and Ripple Effects have enriched PLN’s ability to implement trauma-informed strategies and restorative alternatives to exclusionary discipline. Additionally, the Sandy Hook Promise online prevention program has helped foster a proactive, safety-centered school culture. To further support student engagement and reduce chronic absenteeism, the Community Schools division has led targeted attendance initiatives to address the unique challenges facing PLN’s commuter student population, including the ongoing impact of displacement caused by the Eaton Fires.

PLN has also expanded wellness services to meet growing student needs. Delivered through a Multi-Tiered Student Support Services (MTSS) model, students now receive integrated mental health, behavioral, and academic support tailored to individual needs. This holistic approach promotes both well-being and academic success.

Additionally, PLN has made critical investments in professional development to deepen its equity work. Through the National Equity Project’s “Coaching for Equity” series, school leaders and staff are better equipped to recognize and address systemic inequities in instruction, discipline, and school climate. While launching multiple initiatives has presented coordination and capacity challenges, PLN views 2024–25 as a foundational year for learning and building toward long-term transformation.

Goal 2: Ensure Access to Rigorous and Robust Curriculum with High Expectations for All

To accelerate student learning and close achievement gaps, PLN is committed to ensuring every student has access to a rigorous, standards-aligned, and culturally relevant curriculum. Preliminary 2024–25 SBAC data shows that while some gains were made, significant improvement is still needed, especially in middle

school ELA and Math. In response, PLN has prioritized student-centered learning in every classroom and a transition over time to a standards-based grading system that allows for clearer feedback and multiple opportunities to demonstrate mastery.

Staff, students, and families alike have expressed the need for a clear, coherent and culturally responsive instructional framework in order to meet the complex needs of our newcomers and multilingual learners. In response, PLN is developing an instructional framework integrating all core content areas. Teachers are also being supported through instructional coaching and ongoing professional development to ensure high-quality instruction is delivered consistently across classrooms.

PLN is especially focused on meeting the needs of exceptional scholars, including students receiving special education services, English Learners, Foster and Homeless Youth, and low-income students. Research-based supports, such as high-quality texts for reading acceleration, targeted interventions, and enrichment programs during school breaks, ensure that every student can access rigorous learning opportunities. Summer bridging programs, enrichment during school closures, and college and career readiness activities (including the development of a “PLN Scholar Profile”) are all aimed at preparing students to make informed choices and contribute meaningfully to society.

Teacher development remains central to this goal. Through teaching and learning cycles, equity-focused leadership labs, and a new teacher observation platform, PLN is creating a culture of continuous improvement. These structures support instructional growth, encourage reflective practice, and foster teacher leadership in service of student outcomes. Teachers are also being equipped to embed foundational literacies and 21st-century skills, including critical thinking, creativity, and civic engagement, into everyday instruction.

Goal 3: Student, Family, and Community Engagement to Cultivate Community Schools and College-Bound Culture

Recognizing that student success is a shared responsibility, PLN has embraced the Community Schools model to strengthen partnerships with families and the broader community. The school’s vision, co-developed with educational partners, centers on building trusting, reciprocal relationships between families, schools, and communities. These relationships are essential for creating supportive learning environments and ensuring student success both in and beyond the classroom.

To operationalize this vision, PLN has adopted the Dual Capacity-Building Framework for Family-School Partnerships. The framework’s “4 Cs” (Capabilities, Connections, Cognition, and Confidence) are embedded into PLN’s engagement strategies. Staff and family leaders are being trained to implement this framework through outreach, shared leadership opportunities, and site-based support systems.

Family engagement is intentionally linked to student learning. This includes literacy and numeracy workshops, culturally relevant events, and leadership opportunities that empower families as co-educators. Input is regularly gathered through surveys, listening tours, and Community School Team meetings. Progress is monitored using key indicators such as chronic absenteeism rates and school climate data from Panorama surveys.

By positioning families as integral partners in student learning and embedding engagement into instructional priorities, PLN is cultivating a school culture where every student is supported and challenged to grow into a lifelong learner.

Para Los Niños Charter Middle School’s strategic goals reflect a deep commitment to equity, rigor, and community partnership. Whether through inclusive and restorative environments, access to challenging and relevant curriculum, or authentic family and community engagement, each goal is designed to support the whole child. By aligning with California’s eight state priorities and addressing the unique needs of its

diverse learners, PLN is equipping students with the academic skills, emotional resilience, and sense of purpose they need to thrive as self-motivated, competent, and lifelong learners.

LCFF Table:

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #1	
<p>Cultivate Inclusive, Anti-Racist & Restorative Schools and Classrooms with Equity at the Core and Support for Each and Every Child.</p>	<p>Related State Priorities: <input checked="" type="checkbox"/>1 <input type="checkbox"/>4 <input type="checkbox"/>7 <input type="checkbox"/>2 <input checked="" type="checkbox"/>5 <input type="checkbox"/>8 <input type="checkbox"/>3 <input checked="" type="checkbox"/>6</p> <p>Local Priorities: <input type="checkbox"/>: <input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Ensure Inclusive & Restorative School Environments:</p> <ul style="list-style-type: none"> A. <i>by fostering a sense of belonging and decreasing chronic absenteeism,</i> B. <i>by building stronger classroom communities through the integration of the PLN Restorative Discipline Policy & Professional Development</i> C. <i>by creating and establishing Positive Behavior & Intervention Systems and Supports</i> D. <i>by utilizing Panorama School Climate Survey Data</i> <p>Expand Wellness Services/Opportunities:</p> <ul style="list-style-type: none"> A. <i>by increasing wellness services and supports for all students through the implementation of the CA Community Schools approach</i> B. <i>by enhancing and increasing Social Workers & Therapy & Mental Health supports for students through the Multi-Tiered Student Support Services model</i> <p>Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices:</p> <ul style="list-style-type: none"> A. <i>by fostering adult foundational competencies</i> B. <i>by building school leaders and staff capacity</i> C. <i>by disrupting “discriminatory” grading practices by shifting to Standards Based Grading Systems.</i> 	
Expected Annual Measurable Outcomes	
<p>Outcome #1: Metric/Method for Measuring: SUSPENSION RATE</p>	

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026-2027	Year 2 of Term 2027-2028	Year 3 of Term 2028-2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	2.6%	0%	0%	0%	0%	0%
English Learner Students	2.5%	0%	0%	0%	0%	0%
Long-Term English Learner Students	2%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	2.8%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	3%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:
Metric/Method for Measuring: EXPULSIONS**

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026-2027	Year 2 of Term 2027-2028	Year 3 of Term 2028-2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Long-Term English Learner Students	0%	0%	0%	0%	0%	0%

Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:
Metric/Method for Measuring: STUDENT ATTENDANCE RATE**

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	91.79%	95%	95%	95%	95%	95%
English Learner Students	90.66%	95%	95%	95%	95%	95%
Long-Term English Learner Students	93.05%	95%	95%	95%	95%	95%
Socioeconomically Disadvantaged Students	91.87%	95%	95%	95%	95%	95%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	91.96%	95%	95%	95%	95%	95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	92.25%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4:

Metric/Method for Measuring: PANORAMA SCHOOL CLIMATE SURVEY - SAFETY

APPLICABLE STUDENT GROUPS	Baseline 2025 - 2026	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	44%	65%	75%	80%	85%	90%
English Learner Students	39%	65%	75%	80%	85%	90%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	56%	65%	75%	80%	85%	90%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	56%	65%	75%	80%	85%	90%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	43%	65%	75%	80%	85%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5:
Metric/Method for Measuring: PANORAMA SCHOOL CLIMATE SURVEY – CARING RELATIONSHIPS

APPLICABLE STUDENT GROUPS	Baseline 2025- 2026	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	34%	45%	60%	70%	80%	90%
English Learner Students	38%	45%	50%	65%	75%	85%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	36%	45%	60%	70%	80%	90%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	45%	50%	60%	70%	80%	90%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	32%	45%	60%	70%	80%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6:
Metric/Method for Measuring: CHRONIC ABSENTEEISM RATE

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	30.7%	25%	15%	10%	8%	5%
English Learner Students	40.4%	35%	30%	25%	20%	10%
Long-Term English Learner Students	28.3%	22%	17%	12%	8%	5%
Socioeconomically Disadvantaged Students	30.4%	25%	15%	10%	8%	5%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	36.1%	31%	26%	21%	16%	11%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	28.7%	23%	19%	14%	10%	5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7:

Metric/Method for Measuring: LACOE WILLIAMS TEXTBOOK SUFFICIENCY LETTER

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%

Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2	
<p>Access to rigorous and robust curriculum that enhances and accelerates learning with high expectations for all and that increases high quality leadership and teaching & learning.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
<p>Specific Annual Actions to Achieve Goal</p>	
<p>College, Career & Civic /Global Life Readiness</p>	

- The Office of Education with the support of the Charter School Leadership Team will construct a PLN Scholar Profile focused on scholars who are college, career and civic life ready that clearly defines and includes milestones at critical juncture
- The Office of Education with the support of the Charter School Leadership Team will broaden the sphere of our exceptional students by launching Gifted and Talented Assessments and identification of students, and increase differentiated learning opportunities for students who require more challenging learning environments and opportunities.
- The Office of Education with the support of the Charter School Leadership Team will increase the level of student engagement and discourse in classrooms with a focus on college and career readiness culture by incorporating civic education and service learning projects.

Guaranteed and Viable Curriculum

We will ensure that all scholars have access to Guaranteed and Viable Curriculum (GVC) for each core content area and grade level, including designated English Language Development, that is standards-based and utilizes a diverse range of instructional resources including both on-line and print materials. The Teaching and Learning Team (TLT) will work to develop plans for assessment systems, including the use of appropriate technologies, that help educators monitor students' progress towards grade level standards using a body of evidence made up of multiple and varied assessment measures.

- TLT will provide a differentiated professional learning model to provide foundational learning for school leaders (via Leadership Labs) and educators (via Teacher Leaders) around a Guaranteed and Viable Curriculum, Standards-Aligned Assessments and reporting/grading practices.
- TLT will continue working to develop quality models that show how educators can partner with students and families to assess student learning by using multiple formative and summative measures, including student self-assessment, as well as models that value more recent evidence of learning.
- TLT will provide professional learning to educators throughout the school year to support the implementation of these models. With the support of the Instructional Technology team, the team will plan and facilitate learning sessions.
- TLT will continue to centrally develop and refine fair, valid and reliable instructionally embedded assessments aligned to Guaranteed and Viable Curriculum, and in alignment with the Smarter Balanced Interim Assessment Blocks, that help track student growth, provide meaningful feedback opportunities for students, involve students in the assessment process through portfolios, peer review and self-assessment opportunities.
- TLT will engage classroom teachers in learning appropriate digital tools for monitoring progress toward meeting standards, such as features within their Infinite Campus Gradebook

Instructional System

A. Develop and implement a highly coherent instructional system rooted in anti-racist pedagogy and informed by best practices from around the world.

- The Social Justice Team (SJT) will support the development of a social emotional scope & sequence across content areas UTK-5 that inspires learning centered on student identity,

social, emotional, and academic competencies, and cultural wealth in collaboration with school leaders and school culture leads.

- Instructional Coach will support student-centered instructional shifts in math classrooms, as evidenced by the increase in teacher and leader understanding of math pedagogy and culturally responsive teaching increased frequency and quality of math language routines, as evidenced by observational data collected during instructional coaching cycles, increased student engagement, as evidenced by instructional coaching cycles, and increased student achievement
- Instructional Coaches will plan and deliver ongoing (STEAM) training for all elementary teachers UTK-5 through a variety of professional learning methods.
 - Grow model classrooms, through the expanded use of the STEAM Lab.
 - STEAM Leads will increase individual support for teachers in alignment with NGSS desired practices, as well as, establish bank of performance task that engage students in NGSS based assessments for science and begin training teachers on the implementation of those assessments
- The Teaching and Learning Team (TLT) will support schools with the implementation of standards-based and the adopted English Language Development curriculum through the following actions and services:
 - Plan and provide professional development to teachers focused on the implementation of designated ELD curriculum for grades UTK-5.
 - Design professional learning cycles for classroom educators, instructional assistants, other classified employees, site administrators, and other district leaders to implement the best practices for all multilingual learners to include the unique needs of newcomer, immigrant, and refugee students.
- The Social Justice Team will launch in the development of Ethnic Studies courses, curriculum, and pedagogy in the following ways:
 - Increase access to resources and materials that reflect the student racial, ethnic, gender, intersectional identities of the classroom space to support teacher planning and design, curriculum development, and students learning.
 - Develop model units to support cohesive, highly effective learning experiences for scholars in the Introduction to Ethnic Studies Course.
 - Develop partnerships with Community Colleges and University programs that outreach to first generation students of color that promote ethnic studies and higher education.
 - Engage with student identity affinity groups and student leadership groups to gain Street
 - Continue to partner and engage with the Cesar Chavez Foundation and other equity-rooted community programs and partners to promote partnership and learning opportunities that transform scholars and communities

- In collaboration with the Exceptional Scholars Team (EST), the Teaching and Learning Team (TLT) will plan and work to enhance the GVC materials to support students who receive special education services and will expand their opportunities for co-teaching between the Resource Specialist Teachers and the General Education Teacher.

B. Increase the number of teachers, teacher residents and Instructional Assistants allocated in classrooms allowing for our classroom environments to cultivate a focus on classroom preparation and planning, identification and support of high-risk students and in the development of services & supports for the whole child.

- Instructional Assistants will provide small group instruction in support of Newcomers & English Language Learners

C. In Collaboration with the Teaching and Learning Team, the Expanded Learning Team (ELT) will present at the Best of Out of School Time (BOOST) Conference on Teacher Observations and Feedback Cycles. The ELT will continue to design expanded learning opportunities that accelerate learning, enhance connections to the school community, and reignite passion for learning through the various programs. In addition, services:

- Expanded summer program encompassing both academics and enrichment
- Summer bridging programs for transition years

Equity-Driven Leadership

- The Charter School Leadership Team will develop a multi-year plan for teachers, instructional aides and operations staff focusing on school leadership development, including Community Schools Strategy and Equity-Driven Leadership.
 - The Managing Director of Charter Schools and members of the Leadership and Learning Team will launch targeted professional development by way of quarterly leadership labs in which leaders will continue to strengthen their capacity to leverage data to improve student outcomes and experiences.
 - The Managing Director of Charter Schools will support the development of the principals' leadership voice and coach principals to create a sense of urgency for change that is clearly grounded in research strategies in relationship to the work of improving outcomes and experiences for students.
 - Site leaders will participate in leadership labs, where they will have an opportunity to meet to share best practices and collaborate on implementing both adaptive and technical aspects of site initiatives. The Managing Director will identify and leverage site leaders who have a proven track record for improving student outcomes to plan and help facilitate leadership labs.
 - The Managing Director will support site leaders based on a multi-tiered coaching model. Tiers of support will be based on student outcomes and the coaching needs of the site leader and will determine the frequency of instructional visits and other coaching opportunities. Coaching will focus on cycles of continuous improvement and include instructional visits, observations of principal led professional development opportunities/meetings, coaching sessions, and bi-monthly site visits. The Managing Director and leaders will observe classroom practice together to see evidence of research-based instructional practices and ensure impact on teaching and learning.

The Managing Director will assess and evaluate leaders' growth and development based on PLN's School Leadership Framework and demonstrated implementation of PLN's Office of Education' initiatives and practices taught during PLN Leadership Summits, Equity-Driven Leadership Conferences and Leadership Labs institutes and Leadership Labs.

- In partnership with Student Success Educational Partners, a system of growth and development will be constructed utilizing evidence based, research strategies for organizational and professional impact.
 - In collaboration with the Managing Director will provide high-quality job embedded professional learning to new school leaders in order to strengthen and calibrate their knowledge, skills and abilities to observe, gather evidence, conduct reflective conversations and provide feedback to educators.
 - The Charter School Leadership Team will utilize a researched, web based professional learning platform to facilitate evidence-based growth and development cycles and coaching conversations among leaders and educators focused on strengthening instructional practice.
 - The Charter School Leadership Team will cultivate learning partnerships with peers and new school leaders to work collaboratively to meet professional goals in service of student achievement.

B. Educators and new school leaders will analyze and interpret student data on a regular basis, to reflect on practice, establishing the link between instructional strategies and student learning

C. Teacher development and leadership opportunities provided by the Teaching and Learning Team will develop a system of growth and development where adult learning is student- centered and aligned to professional standards in service of student outcomes and continuous improvement.

- Through on-going Instructional Coaching Cycles, teachers will be provided by the Teaching & Learning Team, intentional and strategic Professional Development which will include co-planning, peer observation of practice, demonstration lessons, on-going coaching and feedback and access to a robust digital library of highly effective instructional practice and pedagogy.
- Instructional Coaches will support with the goal of effective teaching in every classroom by ensuring that teachers are afforded the opportunity to deeply engage in meaningful, student-centered learning across all content areas, inclusive of ethnic studies, and to develop essential skills, such as critical thinking, creativity, career-awareness, critical consciousness, and foundational literacies (i.e. modes of communication: reading, writing, speaking and listening; as well as, scientific, historical, mathematical, digital, financial, cultural, visual/art, information, physical, health and civic literacy).

D. Through the development of teacher leadership opportunities PLN CMS will develop instructional capacity of educators in order to provide research-based instruction through the use of data, inclusive of both qualitative and quantitative measures, and will include; professional development, school structures (ILT's & PLC;), and a focus on student learning to assess and track progress in the cycle of continuous improvement.

- Teacher Leadership opportunities will include:

- STEAM Lead Teacher(s)
- Team Lead & Mentor Teacher(s)
- Family & Community Engagement Teacher Leader(s)
- School Culture Teacher Leader(s)

Expected Annual Measurable Outcomes

Outcome #1:

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

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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Outcome #2: Metric/Method for Measuring: Availability of standards aligned instructional materials						
APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #3: Metric/Method for Measuring: Participation of scholars in GATE Assessments						

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	0%	33%	33%	33%	33%	33%
English Learner Students	0%	33%	33%	33%	33%	33%
Long-Term English Learner Students	0%	33%	33%	33%	33%	33%
Socioeconomically Disadvantaged Students	0%	33%	33%	33%	33%	33%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	33%	33%	33%	33%	33%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	33%	33%	33%	33%	33%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome # 4:						
Metric/Method for Measuring: English Learner Progress Indicator English Proficiency						
APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027-2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	52.3%	62%	72%	85%	90%	95%

English Learner Students	52.3%	62%	72%	85%	90%	95%
Long-Term English Learner Students	62.8%	68%	75%	80%	85%	90%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome # 5:

Metric/Method for Measuring: English Learner Reclassification Rate

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026-2027	Year 2 of Term 2027-2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	*	*	*	*	*	*

English Learner Students	4.6%	10%	20%	30%	40%	50%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome # 6: 6A - ELA

Metric/Method for Measuring: CA Assessment of Student Performance & Progress (CAASPP) on Percentage of Students Scoring Level 3 or Level 4 on the ELA CAASPP/Smarter Balanced Assessment (SBAC)

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026-2027	Year 2 of Term 2027-2028	Year 3 of Term 2028-2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	35.8%	50%	60%	70%	80%	90%

English Learner Students	3.4%	13.4%	30%	45%	60%	75%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	35.5%	50%	60%	70%	80%	90%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	20%	35%	50%	65%	80%	90%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	35.5%	50%	60%	70%	80%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome # 6: 6B - Math

Metric/Method for Measuring: CA Assessment of Student Performance & Progress (CAASPP) on Percentage of Students Scoring Level 3 or Level 4 on the Math CAASPP/Smarter Balanced Assessment (SBAC)

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026-2027	Year 2 of Term 2027-2028	Year 3 of Term 2028-2029	Year 4 of Term 2029-2030	Year 5 of Term 2030-2031
All Students (Schoolwide)	16.7%	35%	50%	65%	80%	95%
English Learner Students	5.6%	20%	35%	50%	65%	80%

Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	15.8%	35%	50%	65%	80%	95%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	3.3%	17%	32%	47%	65%	80%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	15.8%	35%	50%	65%	80%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome # 7:

Metric/Method for Measuring: ELA iReady End of Year Data: Students Who Are at or Above Benchmark

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 -2031
All Students (Schoolwide)	26%	46%	56%	66%	76%	86%
English Learner Students	3%	10%	20%	30%	40%	55%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	26%	36%	46%	56%	66%	76%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	11%	21%	31%	41%	51%	61%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	28%	48%	58%	68%	78%	88%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome # 7:

Metric/Method for Measuring: Math iReady End of Year Data Students Who Are at or Above Benchmark

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 -2031
All Students (Schoolwide)	22%	42%	52%	62%	72%	82%
English Learner Students	7%	17%	27%	37%	47%	57%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	23%	33%	43%	53%	63%	73%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	11%	21%	31%	41%	51%	61%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	23%	43%	53%	63%	73%	83%

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

Outcome # 8:

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

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026-2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	66%	75%	90%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
Outcome # 9:						
Metric/Method for Measuring: School Leaders capture teacher observations of practice in Growth & Development: Teacher Observation Platform						
APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026-2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #3

<p>Student, Family and Community Engagement & Services that Cultivate Highly Regarded Community Schools, Enhancing Opportunities; College & Beyond for ALL</p>	<p>Related State Priorities: <input type="checkbox"/>1 <input type="checkbox"/>4 <input type="checkbox"/>7 <input type="checkbox"/>2 <input type="checkbox"/>5 <input type="checkbox"/>8 <input checked="" type="checkbox"/>3 <input type="checkbox"/>6</p>
<p>Local Priorities: <input type="checkbox"/>: <input type="checkbox"/>:</p>	
<p>Specific Annual Actions to Achieve Goal</p>	
<p>Family Partnerships</p> <p>A. The CMS community school coordinator will meet with community partners monthly to discuss program updates, outcome expectations, specific implementation efforts, and to engage in continuous improvement.</p> <ul style="list-style-type: none"> a. CMS leaders will develop a list of key community partners who provide services and support for students and families (in the afterschool program, during the school day, services to families, etc.), and invite partners to monthly community partner meetings. b. Conduct outreach to invite community partners to identify a representative to be part of the monthly meetings. <p>B. Develop common measures for accountability (e.g., student participation rates, satisfaction surveys, growth in student academics and/or improvement in behavior, reduction in chronic absenteeism, etc.)</p> <ul style="list-style-type: none"> a. Incorporate services provided by community partners into Panorama Education (for individual students receiving services) to monitor progress and outcomes. <p>Elevate Voice</p> <p>A. Under the guidance and support of the Director of Community Schools, the Community Schools Coordinators will facilitate monthly Community School Team meetings focused on reviewing Site based data and goals, student data, identify root cause analyses and make on-going recommendations on instructional priorities.</p> <p>B. Working in collaboration with the Social Justice Team, the Community schools team will identify resources, partnerships to increase student leadership opportunities, that are student led and developed</p> <p>Community Partnerships</p>	

- A. The community schools coordinator will conduct targeted outreach to community partners as well as to students and parents from identified subgroups • The CMS CST will meet monthly to implement the community school vision using a collaborative, shared decision-making structure
- B. The community schools coordinator will host monthly networking and planning sessions with Community Partners.
- C. Director of community schools will meet regularly with the PLN external affairs/development team to discuss funding opportunities and explore ways to sustain community school implementation and targeted interventions
- D. The Community School Coordinator will work with the Student Support Services Team to:
 - a. Work with PRN Nursing Consultants to maintain current services, identify additional screening needs, and develop implementation plans to expand services
 - b. Explore partnerships with those who provide free health clinic services at school sites (e.g., Blue Shield Promise and QueensCare) •
 - c. Based on continued needs assessment, research additional partners to provide health services

Expected Annual Measurable Outcomes

Outcome # 1:
Metric/Method for Measuring: School Enrollment Patterns- Articulation to CMS

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 -2031
All Students (Schoolwide)	96%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

Outcome # 2:
Metric/Method for Measuring: Parent Survey - Staff Family Relationships

APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027- 2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 -2031
All Students (Schoolwide)	64%	60%	70%	80%	90%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

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

Outcome # 3:
Metric/Method for Measuring: FUNCTIONAL SCHOOL SITE COUNCIL

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026-2027	Year 2 of Term 2027-2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 -2031
All Students (Schoolwide)	80%	95%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

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

Outcome # 4:

Metric/Method for Measuring: Participants in activities/opportunities that promote parent participation in person for all students including MLL's F/HLY, LI and SWD

APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026-2027	Year 2 of Term 2027-2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 -2031
All Students (Schoolwide)	29%	35%	40%	45%	50%	55%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome # 5:						
Metric/Method for Measuring: Parent School Climate Survey - Safety						
APPLICABLE STUDENT GROUPS	Baseline 2024- 2025	Year 1 of Term 2026-2027	Year 2 of Term 2027-2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 -2031
All Students (Schoolwide)	65%	75%	85%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome # 6:						
Metric/Method for Measuring: Parent Panorama School Climate - School Fit						
APPLICABLE STUDENT GROUPS	Baseline 2024-2025	Year 1 of Term 2026- 2027	Year 2 of Term 2027-2028	Year 3 of Term 2028- 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	73%	85%	90%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Instructional Design

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

The PLN CMS conceptual framework is based on three overlapping ideals: Services, Community and a Rigorous Instructional Program. Each of these core aspects of our program fuels our pedagogy. Our pedagogical foundation is an all-encompassing approach that drives what we teach and how we teach it. It extends our goals beyond the acquisition of skills and into the realm of human development and social consciousness.

Brain-Based Research

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

With respect to teacher expertise, the National Research Council concludes that teachers know their disciplines well and continue to learn and develop as professionals in terms of content knowledge and instructional practice. Our school incorporates these recommendations by supporting continuous growth through professional development in curriculum, engagement, integrated ELD and differentiation, and planning, and by implementing formative assessments that teachers need to support student learning. Teachers participate in Professional Development (PD) every Tuesday from 2:10 pm to 3:40 pm, and are designed with the support of the Instructional Leadership Team (ILT) and Home Office Team. Teachers are also given planning time every Thursday from 2:10 to 3:40 pm during which grade levels and departments collaborate and plan vertically across grade levels. Teachers discuss and further develop their pedagogical knowledge, together with content knowledge, as recommended by the National Research Council. The teachers have opportunities to discuss how they will assess students and how best to help students progress towards goals. During professional development, teachers can meet with lead teachers or coaches to plan lessons that respond to students' development. It is through these meetings that teachers are able to discuss and further develop their pedagogical knowledge, together with content knowledge.

With respect to learning, we believe that skills and knowledge must be constructed as students form concepts, understand parts of larger concepts, and are aware of themselves as learners and co-constructors of knowledge. When children are both problem solvers and problem generators, they become self-motivated and improve their problem-solving strategies. As active participants, students take an active role in hands-on projects where they come up with ideas, plan, and build solutions to real-world problems that affect the environment or their community.

Literacy and mathematics skills are also incorporated into the teaching of all subjects so that children develop academic language in English in each content area. Students work in a variety of configurations: as individuals, as whole class and collaboratively in groups to become specialized experts who explore

concepts in depth. To further student awareness of themselves as learners, students use various forms of representation (i.e. writing, sketches with verbal descriptions, graphics, visual art, movement, song, poetry, etc.) to demonstrate their understanding. These different means of representation are used as formative assessments for teachers to evaluate student skills and comprehension.

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

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

Students at PLN CMS interact with the community as part of the classroom and after-school program. Students participate in communal art experiences and have classes and field trips at art institutes, visit museums, businesses, government, and universities, and interact with adults, as well as students from other communities. Students also experience the natural environment through environmental learning activities such as trips to Catalina Island. These activities broaden students' experiences, increase students' capacity for and connection to learning, and build self-confidence as students develop more comprehensive and holistic understandings of how school learning connects with the world outside of school.

Language Development and Literacy

High academic achievement at PLN CMS is accomplished in a number of ways: The primary language serves as a building block to literacy in both Spanish and English; students have ample opportunities to participate in experiential learning that fosters language and concept development; students participate in the systematic instruction of explicit literacy skills and multiple comprehension strategies to develop effective, fluent reading; classrooms feature student-centered environments that enable students to construct their knowledge based on life experiences, further fostering learning; students have the opportunity to observe and develop models of quality work; and the school provides extended learning opportunities through additional school days, an after school program and enrichment activities. We constantly work to ensure our approach meets the needs of our most marginalized students and English Learners.

MTSS and Instructional Strategies

PLN CMS uses a Multi-Tiered System of Support (MTSS) model to ensure that all students and their families are supported with appropriate services in our educational and social service programs. MTSS

uses a tiered strategy for identifying the service needs of a student. The first stage in applying an MTSS model is documentation and school-based assessments. A student may also be referred to the School Support Services team by teachers if it is recommended that further evaluation or a new evaluation is done as a result of changing circumstances in a student's life. Based on well-articulated outcomes, teachers, family advocates and support staff will assess student capacity in academic achievement, social skills, home environment, and mental health.

Students are then recommended to appropriate services in education (e.g., general education program, newcomer language support, intervention, special education) and, if necessary, social, mental health, and/or family services which are offered within the larger PLN agency or through our local community partner agencies. The effective use of the MTSS model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice. School staff work with other service providers in using a variety of assessment tools (e.g., classroom-based assessment, standardized tests, diagnostic assessments, feedback from parents and support service providers) to ascertain student progress and build a comprehensive portfolio for each student. Teachers and school leaders regularly modify student goals and services based on the information provided through these assessment tools.

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

In order to have an effective MTSS model, CMS adopted the platform Panorama to track and maintain data for all students in attendance, behavior referrals, mental health support, grades, diagnostic test results, state test results, social skills groups, and well-being survey data. This platform allows the team and the school leadership team to have a constant, convenient way to monitor if a student is experiencing challenges that are impacting them at school. For all students, teaching strategies are varied and based on student need, motivation and learning style. Parents are also provided with the knowledge and tools they need to support their children's achievement in school through school-parent partnerships, ongoing engagement with parents during formal and informal meeting times, and parent-targeted workshops, activities, and events.

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

In order to provide these robust supports for all students, PLN CMS has many additional staff who support students, beyond the classroom teachers in each grade level. PLN CMS has an onsite social worker and several social work interns, a Family Access and Wellness Coordinator, Community School coordinator, an Operations Lead, two RSP teachers, one RSP Instructional Assistant, eight Instructional Assistants, and an MTSS Coordinator. There are also many Home Office staff members who support the instructional program, teacher development, and the MTSS model. They include two instructional coaches, a Director of Exceptional Scholars, a Director of Teaching and Learning, a Director of Community Schools, and an Associate Director of School Social Work.

Innovative Components and Key Features of the Educational Program

COMMUNITY SCHOOLS

Para Los Niños (PLN) recognizes the potential of community schools to catalyze school transformation by leveraging the collective power of schools, families, and communities toward safe, inclusive learning environments where all students reach their full potential. Through the community schools strategy, PLN aims to equip the next generation with the skills to grow emotionally, succeed in school, make a positive impact in their communities, and live fulfilling lives. The California Community Schools Partnership Program (CCSPP) initiative has presented PLN with the opportunity to strategically align and integrate its efforts with the four pillars of the strategy (Figure 1), building on efforts that are already underway. PLN is utilizing the Community Schools Forward (2023) Essentials for Community School Transformation (Figure 2) to guide the implementation of the strategy.

Figure 1. California Community Schools Framework Four Pillars

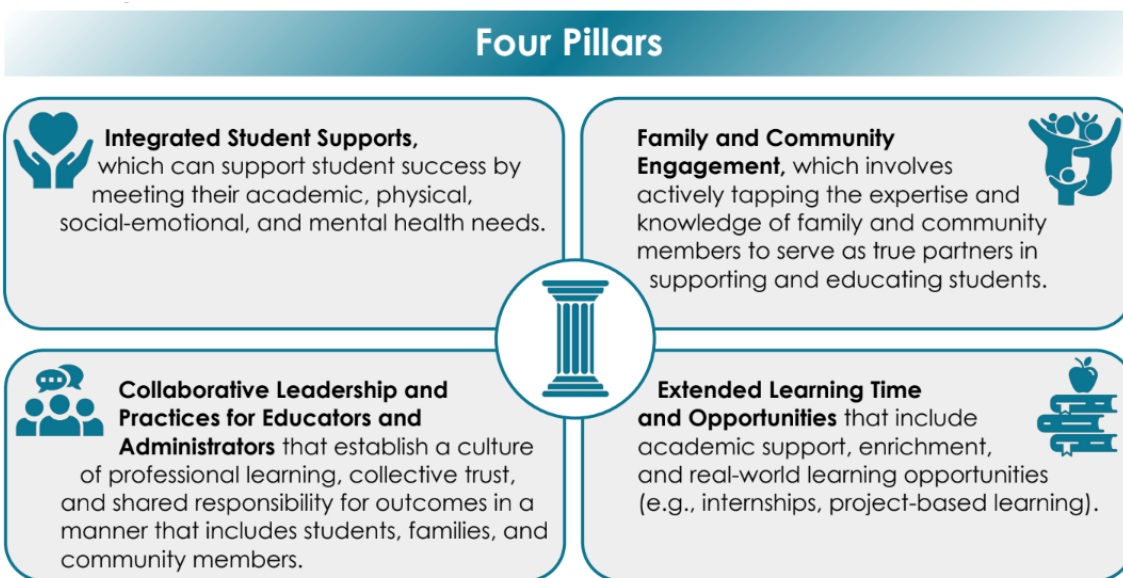
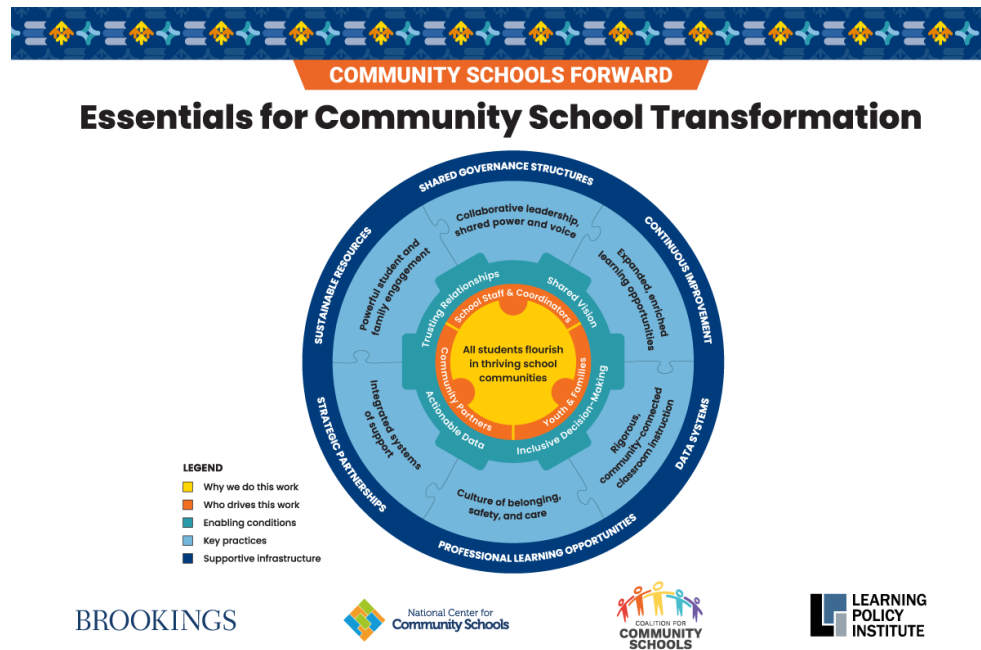


Figure 2. Community Schools Forward



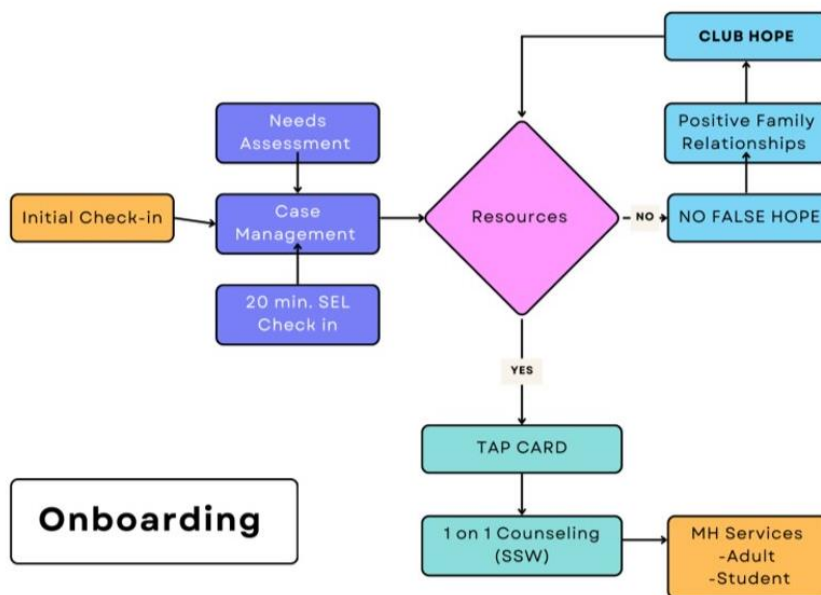
PLN CMS’ community schools strategy combines high-quality education, family services, expanded learning, integrated student support including mental health services, with authentic family and community engagement and collaborative leadership practices. PLN CMS’ current programs include:

- School-based and community mental health services, which include a full-time case manager/school social worker at CMS to connect students and families with PLN’s services and/or community partners;
- Family support services, including case management, psycho-social and psycho-educational family and child support groups (parenting, substance abuse, domestic violence, social skills, etc.);
- Youth Workforce Services, including comprehensive academic, workforce and post-secondary education preparation and training, basic skills training, and computer literacy for 8th grade students.
- Collaborative leadership structures, such as School Site Council, English Learner Advisory Committee, and the Community School Team for families to engage in ways to build collective responsibility for student success;
- Student leadership opportunities through Community School Student Council, Mustang Justice League (2 cohorts in 2025: Agents of Change and The Challenge), and the Student Ambassador program;
- Well-developed SEL program that includes Community Circles, Second Step Curriculum and the support of a Restorative Justice Coordinator on site;
- Health screenings and services (e.g. dental, vision);

- Weekly monitoring and interventions for chronic absenteeism, such as family meetings and success mentoring (pairing up a caring adult with a student who is chronically absent);
- Data-driven student supports using student demographic data (race, socioeconomic status, language classification), academic data (iReady scores, CAASPP, SPED goal monitoring), and behavioral data (referrals, Class Dojo points);
- Comprehensive Expanded Learning Program, which includes care for students from 7am to 6pm and extended learning programs during all major school breaks;
- Parent workshops (financial literacy, effective parent-child communication, positive discipline and academic success, nurturing values and habits);
- Intentional onboarding process for students experiencing homelessness (Figure 3).

Figure 3. Internal Graphic Showing PLN CMS's Workflow for Students Experiencing Homelessness

SEH Workflow Process



Through our community schools strategy, PLN CMS has been able to add a Community School Coordinator who directly supports the school with family collaboration and communication. In partnership with the Family & Community Engagement (FACE) Lead Teachers, instructional coaches and administrators, the community school staff have taken the lead on multiple well-attended family engagement events to deepen the relationships between families and the school.

A strong school-parent partnership positively impacts students, parents, and the school community by enhancing academic success, improving behavior, and fostering better social skills in students. We are guided by Dr. Karen Mapp's Dual-Capacity Building Framework for Family-School Partnerships. Engaged parents/caregivers contribute to higher student motivation, better attendance, and increased participation in school activities. This collaboration creates a supportive school environment, strengthens communication, and empowers parents and or caregivers to take an active role in their child's education.

As a result, students develop a lifelong love for learning, gain essential life skills, and are better prepared for future academic and career success.

Expanded Learning: As a California Community School, Para Los Niños Charter Middle School (PLN CMS) has developed a robust and comprehensive Expanded Learning Program that functions as a foundational pillar in supporting the academic, social-emotional, and developmental needs of our scholars. With a large population of students experiencing homelessness, serving the Skid Row community, PLN CMS recognizes that over 65% of our students require a safe, structured, and enriching environment beyond traditional school hours.

In response to this critical need, PLN CMS has established a year-round Expanded Learning Program that provides not only academic support, but also a wide array of high-quality enrichment opportunities designed to cultivate student engagement, foster personal growth, and develop critical life skills.

The program includes a diverse selection of enrichment activities such as:

- **Robotics**, where students engage in project-based learning that promotes collaboration, innovation, and STEM proficiency;
- **Inner-City Arts**, which provides access to high-caliber visual and performing arts instruction led by professional teaching artists;
- **Girl Scouts**, which offers structured programming focused on leadership, community service, and character development;
- **Cooking Classes**, which introduce students to culinary skills, nutrition education, and cultural exploration;
- **Field experiences**, including visits to the **California Science Center, museums, Camp Harmony, beach excursions, and team-building challenges**, all designed to expand students' horizons and connect classroom learning to real-world experiences.

These enrichment activities are seamlessly integrated with the school's broader instructional program and Multi-Tiered Systems of Support (MTSS), ensuring consistency in expectations, behavior supports, and learning goals. The Expanded Learning Program is staffed by experienced and caring adults who work closely with the school day educators to provide individualized attention and continuity of care.

Importantly, the program operates year-round, extending into winter, spring, and summer breaks, providing uninterrupted access to critical resources and learning opportunities. This is particularly significant for families facing housing instability, economic hardship, or limited access to enrichment outside of school.

As a Community School, PLN CMS is deeply committed to equity, access, and holistic development. The Expanded Learning Program exemplifies these commitments by ensuring that all students, regardless of background, are provided with high-quality, engaging, and developmentally appropriate experiences that support academic achievement, social-emotional well-being, and college and career readiness.

In sum, the Expanded Learning Program at Para Los Niños Charter Middle School is not ancillary to our mission—it is essential to it. By providing a safe, supportive, and enriching environment beyond the school day, we create the conditions necessary for all scholars to thrive both in and out of the classroom.

INTERVENTION AND ELD PROGRAM

In order to best address the needs of our students, particularly our significant number of English language learners and students who are performing below grade level in ELA and Math, CMS redesigned its intervention program this year. CMS administrators, along with the Reading Coordinator, restructured the math, ELA, and ELD intervention program using data from students' iReady scores, ELPAC scores, classroom observation data, and formative and summative assessment data.

Math and ELA intervention is integrated into students' schedules, taking place either in Lit Lab, Math Lab or R.I.S.E. classes. All students have Lit Lab, Math Lab, Enrichment Class, or ELD five days per week. They also receive additional instruction and intervention time during their R.I.S.E. classes three days per week. The ELD and Intervention classes feature additional instructional support from instructional aides, RSP teachers, and/or Angeleno volunteers, which allows for a significant amount of small group instruction. The small groups include a teacher-led group that focuses on prerequisite skills for grade level content, another adult-led group that focuses on missing or minimally practiced skills that need to be taught and reinforced.

All intervention classes have time to build fluency in reading or math skills, time for iReady 'My Path' lessons, and time for students to practice and review CAASPP released questions. The intervention and ELD classes all have flexible grouping structures to ensure instruction is responsive to student needs, with ongoing formative assessments guiding adjustments. Student progress in iReady lessons and on the focus standards and substandards of the intervention class are closely monitored, discussed, and celebrated through incentives and rewards.

To support effective instruction, teachers have received professional development, coaching, and resources for teaching intervention. Instructional coaches have specifically supported the implementation of the intervention program by meeting with teachers to co-plan during department time and during their prep periods, by observing and debriefing intervention instruction, and by providing models and resources for intervention. The Reading Coordinator has supported the implementation of intervention by providing professional learning and coaching to the instructional aides who support small group instruction during the intervention classes.

The CMS team also restructured the ELD program for the 24/25 school year. Students are placed into ELD classes based on their ELPAC Levels and LTEL status. All Level 1 and 2 classes are supported by both an ELD teacher and the Reading Intervention Coordinator to provide students a substantial amount of one on one and small group support. Students in these classes also take a Spanish literacy assessment when they enter, and the teachers use this data to help students develop biliteracy skills by teaching foundational skills for reading in both Spanish and English, encouraging translanguaging, and supporting the development of writing skills in both languages.

Beyond the classroom, CMS offers additional student support through a lunchtime Math Club, providing tutoring and homework help. CMS also has a lunchtime reading club for Newcomer students called Leer es Poder, where students meet to read and reflect on high interest, culturally responsive texts while building their reading skills in both English and Spanish. Currently, students are writing their own stories in their native language and will later translate them into English to create a bilingual book.

BUILDING OUR TEACHER CAPACITY

A structure was created in the 23/24 school year to promote teacher leadership, support beginning teachers and build greater sustainability in teachers at CMS. In the 24/25 school year, PLN CMS continued to refine the program to best support the growth and achievement of our students.

Instructional Coaches - PLN has two instructional coaches and a Restorative Justice Coordinator who spend a significant amount of time and energy coaching teachers at the Middle School. Each teacher has

a dedicated instructional coach who meets with them regularly and offers a menu of coaching services based on the teacher's needs. The coaches and Restorative Justice Coordinator will model lessons, strategies and structures for classroom management and engagement, observe and debrief lessons, co-plan content and intervention classes, and review student work and data with CMS teachers. This team, along with the Reading Intervention Coordinator, also design and facilitate the majority of the professional learning for teachers at CMS, because they have a deep insight into the needs of teachers and students.

Internal Induction Coaches - At CMS, all teachers who participate in induction coaching through Los Angeles County Office of Education (LACOE) receive it from the Director of Teaching and Learning. This allows teachers to have a coach who they already have a relationship with and who is familiar with the PLN systems, approaches, and student support services. Having internal induction coaches positively impacts teacher development by ensuring greater accessibility, deeper familiarity with our curriculum and instructional resources, and a stronger understanding of our student demographics and needs. This alignment enables more targeted support, accelerating the growth of new teachers.

Teachers as Mentors- All beginning teachers receive training across the year to build trusting relationships with students and are provided opportunities to observe lessons from veteran teachers. Mentor teachers observe new teachers' lessons and provide constructive feedback. Mentor teachers plan with mentees during department and grade level time as much as possible. Training provided by the mentors is also in areas such as using Infinite Campus, our student information system; creating a stimulating and focused learning environment; documenting student work on learning walls; report cards & parent conferences. Teacher mentors are also available to provide support as needed by novice teachers through regular check-ins.

LEAD Teachers - A Team Lead is responsible for leading a content or grade level team in the planning and execution of standards-based curriculum, high-leverage instructional strategies, data-driven instruction, and formative assessment practices. Through this role, teachers cultivate their leadership skills, develop content knowledge, and build culturally and historically responsive practices (anti-racist pedagogy), while supporting their colleagues in a PLC model to strengthen their instructional practices in order to transform student outcomes.

Culture Lead Teachers - A Culture Lead teacher is responsible for integrating anti-racist SEL practices and culturally responsive pedagogy across instruction and the school community. In this role, the teacher enhances their leadership skills, deepens their understanding of restorative practices, and develops culturally and historically responsive teaching strategies. The Culture Lead Teachers collaborate with the Restorative Justice Coordinator to design the R.I.S.E. Scope and Sequence. They also help plan and execute schoolwide social justice events and contribute to ongoing adult learning by modeling Community Circle facilitation and best practices for building a positive culture in a class.

Family and Community Engagement Teachers - A FACE Lead Teacher plays a crucial role in strengthening relationships between the school, families, and the broader community. As a member of the Community School Team (CST), they collaborate with teachers, administrators, students, families, and community partners to ensure that students and their families have access to the resources and support needed for academic, social, and emotional success. The FACE Lead Teacher also organizes family engagement events focused on key topics such as math, literacy, and science, working closely with staff to foster meaningful connections and promote a supportive learning environment for everyone.

Key Features

Interdisciplinary Teaching and English Language Development

At PLN CMS, our approach in learning is also informed by the National Research Council in *How People Learn: Brain, Mind, Experience, and School* (Bransford et al, eds., National Research Council, 1999); and *How People Learn: Bridging Research and Practice* (Bransford et al, eds., National Research Council, 2000). Accordingly, we understand that we must address the whole child (the academic, psychological, cultural, social, emotional and physical development) in the context of the family ensuring that the Para Los Niños' approach to education is systematic, integrated and comprehensive (Bransford et al, eds., National Research Council, 1999, 2000). Studies have shown that students in school with integrated curriculums experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stay in school (Aschbacher, 1991; Levitan, 1991, Willett, 1992.). Similar studies show that students in interdisciplinary programs make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002). We work in highly collaborative grade-level and department teams, teaching through an interdisciplinary approach that emphasizes crosscutting concepts, big ideas, and themes. This helps students make deeper conceptual connections across subjects and strengthens their critical thinking skills. Because the vast majority of our students started school as English Learners, it is critical that all learning experiences promote language and cognitive development simultaneously. We plan and strategize to maximize communication through integrated English Language Development strategies. Our teachers plan integrated ELD lessons that are standards-based and linked to their content to ensure that our students have access, build vocabulary, sentence stems, and conversations that will support them when engaging in content areas.

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

- Vygotsky (1978) described how cognitive development is fundamentally social, where “learning which is oriented toward developmental levels that have already been reached is ineffective from the standpoint of the child’s overall development. It does not aim for a new stage of the developmental process but rather lags behind this process” (p. 90). He emphasized that adult guidance and peer interaction enable learning beyond what the child can achieve alone.
- Dewey (1938) emphasized that children are active participants in their own learning and argued that students should engage in real-life tasks and challenges to foster meaningful education.
- The Reggio Emilia approach views children as strong, competent, and resourceful, emphasizing that they are rich in potential (Edwards, Gandini, & Forman, 1998). According to this perspective, the environment serves as the "third teacher," with children expressing their understanding through many different "languages" (Gandini, 2012).

Socio Emotional Learning

Safe Democratic Learning Environment

At PLN CMS, we promote a democratic learning community founded on the belief that all children need to feel safe to engage in productive learning. Social skills are developed through both preventative and responsive lessons to support students in navigating social challenges that arise in communities. The classroom environment is set up to be a community, a social setting for learning. Student voice is valued and expected as part of the learning process fomenting the idea that a community has diverse

voices. Teachers plan for academic discourse throughout the day with the expectation of maximizing discussion for deeper learning. The classroom is designed with stimuli that encourage curiosity, and our learning walls reflect the progress of each student's learning journey. The learning environment reflects our students' enthusiasm, their questions for inquiry, and their continuous progress in learning. As students produce work and end a module of study, the learning environment showcases their work through writing and diverse formats and deliverables that reflect visible learning.

Students have R.I.S.E. class daily, which sets the tone for their day. On Mondays and Fridays during R.I.S.E, students participate in an enrichment class called Mustang University [Mustang U] of their choice, led by their teacher. Options include subjects like coding, art, journalism, leadership, sports science, drawing, gardening, history of music, and many more. This is an opportunity for students and teachers to bond over common interests and for students to develop passions that can extend beyond the classroom. On Tuesdays and Thursdays students engage in socio-emotional lessons from Second Step or Ripple Effects curriculum. These are sequenced and designed by the school Culture Lead teachers with the support of the Restorative Justice Coordinator. On Wednesdays, students complete iReady Lessons for ELA or Math, depending on which intervention class they are placed in. This is also an opportunity for teachers to monitor progress and support students with understanding their own data and setting goals.

Curriculum and Instruction

Curriculum

All of the curriculum utilized at PLN CMS is aligned to CCSS and the state frameworks for instruction. Teachers work with the Director of Teaching and Learning to backwards map their yearlong plan around data cycles to ensure that students are on track to achieve proficiency on grade level standards. Teachers also collaborate to ensure that there is vertical alignment between grade levels and that specific areas of schoolwide focus, such as identity and socio-emotional learning, are woven into the content and daily learning. The PLN CMS school administrators, coaches, and teacher leaders analyze data with teachers in grade level and department teams and reflect on instructional practices and the systems in place to support students who are underperforming in the classroom.

English Language Arts

Our approach at PLN CMS has always focused on supporting students through interdisciplinary learning, hands-on experiences, and inquiry-based exploration. We understand that students must make connections to real-life and real-world situations and that the curriculum must be relevant and purposeful for students. For these reasons, EL Education was adopted as our primary English Language Arts curriculum. EL Education elevates literacy rigor by creating a comprehensive, high-expectation environment where students are challenged with complex texts, engaged in deep inquiry, and given opportunities to write and discuss for real-world purposes. Through this approach, literacy becomes not just about reading and writing but about critical thinking, problem-solving, and authentic communication, all of which are essential for academic and real-world success.. This highly rated ELA program (ED Reports 2018) promotes mastery of knowledge and skills, character development, and high-quality student work. Through engaging grade level texts, close reading, and standards-based lessons, students have access to develop strong literacy skills connected to a deeper purpose.

English Language Arts focuses on students thinking critically as they analyze, evaluate and synthesize complex ideas presented through various textual resources. EL Education requires that students also transfer their knowledge and skills to meaningful tasks and that they write, speak and present their ideas about real world issues in a variety of different media. Through the use of EL Education in our classrooms,

we have seen students engaged in higher order thinking tasks, that are at an appropriate level of rigor to maintain high engagement and interest.

Modules and units are connected to Next Generation Science Standards and to Social Studies themes. For example, students in 8th grade read a young adult of the Omnivore's Dilemma and then research and write their own essays on topics that influence people's access to healthy foods, such as food deserts, pesticides, and high fructose corn syrup. Additionally, students created an infographic in response to the guiding question: "What is one informed action that people in your community can take to make healthy and sustainable food choices?" Students researched a problem their community is facing in regards to healthy and sustainable food choices, as well as a solution. They created "next steps" for their communities to take to help them make informed actions to make healthy and sustainable food choices. Students created infographics where they encouraged their community members to: understand the importance of reading nutritional facts (and how to read them), petition their school for a health class that focused on building healthy habits, and how to grow their own community gardens.

Developing Foundational Reading Skills and Reading Intervention

At PLN CMS, we align our support system to MTSS as a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessments, research-based interventions matched to students' needs, and educational decision-making using student outcome data. The 2022-2023 school year was our first full academic year of using the Wilson programs, which are designed to strengthen foundational reading skills. This was part of our ongoing effort to improve teaching and learning in reading. The Education Specialists were trained in implementation of Wilson, and each as a group of 2 to 6 students to whom they deliver Tier 3 instruction using Wilson. Additionally, students who are more than 3 grade levels below participate in iReady Pro, where they receive adaptive learning tailored lessons on foundational reading skills.

English Language Development

At the PLN CMS, students participate in an integrated ELD program and a designated ELD Program, using the curriculum E3D, which offers materials for Newcomers, Level 1 and 2 students, and Levels 3 and 4 and LTELs. All instruction includes the state adopted ELD standards being taught in tandem with the state adopted content standards. Students receive any necessary language support, such as visuals, simplified directions, basic translation of directions and vocabulary, word walls, sentence stems for writing and discourse, and more, to access the grade level curriculum in their classes. These supports are all focused on making content accessible to students by addressing their language needs while still allowing them to engage with the grade-level curriculum. This is a key part of helping students succeed academically while developing their language skills.

Listening and speaking skills, in alignment with CCSS, are embedded throughout the integrated ELD program at PLN CMS. Students are explicitly taught listening skills such as following directions, participating in class discussions as active listeners and providing input and feedback, and avoiding distractions. With increasing complexity as they grow in grade level, students learn to present information and their work to their peers, teachers and community members. They learn basic speaking habits of enunciation, posture, volume and more, as well as structuring their presentations, using varied forms of speech depending on the context, and using visual aids for their presentations. In all grades, students learn how to listen respectfully, speak clearly, and respond with constructive questions or empathetic comments.

Mathematics

At Para Los Niños, we believe that every student has the potential to gain a deep understanding of mathematics, including both the processes (how) and the reasons (why) behind mathematical concepts through access to: culturally-relevant, rigorous, and standards-based instruction of the highest-quality; relevant, real-world application of mathematical concepts; and curricular materials that support teachers in facilitating meaningful engagement and differentiating for all types of learners.

We strive to build on the funds of knowledge that students bring to the classroom, drawing on their unique life experiences and cultural backgrounds to help them develop as mathematicians. We value engaging in mathematical discussions, encouraging flexible thinking, and creating opportunities for students to explore both the processes of solving problems and the reasons behind why those methods work. In every math classroom, teachers offer multiple opportunities for structured discourse around real life math problems. Each lesson offers students a chance to attempt problems using creative strategies and a variety of methods to deepen their conceptual understanding of the content.

PLN CMS utilizes Imagine Illustrative Mathematics for teaching math in grades 6 through 8. Illustrative Mathematics (IM) promotes an inquiry-based approach, where students develop a deep understanding of mathematical concepts by actively exploring and engaging in productive struggle. The curriculum emphasizes discourse, which is particularly valuable for our significant population of English learners. Illustrative's approach to learning focuses on building inclusive instructional routines that support students as they develop their fluency, confidence, and reasoning in math. Illustrative Mathematics is also well aligned to the new California Math Framework and highly rated by Ed Reports in 2022 (EdReports, 2022).

Science

At PLN CMS, we take an interdisciplinary, inquiry-based approach to science instruction. Our team of science teachers use a scope and sequence built around the Next Generation Science Standards that is arranged to align with our science curriculum, Stile. Our science curriculum operates on a continuum of middle school science standards, where teachers collaboratively plan standards-based, engaging, and purposeful experiences for students. Although learning experiences and the scope and sequences are planned by teachers, students are given opportunities throughout the study to share their ideas, interests, and questions.

Students also participate in a yearly Science Fair that is planned with science teachers and an instructional coach. The annual science fair provides students with the chance to explore scientific concepts through hands-on experiments, critical thinking, and creative problem-solving. It encourages students to apply the scientific method, develop problem-solving skills, and communicate their findings clearly to members of the community who join as judges for the event. The science fair also fosters curiosity, builds confidence in public speaking, and helps students see the real-world relevance of science.

Social Studies

The PLN CMS social studies curriculum from Teacher's Curriculum Institute (TCI) is based on the History-Social Sciences Content Standards for California Public Schools. The curriculum is concept-based, and provides in-depth study of big ideas/concepts using the same inquiry processes as in science. The social studies curriculum is taught using concepts from history, psychology, sociology, economics and political science, and inquiry about different cultural groups is promoted. The program facilitates interdisciplinary teaching, contains student-centered lessons and materials, and supports the development

of other aspects of learning (artistic, social, verbal, logical, and intuition). As students master key concepts and vocabulary, they develop non-fiction reading skills. Our goal in this area is to develop critical thinkers, which is done through the multiple modalities of TCI. TCI offers 6 strategies for teaching social studies: Visual Discovery; Social Studies Skill Builder, which develops skills with fast paced interactive tasks; Response Group, which focuses on lively group discussions; Experiential Exercises; Writing for Understanding; and Problem Solving Group work.

Arts

Para Los Niños collaborates with Inner City Arts and other local organizations to provide meaningful visual and performing arts access for students and teachers. Students participate in music, dance, theater, ceramics, drawing, painting, fine arts, sculpture, print-making, creative writing and poetry throughout the school day and in the after-school program.

We work to build skills in all of our teachers to be able to lead student exploration of the arts and to infuse the arts throughout the curriculum. In recent years, students have engaged in choir performances, workshops with local master artists, dance and theater field trips, trips to local museums, and more.

Physical Education

The Physical Education (P.E.) curriculum, Spark, is based on the Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve. Students at all grade levels work hard all year on building their fitness, coordination, locomotor skills, and listening skills. Regular exercises such as daily sit-ups and push-ups, stretches, and cardiovascular activity, such as running, are performed in each class to encourage fitness throughout the year. It's important for students to develop a love for physical activity so they stay active throughout their lives. Through cooperative games and activities, students learn to share, care for one another, and work together as a team. Spark P.E. curriculum also aligns to the CASEL Competencies that students learn in our SEL curriculum.

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

At our school, P.E. is guided by the SPARK curriculum and rooted in the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*. Throughout the year, students at all grade levels work on building their physical fitness, coordination, locomotor skills, and listening skills. Each class begins with regular fitness routines, including sit-ups, push-ups, stretching, and cardiovascular activities like running. These consistent practices promote lifelong habits of physical activity and healthy living. Equally important, students are introduced to a variety of team sports in three-week units, with each unit emphasizing skill development, cooperative play, teamwork, and sportsmanship. By aligning our curriculum with the CASEL Social Emotional Learning (SEL) competencies, we also focus on helping students develop critical life skills such as self-awareness, responsible decision-making, and positive relationships through group games and structured team interactions.

Our backward planning approach in P.E. begins by identifying key outcomes in both physical skill and social-emotional development. From there, we design learning experiences that help students build toward those goals. For example, during sport units, students learn specific techniques such as passing, dribbling, or defensive positioning, while also practicing how to encourage teammates and work collaboratively. Daily fitness activities are incorporated to enhance cardiovascular endurance, strength, and overall physical conditioning. Throughout the year, students also learn to identify major muscle groups and lead warm-ups with correct stretches and terminology. All of this leads to a culminating performance assessment, such as a skill-based challenge or a cooperative team game, where students demonstrate what they've learned physically, socially, and cognitively. We assess students' progress through observation, rubrics, and peer feedback, then use this information to reflect on and adjust our instruction. This ensures that all students grow in both their physical abilities and their appreciation for lifelong physical activity.

Technology

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

R.I.S.E. (Advisory)

The purpose of R.I.S.E. is to support the whole child academically, socially, and emotionally, while building a strong sense of community. At our school, students participate in highly engaging, self-selected 'Mustang U' advisory classes, where on Mondays and Fridays they explore topics of interest such as coding, art, journalism, leadership, sports science, drawing, gardening, history of music, and many more. On Tuesdays and Thursdays, students engage in social-emotional learning using the Ripple Effects curriculum. This program helps them develop key skills such as self-awareness, empathy, decision-making, and emotion regulation; tools that are crucial for success both in school and beyond. Wednesdays are dedicated to academic support where students complete iReady lessons in reading or math and monitor their grades to set goals and stay on track. Advisory is a space where students can grow, connect, and take ownership of their learning journey.

Intervention Classes

Para Los Niños Charter Middle School offers intervention for ELA, math, and early literacy skills. The intervention classes use a combination of teacher designed instructional materials, iReady lessons, supplemental curricular lessons from EL Education and Illustrative Mathematics, and fluency practice materials. Students are assigned to leveled intervention classes based on their iReady diagnostic results and teacher input, which considers their performance on grade-level standards in class. Teachers typically

run their intervention classes with stations and progress monitor students' mastery every two weeks. Below are descriptions of the various classes and components of classes for student needs.

Lit Labs: Within our Lit Lab classes, students are given differentiated support with reading. The Lit Lab includes several key components: students engage in independent reading with books at their reading level, while teachers assess fluency through one-on-one sessions. They also complete iReady MyPath lessons, which provide guided practice in vocabulary and reading comprehension tailored to each student's level. Additionally, small group reading and writing lessons, led by the teacher or an instructional assistant, focus on skill-building based on needs identified through the iReady diagnostic.

Phonics: To support students who have not mastered phonics, we utilize Wilson Reading and Just Words. Wilson Reading is an intensive Tier 3 program for students with word-level deficits who have been unable to learn with other teaching strategies and require multisensory language instruction. The program focuses on several key literacy skills, such as phonemic awareness, the alphabetic principle, decoding and encoding, and advanced word analysis. It also includes instruction in high-frequency and sight words, vocabulary development, and automatic word recognition. Students work on fluency with connected text, as well as oral language expression and listening comprehension, with a focus on visualization. Additionally, the program emphasizes reading comprehension and the development of metacognitive skills. Just Words also focuses on decoding, encoding, word analysis, and sight words, and it moves at an accelerated pace.

Mathematics: Our math teachers use a learning acceleration approach to support students with prerequisite skills needed for their core math lessons. Using data from the iReady diagnostic and from formative assessments within Illustrative Mathematics, teachers and Instructional Aides (IAs) use supplemental lessons, taught in small groups, to strengthen foundational skills. Additionally, math teachers provide daily fluency practice in Math Lab classes and utilize California Assessment of Student Performance and Progress (CAASPP) release questions to deepen student understanding of grade level content. Finally, iReady MyPath lessons are assigned to students for Math Lab or R.I.S.E., which also support students with fluency and foundational skills practice.

Enrichment: Students who demonstrated proficiency in Math and ELA on the iReady diagnostic exams are placed in Advanced Lit Lab classes, which are advanced, skill-building classes designed to support and enhance students' reading, writing, and critical thinking abilities in a rigorous, discussion-based environment. These courses focus on deep literary analysis, advanced composition, and research skills, helping students engage with complex texts across various genres and time periods. Through close reading, Socratic seminars, and structured writing workshops, students refine their ability to interpret literature, construct well-supported arguments, and develop their unique writing voice. Designed for high-achieving students, Advanced Lit Labs provides a challenging yet supportive setting that prepares students for high school, advanced coursework, and college-level literacy expectations.

Independent Study

Para Los Niños Charter Middle School offers **Independent Study** as a flexible instructional option for students who may need to learn outside the traditional classroom setting due to personal, medical, or

academic reasons. This voluntary program supports students in continuing their education with the same level of academic rigor and support as in-person instruction.

We offer two types of Independent Study:

- **Short-Term (15 days or fewer):** For temporary absences, a short-term contract can be issued at any point in the school year.
- **Long-Term (16 days or more):** Requires a formal agreement signed before the start of the independent study period.

All Independent Study programs:

- Are supervised by credentialed teachers.
- Include standards-aligned curriculum and regular progress monitoring.
- Require students to complete assignments on time, typically within 10 school days.
- Include daily or weekly live interaction and synchronous instruction depending on grade level.

Students receive personalized support, including academic check-ins, mental health resources, and access to necessary technology. Families interested in Independent Study should contact the school principal to discuss eligibility and next steps. Students may return to in-person learning at any time, and a transition meeting will be arranged within five instructional days.

Independent Study at PLN ensures that all students, regardless of circumstances, stay on track academically, feel connected, and continue to thrive.

Comprehensive Course List

All students in grades 6–8 engage in a comprehensive, standards-aligned instructional program that is differentiated to meet diverse learning needs and includes all core subject areas, as outlined below.

Subject Area	6th Grade		7th Grade		8th Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
<i>English Language Arts</i>	6001 English 6	6001 English 6	7001 English-7	7001 English-7	8001 English-8	8001 English-8
<i>Mathematics</i>	6002 Math 6	6002 Math 6	7002 Math-7	7002 Math-7	8002 Math-8	8002 Math-8
<i>History - Social Studies</i>	6004 Social Studies-6	6004 Social Studies-6	7004 Social Studies 7	7004 Social Studies 7	8004 Social Studies 8	8004 Social Studies 8
<i>Science</i>	6003 Science 6	6003 Science 6	7003 Science 7	7003 Science 7	8003 Science 8	8003 Science 8
<i>Physical Education</i>	6010 PE 6	6010 PE 6	7010 PE-7	7010 PE-7	8010 PE-8	8010 PE-8

<i>Advisory - RISE</i>	9060 RISE	9060 RISE	9060 RISE	9060 RISE	9060 RISE	9060 RISE
<i>Lit Lab. - Intervention</i>	6070 Lit Lab - 6	6070 Lit Lab - 6	7070 Lit Lab - 7	7070 Lit Lab - 7	8070 Lit Lab - 8	8070 Lit Lab - 8
<i>Math Lab. - Intervention</i>	6071 Math Lab-6	6071 Math Lab-6	7071 Math Lab-7	7071 Math Lab-7	8071 Math Lab-8	8071 Math Lab-8
<i>ELD</i>	6031 ELD-6	6031 ELD-6	7031 ELD-7	7031 ELD-7	8031 ELD-8	8031 ELD-8

Instructional Methods and Strategies

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

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

In order for students to thrive in a rigorous classroom environment, it is essential that they build strong relationships with their peers and teachers. PLN CMS teachers receive PD every year on schoolwide practices to build culture in their classrooms and to lead community building circles and activities. A strong classroom culture, where students feel safe to take risks, fosters deeper collaboration, drives student inquiry, and boosts achievement.

Collaboration

At PLN CMS, collaboration is a cornerstone of our instructional approach, guiding both the way we teach and how we prepare to teach. Our teachers are deeply committed to working together within grade level, across grade levels, and to ensure a coherent and high-quality learning experience for every student. This collaborative culture enables intellectual preparation that is intentional, responsive, and aligned throughout the school community.

Our program allows for extensive and purposeful collaborative planning sessions. These meetings are designed not only to map out the curriculum but also to identify and develop activities that spark curiosity and deeper inquiry in students. Teachers collectively define big ideas, learning goals, key vocabulary, and language development strategies that support all learners, including English language learners (ELLs). Critical thinking is central to this process, as teachers design lessons that prompt students to ask meaningful questions and explore complex ideas. This intellectual preparation is both rigorous and adaptive, rooted in shared dialogue and professional reflection.

Discussion is a core element in every lesson, with teachers intentionally setting aside time and creating an environment where students can freely express their thoughts, ask questions, and engage in meaningful dialogue. Teachers foster a space where students feel comfortable challenging each other's perspectives, which encourages critical thinking and deepens their understanding of the content. By actively listening and observing student interactions, teachers quickly identify moments where collaboration can enhance learning, and they seamlessly integrate these opportunities into the lesson. This approach not only promotes intellectual growth but also cultivates a classroom culture of respect, curiosity, and shared learning.

At PLN CMS, the emphasis on collaboration continues through a range of instructional methods designed to promote engagement and intellectual growth. Collaborative group work is fundamental—whether in small teams or whole-class settings—especially for our English learners. These carefully planned collaborative experiences help students develop cognitive and linguistic skills as they critique, compare, negotiate, hypothesize, and problem-solve with their peers. The result is a learning environment that fosters academic achievement while also nurturing essential communication and interpersonal skills.

Ultimately, collaboration at PLN CMS is more than just a practice; it's a fundamental mindset that shapes everything we do. It influences how we plan lessons, how we design learning experiences, and how we engage with one another as a team. Collaboration is woven into the fabric of our teaching, ensuring that we not only share strategies and insights but also continually learn from each other to improve our practice. It's a shared commitment that helps us align our goals, adapt to the unique needs of our students, and foster a supportive and dynamic learning environment. This collaborative mindset unites us in our mission to provide a rich, responsive, and empowering education that equips every student with the skills, knowledge, and confidence to succeed. By working together, we ensure that no student is left behind and that all have the opportunity to thrive academically, socially, and emotionally.

SEL/ Culture

At PLN CMS, we are deeply committed to fostering a school culture where every student feels safe, valued, respected, and empowered to take academic and personal risks. We believe that when students trust their environment and the people in it, they are more willing to step outside their comfort zones and fully engage in learning. To create this environment, we take a proactive and intentional approach that integrates Social Emotional Learning (SEL) and Restorative Justice (RJ) into the daily life of our school. We use the Second Step Curriculum to provide direct instruction in key SEL competencies such as self-awareness, self-management, and responsible decision-making. These lessons help our students build the emotional and social tools needed to navigate challenges and step outside their comfort zones in healthy, productive ways. Additionally, we model our SEL and culture lessons after the Collaborative for Academic, Social and Emotional Learning (CASEL) 3 Signature Practices, ensuring that every learning space begins with an inclusive opening, offers engaging strategies for interaction, and ends with intentional closing that helps students reflect and connect.

Beyond SEL instruction, our school culture is strengthened through our Restorative Justice framework, which includes Community Building Circles, Healing Circles, and Re-entry Safety Protocols. These practices create safe spaces for dialogue, relationship-building, and repairing harm when necessary. Central to this work is our Restorative Justice Committee, which includes teachers, coordinators, and staff. This committee plays a vital role in helping students by ensuring that restorative practices are meaningful, inclusive, and consistently applied across campus. Through their guidance and support, students have access to processes that address conflict in healthy ways, hold themselves and others accountable, and restore relationships when harm has occurred. This creates an environment where students feel seen and supported, reducing disruptions to learning and allowing them to focus on academic growth. By promoting

fairness, empathy, and reflection, the committee helps students develop important life skills and ensures that learning happens in a community built on trust and mutual respect.

Furthermore, we recognize the importance of celebrating diverse identities and building cultural awareness. Our Culture Lead, Restorative Justice Coordinator and staff collaborate to create monthly Culture Slides and classroom lessons that foster belonging and highlight equity, empathy, and inclusion. Activities such as Community Circles and structured break and lunchtime engagements provide opportunities for students to connect across differences and develop empathy.

Together, these efforts allow us to create a learning environment where students at CMS are encouraged and supported to take risks, share ideas, make mistakes, and grow both academically and personally. By embedding SEL and RJ into our schoolwide practices, we are not only building a positive culture but also preparing our students to be reflective, responsible, and compassionate members of our community.

Diagnostic Assessment

Teachers utilize a variety of diagnostic assessments to evaluate both how and what students are learning. These assessments inform decisions regarding the curriculum, teaching strategies, and individual support for students. A key component of this assessment strategy is the use of Interim Assessment Blocks (IABs) in grades 6-8, which are standards-based assessments administered twice a year in reading, writing, and mathematics. The results from these assessments, along with other formal and informal evaluations, guide classroom instruction, individual student support, and teacher professional development.

At the beginning, middle, and end of the school year, all students in grades 6-8 take the iReady Diagnostic Assessments in Reading and Mathematics. These assessments measure achievement in each subject, categorizing students' performance as Mid/Above Grade Level, Early On Grade Level, One Grade Level Below, Two Grade Levels Below, or Three or More Grade Levels Below. Additionally, they provide detailed insights into subject-specific domains. The reading data assesses proficiency in Phonics, High-Frequency Words, Vocabulary, and Reading Comprehension (primarily literature, and informational text). The mathematics data evaluates proficiency in Numbers and Operations, Algebraic Thinking, Measurement and Data, and Geometry.

For students whose diagnostic results indicate a need for support with foundational reading skills, placement in iReady Pro is provided. The iReady Pro is a digital, adaptive program designed to help middle school students (Grades 6-8) achieve their reading goals. It focuses on guiding students toward Grade 8 targets, accelerating learning, and providing targeted intervention based on individual needs. In August 2025, iReady Pro will also be launched for mathematics.

As a school, we employ iReady Diagnostic Assessments, in conjunction with other data points, to determine lab intervention classes for students. Through data analysis and teacher input, students are placed in either Math Lab or Lit Lab to receive specific interventions tailored to their needs.

Additionally, students who are considered new arrivals take the iReady Assessment of Spanish Reading. This assessment measures proficiency in Phonics, Vocabulary, and Reading Comprehension (Literature and Informational Text), categorizing performance as Met, Partially Met, or Not Met. The Spanish literacy assessment is utilized to evaluate their foundational skills in their native language. Teachers leverage this data to help students develop biliteracy skills by teaching foundational reading skills in both Spanish and English, encouraging translanguaging, and supporting the development of writing skills in both languages.

Formative Assessment and Student Work Analysis

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

Administrators and lead teachers meet monthly with all teachers to collaboratively analyze student work for core content using a student work analysis protocol. Lead teachers then guide their grade band teams through this protocol, helping teachers thoroughly analyze success criteria, strengths, needs, trends, and strategies to support students in mastering the standards. Additionally, students are encouraged to demonstrate their understanding of class content in various modalities, allowing teachers to determine whether students need to express their mastery in different ways or require additional instruction.

How Instructional Methodologies and Instruction Support Mastery of Standards

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

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

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

Additionally, all teachers follow a scope and sequence for each content that was written and designed by veteran teachers in alignment with curricular recommendations, so that all standards can be covered and spiraled back to throughout the school year. The scope and sequence includes all formative and

summative assessments, and teachers regularly and collectively analyze student progress toward standards mastery and make adjustments in instruction as necessary.

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

Structures of Illustrative Mathematics that lead to Mastery

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

The Illustrative Mathematics curriculum is designed with a coherent progression of essential concepts, ensuring that each builds upon the preceding one. This systematic approach fosters a deeper conceptual understanding of mathematical principles in students, emphasizing comprehension over rote memorization of procedures. Its instructional design offers a logical sequence of learning experiences, encouraging students to take ownership of their learning through sensemaking, problem-solving, engagement in rich tasks, and collaboration as they listen to, respond to, and value each other's thinking. Illustrative Mathematics incorporates manipulatives that make abstract concepts more tangible to enhance student learning. Tools like ratio tables, fraction strips, algebra tiles, and geometric models help students visualize and explore mathematical ideas. By using hands-on materials, students develop reasoning skills, justify their thinking, and engage in meaningful discussions, fostering confidence and deep comprehension in mathematics.

Additionally, the curriculum is committed to cultural relevance, incorporating diverse perspectives and contexts to make math meaningful and accessible to all students. Furthermore, the curriculum provides opportunities for differentiated instruction, enabling teachers to accommodate diverse student needs with additional support or extension activities. Formative assessment tools are integrated to aid teachers in monitoring student progress and adjusting instruction accordingly, ensuring mastery of standards and targeted support. To continuously enhance our teachers' capacity to support students in achieving mastery of standards, they receive ongoing professional learning opportunities, and a detailed scope and sequence centered on key concepts, supporting them in guiding students to achieve mastery within the academic year. Through these integrated structures and our utilization of Illustrative Mathematics, we aim to support and empower teachers in guiding students towards proficiency in grade level mathematical standards.

English Language Arts

At PLN CMS, the Expeditionary Learning Education (EL Education) curriculum was launched in the fall of 2022. EL Education is a curriculum that aligns with academic standards and is structured by grade level, aiming to enhance student achievement through a focus on three core areas of learning: mastery of knowledge and skills, character development, and the creation of high-quality work. The curriculum

supports deep understanding by engaging students with rich, authentic texts that explore real-world topics in literature, social studies, and Science, Technology, Engineering, and Mathematics (STEM). Through these texts, students connect their learning to issues of social justice and environmental responsibility, all while developing the character traits necessary to make meaningful contributions to their communities and beyond. Teachers implement structured, collaborative methods and protocols embedded within the curriculum, such as chalk talks, jigsaws, interactive word walls, back-to-back and face-to-face discussions, and “say something” activities, to support students in interpreting text and engage more deeply with content. Additionally, EL Education aligns with CMS’ vision for a culturally and historically responsive curriculum that connects to students’ lived experiences. This alignment is crucial because when students encounter content that reflects their own identities and experiences, they feel more connected and invested in their learning. As a result, they are more likely to see themselves as future writers, scientists, artists, and leaders in their respective fields. This sense of representation fosters greater engagement and self-belief. This approach aims to bridge the gap between students’ personal experiences and academic content, making learning more meaningful and engaging (Ladson-Billings, G. (1995).

In the summer of 2023, a team of experienced ELA teachers developed detailed scope and sequence plans for each grade level aligned to the EL Education curriculum. These plans incorporated both formative and summative assessments throughout the school year, giving teachers valuable data to inform their instructional choices. Teachers use the assessment results to monitor student progress toward mastering ELA standards and regularly meet with students to discuss where they are in their learning and what steps they need to take to reach full mastery. This ongoing feedback loop supports both academic growth and student ownership of learning. These tools also helped students and teachers prepare for school-wide reading diagnostics and state assessments. The scope and sequence documents were intentionally aligned with practice CAASPP tests, reinforcing students’ understanding of the standards and giving teachers benchmarks to guide and refine their instruction.

Additionally, teachers help students develop a strong foundation of grammar, language, and literacy by explicitly teaching these skills in small groups and during designated ELD time. Students engage in a variety of different reading strategies to bolster their skills, as they consistently read aloud, read along with the teacher, and read independently in all grade levels. This helps them to become more familiar with varied language conventions, storytelling techniques, and effective communication strategies. Finally, writing is incorporated across all content areas, with an emphasis on using critical thinking skills to analyze and write about real-world situations and nonfiction texts. Students mastered writing short-summary “gists” for both chunked and longer texts, as well as informational essays, narratives, and more. EL Education supports this work by providing writing scaffolds, model texts, and structured opportunities for peer feedback and revision. Through consistent practice and reflection, students learn to express their ideas clearly, support their thinking with evidence, and develop a strong author’s voice across genres.

NGSS through Stile Curriculum

At Para Los Niños Charter Middle School, we believe that science offers students a powerful opportunity to explore and make sense of the complex phenomena occurring all around them. Due to its interdisciplinary nature, science serves as a platform for students to practice and strengthen essential academic skills such as writing, argumentation, reading comprehension, and data analysis.

Three years ago, PLN CMS adopted Stile, an evidence-based, fully online science curriculum aligned with the Next Generation Science Standards (NGSS). Stile follows a three-dimensional approach that integrates crosscutting concepts, science and engineering practices, and disciplinary core ideas into every lesson. Each unit is anchored in a compelling phenomenon or engineering problem, and the lessons are designed to address different aspects of understanding that problem. Stile’s digital platform allows teachers to view

student work in real time and engage in live show-call discussions, using both exemplar and non-exemplar responses to guide learning.

PLN CMS employs an interdisciplinary, inquiry-based approach to science instruction that ensures mastery of California content and performance standards, including the NGSS, Common Core State Standards (CCSS), and English Language Development (ELD) standards (California Education Code, Section 47605). This instructional model is driven by a collaborative team of science educators and supported by a curriculum scope and sequence that aligns with NGSS while being tailored to meet the needs of our student population, who are 99% Latinx, with over 90% qualifying for subsidized lunch and 54% designated as English Language Learners.

Stile's curriculum is structured around a continuum of middle school science standards. For example, in 8th grade, students complete a roller coaster project that addresses NGSS performance expectations such as MS-PS3-1 (analyzing and interpreting data related to kinetic energy) and MS-PS3-2 (developing and using models of energy transfer). Teachers collaboratively plan standards-aligned, meaningful learning experiences that invite student ideas and questions, fostering a classroom culture rooted in inquiry. The platform's real-time feedback tools support formative assessment and differentiation for diverse learners, including ELLs and students with IEPs.

To guide student understanding, essential questions frame each unit and are reinforced through Stile's lab guides and instructional resources. Teachers adapt labs as needed to maintain alignment with California standards, using hands-on investigations in which students collect data, construct graphs, and draw evidence-based conclusions. These activities not only develop scientific reasoning but also integrate crosscutting concepts and reinforce CCSS literacy skills, such as writing structured arguments and interpreting technical texts (e.g., CCSS.ELA-LITERACY.RST.6-8.3).

Instruction is further enriched through project-based learning (PBL), where students engage in diverse projects such as creating anchor charts on energy cycles, presenting on ethical farming practices, participating in science fairs, and designing marketing materials that convey scientific arguments. Claim, evidence, and reasoning (CER) statements are embedded throughout the curriculum to help students synthesize their learning and meet ELD standards (e.g., ELD.PI.8.6) through structured academic conversation. A science notebook supports high school readiness, while multiple means of expression are offered to accommodate students with speech or processing challenges.

This integrated and inclusive approach, grounded in Stile's innovative platform and sustained by teacher collaboration and responsiveness, ensures that all students at PLN CMS are equipped to master the NGSS, CCSS, and ELD standards. It reflects our school's commitment to academic rigor, equity, and elevating student voice across disciplines.

Social Studies Standards

At PLN CMS, we strive to support our students in becoming effective learners and ethical people with agency in building a better world. We believe that students have the ability to understand the concepts and develop the skills outlined in the History and Social Science Content Standards through an inquiry-based approach. This approach encourages students to explore primary sources and engage in research by analyzing nonfiction texts. By using resources aligned with grade-level content, students investigate historical events and their geographical contexts, fostering a deeper understanding of the past. This method empowers students to actively engage with history, develop critical thinking skills, and connect historical knowledge to the world around them. The curriculum currently in use is The Curriculum Institute's (TCI) *History Alive*. With *History Alive*, students are introduced to big concepts (Essential Questions), and classwork incorporates graphic notetaking, group work, and step-by-step discovery. The

program also offers online textbooks with games and activities that reinforce the learning objectives and reflect the CCSS literacy standards. *History Alive* facilitates interdisciplinary teaching, contains student-centered lessons and materials, and supports the development of other aspects of learning (artistic, social, verbal, logical, and intuition).

Our curriculum emphasizes geography and the historical development of civilizations as essential components in understanding the human experience, aligning with California's History–Social Science Framework and supporting Common Core literacy standards in history/social studies. Through an inquiry-based approach, students examine why civilizations emerged in particular geographic areas, how environmental and cultural factors influenced their growth, and why they declined. This fosters critical thinking and analytical skills, as students are encouraged to draw connections between ancient and modern societies and consider the enduring legacies of past civilizations. By focusing on the everyday lives, challenges, and contributions of people across time, our instructional program cultivates empathy, global awareness, and a nuanced understanding of how social, economic, and political systems evolve. This directly supports Common Core goals of developing evidence-based reasoning and close reading of informational texts, while also preparing students to engage thoughtfully with diverse perspectives. We use standards-aligned instructional materials and emphasize interdisciplinary connections such as integrating geography with math through data analysis, or with science through environmental studies aligned to the NGSS. This approach ensures students not only meet academic standards but also engage meaningfully with content that prepares them for real-world challenges.

English Language Development

At Para Los Niños Charter Middle School, our approach effectively supports mastery of ELD standards by building on students' prior knowledge and utilizing culturally relevant resources to make learning meaningful and engaging. Our primary objective is to enhance students' English language proficiency while fostering a supportive and inclusive learning environment.

We utilize standards-aligned curricula and a variety of assessments to monitor student progress and tailor instruction. Teachers strategically incorporate ELD standards and consider students' English Language Proficiency Assessments for California (ELPAC) levels to customize instruction, ensuring it meets the specific needs of ELLs. Our educators have access to all ELL students' data on the ELlevation platform, which they use to provide necessary language scaffolding and inform instructional practices.

During the 2024-2025 school year, we enhanced teachers' understanding of the four language domains, listening, speaking, reading, and writing, during our professional development sessions. These sessions included training on integrating ELD into content areas and strategies for better supporting ELLs, particularly newcomers. Continuing into the 2025-2026 school year, we will partner with the New Teacher Center (NTC) to further develop teachers' understanding of ELLs and integrated supports across all content areas.

ELD classes are structured based on students' ELPAC levels and LTEL status. All Level 1 and 2 classes are supported by the Reading Intervention Coordinator, providing students with substantial one-on-one and small group support. Instruction is delivered in small groups, and it is differentiated based on data collected during diagnostic and additional formative assessments. In these classes, students receive ELD and foundational reading instruction, in addition to social-emotional learning.

The ELD teacher and the Reading Intervention Coordinator strive to create a classroom environment that is not only welcoming but also deeply respectful of the diverse cultural, linguistic, and personal backgrounds of all students. By recognizing and honoring each student's unique experiences and perspectives, they aim to foster a sense of belonging where every student feels valued and understood.

The activities aim to help students celebrate and share their cultural identities while building a sense of belonging. For example, students present information about their home countries, allowing them to showcase their heritage and experiences. Additionally, the "I Am" project invites students to express themselves through poetry and art, incorporating their native language to create personal representations of who they are. At the same time, the ELD teacher provides support in helping students understand their test scores, guiding them to reflect on their progress. The teacher also assists students in setting realistic, achievable goals for their learning, ensuring they are motivated and equipped to succeed academically. This approach not only fosters pride in their backgrounds but also empowers students to take ownership of their educational growth.

Students in these classes also take a Spanish literacy assessment upon entry, and teachers use this data to help students develop biliteracy skills by teaching foundational reading skills in both Spanish and English, encouraging translanguaging, and supporting the development of writing skills in both languages. Additionally, we utilize the E3D curriculum, which offers focused instruction on the basics of English for our newcomer students. As the number of newcomer students has grown in recent years, it has become increasingly important for our school to explore and implement new strategies to support their successful integration into our school community. These students often face unique challenges as they adjust to a new cultural environment, educational system, and language. Recognizing these challenges, we are committed to providing additional resources, programs, and support structures that cater specifically to their needs.

Students classified as LTELs and at Levels 3 and 4 utilize E3D. During their designated ELD class, they receive support in all four language domains. However, through data analysis, we have identified a need for additional support in the reading and writing domains; therefore, instruction will focus on these specific scaffolds. Students use iReady in their classes and receive instruction in both whole and small groups.

Support of Technology Related Skills

Our Vision

We view technology as a critical 21st-century skill essential for success in both school and life. Digital literacy supports student achievement today and professional excellence well beyond their school years. Our instructional technology program aims to bridge the digital divide by fully integrating digital tools into daily instruction.

Each student receives a Chromebook upon enrollment, along with a Wi-Fi hotspot if needed, ensuring equitable access to online curriculum and resources both at school and at home. Guided by International Society for Technology in Education (ISTE) standards, we teach students to use digital tools for word processing, presentations, data analysis, online research, media literacy, digital art, coding, and digital citizenship. Our goal is to prepare students to participate confidently and responsibly as 21st-century learners and digital citizens.

Implementation

In our classrooms, students use Chromebooks daily to complete assignments and collaborate with peers and teachers through our learning management system, Google Classroom, and Google Workspace tools. They engage with leveled reading materials through online programs such as Epic Books, Learning Ally, and Newsela. Content knowledge is reinforced using standards-based resources like BrainPop, Khan Academy, and ClassDojo.

Through iReady, students participate in regular assessments that generate personalized digital lessons they complete independently. They also explore coding and logic through creative platforms like Scratch and Code.org. Online curricula such as Illustrative Mathematics, Stile, and TCI further support their learning across subjects.

To build digital citizenship and social-emotional skills, students engage with media literacy lessons from Common Sense

Media and Sanford Harmony, helping them navigate virtual spaces safely and responsibly. Together, these programs create a comprehensive approach to helping students thrive in both the digital world and the social spaces they inhabit, providing them with the skills to make thoughtful decisions, resolve conflicts peacefully, and foster a positive, inclusive digital presence. This combination of digital literacy and social-emotional development ensures that students are not only prepared to use technology responsibly but also equipped with the emotional intelligence to build meaningful, respectful relationships online and offline.

Our Goal

By combining devices, digital platforms, and interactive curricula, we create a rich environment where students learn, collaborate, and create in a digitally connected world. Our ultimate goal is to engage students with technology-enhanced instruction that prepares them to meet the challenges of learning and digital citizenship in the 21st century.

Academic Calendar and Schedules

<p>July / August Jul. 27 - 28 Teacher Leadership Days</p> <p>Jul. 29 Teacher's First Day</p> <p>Jul. 31 PLN Picnic</p> <p>Aug. 10 First Day of Instruction</p>	<p>July / AUGUST 2026</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> </tbody> </table> <p>15 instructional days</p>	S	M	T	W	Th	F	S	26	27	28	29	30	31	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																																										
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29	30	31																																																																																			

October

Oct. 7 - Census Day

Oct. 5 - 9 Middle School Parent Conferences

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 instructional days

April

Apr. 1-3 Spring Break

APRIL 2027						
S	M	T	W	Th	F	S
						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		

19 instructional days

November

Nov. 9- 13 Elementary Parent Conferences

Nov. 11 Veterans Day

Nov. 23- 27 Thanksgiving Break

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22				26	27	28
29	30					

15 instructional days

May

May 25 Memorial Day

MAY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 instructional days

December

Dec. 22 - Jan 9 Winter Break

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20					25	26
27				31		

15 instructional days

June

June 4 Last Day of Instruction

June 5 Teacher Last Day

JUNE 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7						13
14						20
21						27
28						

4 instructional days

January

Jan 11 Classes Resume

Jan 15 Professional Development Day for Teachers – No School for Students

Jan 18 Dr. Martin L. King Jr's Birthday

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3						9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
25	26	27	28	29	30	31

13 instructional days

- Early Dismissal Elementary
- Holiday
- No School for Students
- No Classes
- Early Dismissal Middle School

- First/Last Day of Instruction
- Teacher First/Last Day

Semester 1
Aug 10 - Dec 18 = 86 Days
Semester 2 -
Jan 5 - May 29 = 94 Days
Total Instructional Days = 180 Days

Sample Daily Schedule

	R.I.S.E.	Period 1	Break	Period 2	Period 3	Period 4	Lunch	Period 5	Period 6
M/W/F	8:00-8:47 (47)	8:50 - 9:45 (55)	9:45-10:00 (15)	10:03-10:58 (55)	11:01-11:56 (55)	11:59 - 12:54 (55)	12:54 - 1:34 (40)	1:37 - 2:32 (55)	2:35-3:30 (55)
	R.I.S.E. Math	Math Lab 6	Break	PE	Science 6	Math 6	Lunch	ELA 6	Social Studies 6
	R.I.S.E.	Period 1	Period 2	Break	Period 3	Period 4	Period 5	Lunch	Period 6
T/Th (Early Release)	8:00-8:40 (40)	8:43 - 9:25 (42)	9:28-10:10 (42)	10:10-10:20 (10)	10:23-11:05 (42)	11:08-11:50 (42)	11:53-12:35 (42)	12:35-1:15 (40)	1:18-2:00 (42)
	R.I.S.E. Math	Math Lab 6	PE	Break	Science 6	Math 6	ELA 6	Lunch	Social Studies 6

Table of Instructional Days and Minutes

Grades	Grade Offered	Num. of Regular Days	Num. of Instr. Minutes Per Regular Day	Num. of Early Dismissal Days	Num. of Instr. Minutes Per Early Dismissal Day	Num. of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other Days]	Number of Instr. Minutes Per [Other Day]	Total Number of Instr. Days	Minutes Req'd. Per State Law	Total Number of Instr. Minutes	Num. of Instr. Minutes Above/Below State Req'd.
6	X	104	377	76	340	0	0	0	0	180	54000	65048	11048
7	X	104	377	76	340	0	0	0	0	180	54000	65048	11048
8	X	104	377	76	340	0	0	0	0	180	54000	65048	11048

Professional Development

For Teachers:

Professional development is essential for the successful delivery of our mission. The principal, in collaboration with PLN's Home Office Instructional Support Team, organizes and conducts ongoing

professional development. Our schedule allows the principal to meet regularly with individual faculty members (during planning time) to address specific areas of growth in addition to the regularly planned professional development periods. In addition, the principal, in collaboration with PLN's Home Office team, arranges for experts in relevant areas of education to work with PLN CMS teachers on a regular basis to continue to grow in their craft.

The weekly school schedule is structured to allow teachers Professional Development (PD) time during the normal work hours. On Tuesdays and Thursdays, students are dismissed at 2:00 PM and teachers engage in professional development activities from approximately 2:10 PM to 3:40 PM. These regular professional development times include guest speakers and trainers, grade level planning meetings, whole faculty planning meetings and small group planning. Tuesdays are primarily devoted to whole group professional learning cycles that last one to two months. Thursdays are used for collaborative planning across grade levels or in departments with support from the instructional coaches or administrators as needed.

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

In addition to the regular weekly professional development sessions held throughout the school year, the PLN Leadership Team organizes an intensive eight-day professional development institute for teachers every year prior to the beginning of the school year. This institute is designed to provide more in-depth training and support, with the goal of enhancing both student learning and teacher practice. By dedicating these eight days, teachers have the opportunity to focus on developing new skills, learning innovative teaching strategies, and collaborating with colleagues in ways that go beyond the regular weekly PD. This extended professional development experience ensures that teachers have the tools and knowledge needed to improve their teaching effectiveness and, ultimately, help their students succeed.

There are three pupil free PD days throughout the school year where teachers engage in agency-wide training and planning opportunities, including intensive review of student benchmarks and diagnostic assessment data. The data also provides direction for the PLN Board to create or approve new policies and/or structures that support teaching and learning. PLN CMS faculty and staff analyze state test and iReady results to identify trends across the grade levels and discuss implications for teaching and learning. During the summer PD, schoolwide instructional goals are decided upon by the staff taking into consideration strengths and needs across the grade levels. Once the goals have been identified, each grade level must create a plan of action as to how their grade level will meet the school-wide instructional goals. PLN CMS teachers also identify personal goals for themselves and create a plan as to how these will support their professional growth through the school year. PLN CMS students create goals with their teachers at the beginning of the school year that support their needs as learners.

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

Professional Development Plan

At the beginning of the year, the principal plans a year-long professional development calendar in collaboration with the Director of Teaching and Learning. In the third month of the school year (October),

the principal modifies the professional development plan to adjust to teacher needs, strengths and interests. The focus in alignment with our LCAP goals will be on supporting our Multilingual learners, best practices for supporting our Special Education (SPED) students, and increasing student proficiency in ELA and Mathematics. The following topics comprise a list of topics for the 2025-2026 school year:

- SEL/Restorative practices
- Building classroom culture
- Data and student work analysis
- Curriculum implementation and best practices for Illustrative Mathematics and EL Education
- Integrated and Designated ELD
- Strategies for English Learners, monitoring EL proficiency levels, reclassification, New Teacher Center (NTC)
- Multi-Tiered System of Supports (MTSS)
- Mandatory safety trainings (e.g. child abuse, sexual harassment, bloodborne pathogens, emergency response)

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

Instructional Coaching

Instructional coaching is a key driver of teacher growth and student success. Our coaching model is grounded in responsiveness, flexibility, and a deep commitment to professional development that is personalized to each educator's needs and goals. We recognize that each coaching interaction is unique, our coaching model is flexible and adjusts to the specific needs of teachers at any given moment. Whether a teacher requires thought partnership (discussing ideas and strategies), skill modeling (demonstrating techniques or approaches), or real-time support (assistance during actual teaching), the coaching approach is tailored to meet the teacher where they are in their professional development. This personalized support ensures that teachers receive the right type of guidance to improve their practice and enhance student outcomes.

All teachers at PLN CMS receive regular, sustained coaching from a combination of administrators and PLN instructional coaches. This dual approach ensures both alignment to our school-wide priorities, such as our Call to Action (CTA), the Local Control and Accountability Plan (LCAP) and focused support on classroom instruction. At the beginning of the year, coaches collaborate with each teacher to select two California Standards for the Teaching Profession (CSTPs) as areas of growth. These are aligned with CMS's instructional priorities and reflect areas of high leverage for student achievement. Teachers then select a third CSTP individually, fostering ownership and reflection in their professional growth journey.

Instructional coaching at PLN CMS is supported by a menu of strategies and models designed to match the evolving needs of teachers. These include co-planning, data analysis, guided peer observations, real-time coaching, co-teaching, and focused lesson observations. Each of these approaches allows for targeted,

meaningful interaction that is situated in the realities of the classroom. Coaches and teachers collaboratively determine the most appropriate support based on the goals and context of each moment, guided by a shared commitment to continuous improvement.

Coaching often centers on helping teachers refine their lesson plans, debrief classroom observations, and engage in “text talks.” These focused conversations help teachers identify supports, design questions, and plan scaffolds that enable all students, especially our Multilingual learners and those with learning differences, to access and analyze complex texts with confidence.

Our coaches provide specialized support to ensure that the adopted curriculum is implemented with integrity. Coaches also assist in differentiating instruction to meet the diverse needs of learners, with a strong emphasis on inclusion and equity.

Teacher Leadership

In the 2023-2024 school year, a new structure was established at PLN CMS to foster teacher leadership, provide additional support for beginning teachers, and enhance the overall sustainability of the teaching staff. This structure aims to empower experienced teachers to take on leadership roles, mentor new teachers, and create a more supportive environment that helps retain educators in the long term. By focusing on these areas, PLN CMS is working to improve the quality of teaching, build a stronger sense of community among staff, and ensure that teachers have the resources and guidance they need to thrive in their roles. In the 2024-2025 school year, PLN CMS continued to refine the program to best support the growth and achievement of our students.

Internal Induction Coaches - At PLN CMS, all teachers who receive LACOE induction coaching receive it from the Director of Teaching and Learning or from the Restorative Justice Coordinator. This allows teachers to have a coach who they already have a relationship with and who has much knowledge about the PLN systems, approach and supports offered for students. The impact of having internal induction coaches for teachers is that the induction coaches are more accessible, have more access to curricular and instructional resources that are applicable to our programming, and have a strong understanding of the demographics and needs of the student population, so that the inductees skills can be accelerated.

Teachers as Mentors - All beginning teachers receive training across the year to build trusting relationships with students and are provided opportunities to observe lessons from veteran teachers. Mentor teachers observe new teachers' lessons and provide constructive feedback. Mentor teachers plan with mentees during department and grade level time as much as possible. Mentors provide training in various areas, including using Infinite Campus (our student information system), creating a stimulating and focused learning environment, documenting student work on learning walls, and preparing report cards and conducting parent conferences. Additionally, teacher mentors offer ongoing support to novice teachers through regular check-ins.

LEAD Teachers - The Team Lead is responsible for leading a content or grade level team in the planning and execution of standards-based curriculum, high-leverage instructional strategies, data-driven instruction, and formative assessment practices. Through this role, teachers cultivate their leadership skills, develop content knowledge, and build culturally and historically responsive practices (anti-racist pedagogy), while supporting their colleagues in a PLC model to strengthen their instructional practices in order to transform student outcomes.

Culture Lead Teachers - The Culture Lead teacher is responsible for integrating anti-racist SEL practices and culturally responsive pedagogy across instruction and the school community. In this role, the teacher

enhances their leadership skills, deepens their understanding of restorative practices, and develops culturally and historically responsive teaching strategies. The Culture Lead Teachers collaborate with the Restorative Justice Coordinator to design the R.I.S.E. Scope and Sequence pacing plan. They also help plan and execute schoolwide social justice events and contribute to ongoing adult learning by modeling Community Circle facilitation and best practices for building a positive culture in a class.

Family and Community Engagement (FACE) Lead Teachers - The FACE Lead Teacher plays a crucial role in strengthening relationships between the school, families, and the broader community. As a member of the Community School Team (CST), they collaborate with teachers, administrators, students, families, and community partners to ensure that students and their families have access to the resources and support needed for academic, social, and emotional success. The FACE Lead Teacher also organizes family engagement events focused on key topics such as math, literacy, and science, working closely with staff to foster meaningful connections and promote a supportive learning environment for everyone.

Credentialed Teacher Recruiting

At PLN CMS, we are interested in educators representing the diversity of our city, so we recruit teachers from all over Los Angeles. We strongly prefer that all teachers have BCLAD certificates (authorization to teach English Learners). At a minimum, all teachers have a CLAD certificate or the equivalent and meet all other pertinent NCLB requirements. We require all teachers to hold a valid California Multiple Subject Teaching Credential, Sped Credential or Single Subject Credential with authorization to teach English Learners. Instructional staff preferably have experience with this age group and familiarity with a constructivist approach to education.

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

The following recruitment strategies are used to recruit and attract top talent: partnerships with local teacher education programs (Cal State Los Angeles, Cal State Dominguez Hills), outreach to other teacher preparation/education programs (LMU, UCLA, USC, etc.) partnership with Teach for America, local newspaper ads (Los Angeles Times), Web sites (PLN, EdJoin, and Indeed).

During onboarding at PLN CMS, new teachers participate in a structured early day of Educator Institute designed to orient them to school systems, tools, curriculum, and culture. Staff are introduced to essential school processes such as sign-in, carpool procedures, and technology setup, including Smartboards, Infinite Campus, and key digital platforms by school staff, coaches, and mentor teachers. Teachers tour the campus, review schedules and calendars, and receive safety training. Dedicated sessions are led by the instructional team to unpack core curricula including EL Education, Illustrative Math, Stile, and Second Step, with time allocated for long-term planning and setting up the classroom environment. Teachers are paired with mentor teachers and instructional coaches to begin goal setting and schedule ongoing coaching sessions. The onboarding emphasizes clarity, preparedness, and relationship-building, ensuring all educators are equipped to launch the school year with confidence and support.

Meeting the Needs of All Students

At Para Los Niños Charter Middle School, we embrace a strengths-based, inclusive approach to supporting our multilingual learners and adopt the LAUSD Master Plan for English Learners and Standard English Learners to ensure coherence, alignment, and high expectations for English Learner (EL) success. Our

program is built upon rigorous instruction, purposeful scaffolds, and strategic use of both Designated and Integrated ELD to develop biliteracy, academic achievement, and meaningful engagement with grade-level content.

Identification of English Learners:

PLN CMS identifies English Learners through the state-mandated process. Families complete a Home Language Survey upon enrollment, and if a language other than English is indicated, the student takes the Initial ELPAC. Based on their performance, students are classified as English Learners (ELs) or Initially Fluent English Proficient.

English Language Acquisition Programs:

We offer a robust and responsive English Learner program that includes both Designated ELD and Integrated ELD, aligned to the California ELD Standards. All multilingual learners at CMS receive a daily period of Designated ELD, taught by a dedicated ELD teacher or specialist.

- **ELD 1** serves emergent bilinguals using the *Language Launch* curriculum, which focuses on foundational English language functions in reading, writing, listening, and speaking. In this class students Spanish literacy skills are also evaluated, so the teacher can support with building biliteracy.
- **ELD 2** supports expanding and bridging students using *English 3D*, a research-based curriculum that emphasizes academic vocabulary, grammar, structured discussion, writing genres (e.g., argument, summary, research), and analysis of complex informational texts.
- In addition, we offer R.I.S.E. ELD, a supplementary course designed for students developing literacy in both Spanish and English. This class builds foundational skills in both languages and accelerates English proficiency by leveraging students' home language as an asset.

Integrated ELD Across the Curriculum:

All core teachers, particularly in ELA, social studies, and science, integrate ELD strategies into their daily lessons. Faculty participate in professional learning cycles focused on the ELD standards, structured academic discourse, and the Mustang Reading Routine, which supports students in tackling informational texts independently. Instructional strategies include pair shares that promote negotiation of meaning, sentence frames to guide academic talk and writing, and strategic grouping that allows multilingual learners to collaborate with native English speakers across contexts. In ELA, teachers use the EL Education curriculum, which affirms students' cultural and linguistic backgrounds while embedding scaffolded supports such as language dives and conversation cues to promote rich discussion and deeper comprehension. For example, an 8th grade module centers around folklore and uses the story *La Llorona*, leveraging students' cultural knowledge while building literary analysis and writing skills.

Use of ELPAC Results:

ELPAC scores are used to inform placement, track progress, and guide instructional practices in both Designated and Integrated ELD. All teachers have access to the ELlevation Platform for tracking and monitoring EL student data. Teachers and coaches use ELPAC and Diagnostic results to create tailored support plans and small group interventions. Growth trends are reviewed regularly by the school leadership team to adjust supports, monitor effectiveness, and target professional development.

Meaningful Access to the Curriculum:

Multilingual learners at all proficiency levels access the full curriculum through intentional instructional design. In all content areas, teachers plan with the language demands of the task in mind, and incorporate scaffolds such as sentence starters, modeled writing, academic discourse routines, and visual

aids. Across the curriculum, language objectives are embedded alongside content objectives to ensure equity and rigor.

Evaluation of the EL Program:

The effectiveness of the EL program is reviewed annually through a combination of ELPAC results, reclassification rates, student achievement data (iReady, CAASPP), classroom observations, and teacher and family feedback. These findings are shared with staff and used to refine instructional practices, inform coaching goals, and shape professional development.

Reclassification Process:

PLN CMS follows the LAUSD criteria for reclassification. A student must:

1. Score a Level 4 on the Summative ELPAC;
2. Demonstrate grade-level academic performance via report cards and/or benchmark data;
3. Receive a teacher recommendation based on classroom performance; and
4. Engage in a parent consultation.
5. Students are celebrated upon reclassification, and their progress continues to be monitored for four years post-reclassification.

Monitoring of ELs and RFEPs:

The academic progress of both ELs and Reclassified Fluent English Proficient (RFEP) students is closely tracked. Teachers use assessment data, ELPAC results, and classroom performance to identify areas of need and adjust instruction accordingly. RFEP students receive ongoing support, and their academic data is reviewed quarterly to ensure continued success in mainstream courses.

Support for LTELs and At-Risk Students:

We take a proactive approach to supporting Long-Term English Learners (LTELs) and students “At-Risk” of becoming LTELs. These students are provided enhanced instructional time through targeted designated ELD, small group interventions, and the R.I.S.E. ELD course. Instructional strategies within EL Education, such as extended discussion routines, complex text analysis, and explicit academic language instruction, are also tailored to LTEL needs. Teachers meet regularly in grade level teams and through coaching cycles with our Reading Intervention Coordinator and ELD Teacher to review student progress and implement responsive supports.

GATE Students

PLN CMS uses the MTSS approach to identify students achieving above grade level through an individualized, interdisciplinary analysis of student iReady diagnostic benchmark assessments, CAASPP summative assessments, GPA, and qualitative data (often referred to as “street data”). Our intervention model is designed to identify and empower students already achieving above grade level or who possess the potential to achieve beyond grade level when given the proper support. In the MTSS model, if a student is identified as achieving above grade level, teachers provide research-based, targeted enrichments throughout the school day to assure that the student continues to receive the rigor and engagement necessary for continued growth. At PLN CMS, this can include being placed in advanced cohorts of general education English and Math classes, honors literacy labs, and leadership advisory classes. Students do not have to qualify for enrichment in all domains, which allows us to keep our enrichment program open-access for all students. The identification and support of GATE students is overseen by the Director of Exceptional Scholars and the principal. The Director of Exceptional Scholars coordinates required testing

for student identification, facilitates communication with parents and students, and leads the development of the student's personalized GATE plan.

Students Achieving Below Grade Level

At Para Los Niños Charter Middle School, we identify students performing below grade level using a robust, multi-measure system. This includes data from the iReady diagnostic assessments administered schoolwide in reading and mathematics, teacher observations, classroom-based formative and summative assessments, and ELPAC scores for multilingual learners. The CMS administrative team, in collaboration with the MultiLingual Learner Coordinator, analyzes this data to place students in appropriate intervention classes. Students who are significantly behind are scheduled into Lit Lab or Math Lab classes, and additional supports may be provided during R.I.S.E. classes. Newcomer and Multilingual learners also take a Spanish literacy assessment to guide biliteracy interventions.

PLN CMS addresses the academic needs of students performing below grade level through a restructured, embedded intervention system that operates during the instructional day. Students are assigned to daily intervention classes, Lit Lab for reading and writing, Math Lab for numeracy and fluency, based on their diagnostic data. Each intervention class is staffed with at least one additional adult (instructional aide, RSP teacher, or Angeleno volunteer) to enable targeted small group instruction. In Lit Lab, students engage in independent reading, iReady MyPath lessons, and teacher-led skill-based groups. Phonics instruction is provided through Wilson Reading and Just Words, supporting students with decoding, fluency, and vocabulary development. In Math Lab, teachers use pre-requisite skills instruction, visual models, and real-world problem-solving to support conceptual understanding. Students also access iReady math lessons, daily fluency practice, and released CAASPP questions to build confidence and exposure to grade-level material.

Our intervention program is especially responsive to English Learners and students with interrupted education. ELD Level 1 and 2 students receive intensive support through the Language Launch curriculum and small group phonics instruction using 95% Phonics. Instruction is biliteracy-affirming, building literacy skills in both Spanish and English while leveraging translanguaging practices. Outside of class time, students can also participate in support programs like Math Club and "Leer es Poder," a culturally responsive bilingual reading group that empowers newcomer students to write and publish their own stories.

At PLN CMS, student progress is carefully and continuously monitored by teachers, instructional leaders, and support staff. Teachers use ongoing formative assessments, iReady lesson progress, and classwork performance to guide instruction and flexible grouping. Focus standards and subskills are tracked and discussed with students regularly, and achievement is celebrated through school-wide incentive systems. Instructional coaches and the Multilingual Learner Coordinator provide targeted professional development, co-planning sessions, and observation feedback to ensure effective instructional practices are being implemented in intervention classes. For multilingual learners, ELPAC growth is monitored alongside iReady progress and classroom performance. This consistent data monitoring ensures that instructional supports remain responsive to each student's evolving needs and that no student falls through the cracks.

Socioeconomically Disadvantaged Students

At CMS, approximately 99% of our student population qualifies for Free and Reduced Lunch (FRPL) status, identifying them as socioeconomically disadvantaged. Families are asked to update their FRPL status annually through the office manager to ensure accurate and timely support. Our school social work team provides case management based on these updates, ensuring students and their families receive the necessary assistance.

Our onsite family specialist plays a pivotal role in assessing and addressing family needs. Through a structured needs assessment process, the specialist helps families access essential items such as school uniforms, shoes, backpacks, Metro passes, and school supplies. These resources are tailored to support academic success and overall student well-being.

As part of the Community Schools strategy, CMS provides comprehensive support for students and families experiencing homelessness. Currently, 61 enrolled students are identified as homeless—most residing in shelters or doubled-up living situations, with some living unsheltered in tents or trailers. The family specialist, who also serves as the school’s homeless liaison, coordinates targeted case management, ensures access to basic needs, and fosters a sense of belonging through programs such as a lunchtime club for students experiencing homelessness.

Special initiatives further enhance our outreach. These include a family cooking program and the annual “Fall Feast” held during the Thanksgiving season. Shoes are distributed through an external partnership, while additional collaborations with health and community organizations provide families with mental health services, transportation assistance, and healthcare referrals as needed. Every family undergoes an onboarding interview, which helps initiate case management and connects them with appropriate support, often in coordination with school social workers.

The family specialist and school social workers work closely together to address socioemotional and behavioral concerns. Students are offered both individual and group counseling, and those affected by trauma are referred to long-term, in-house mental health services through PLN’s mental health department.

Student progress and family needs are regularly monitored through interdisciplinary meetings, including the Multi-Tiered System of Support (MTSS) and weekly attendance team meetings. These forums aim to identify the root causes of chronic absenteeism and design coordinated strategies to support students and their families effectively.

Foster Youth and Students Experiencing Homelessness

Para Los Niños Charter Middle School, located in downtown Los Angeles, serves as a critical educational anchor for students experiencing homelessness, particularly those from the Union Rescue Mission (URM) on Skid Row. Approximately 20% of the school’s student population identifies as homeless (utilizing the McKinney-Vento definition), a figure that continues to R.I.S.E. as more families seek refuge in the area.

Para Los Niños Charter Middle School plays a vital role in supporting homeless students by providing essential services and fostering a safe, nurturing environment. The school provides a comprehensive support system to address the unique challenges faced by these students. Services include access to uniforms and clothing support, hygiene products, mental health and counseling support. Additionally, the school maintains strong partnerships with local organizations to coordinate housing assistance and other essential services for families in need. The Family Specialist monitors the students’ housing status and supports the school social workers with monitoring student progress in school to ensure that no outside needs are impacting a student’s ability to thrive while at PLN CMS.

“A Typical Day”

Sample Regular Day Schedule (7th grade)

Time	Subject	Minutes
8:00-8:47	R.I.S.E: SEL / School Culture / Community Circle	47
8:50-9:45	English Language Arts	55
9:45-10:00	Break/Nutrition	15
10:03-10:58	Social Studies	55
11:01-11:56	Math Lab	55
11:59-12:54	Physical Education	55
12:54-1:34	Lunch	40
1:37-2:32	Mathematics	55
2:35-3:30	Science	55
	Total Instructional Minutes	377

Sample of A Typical Day for a 7th Grade Student

7:00 Victoria took the Metro bus with her father to get to school early. Victoria and her father are greeted at the entrance by the middle school office staff. Victoria bids her father farewell, enters the school, and watches as her father departs for work in the downtown Los Angeles area. The first thing Victoria does when she enters the school gate is to show staff that her mobile phone is in the Yondr pouch she received at the beginning of the year. A Yondr pouch is a secure, magnetic pouch designed to lock phones and other mobile devices in certain environments like schools to prevent their use. Victoria uses the pouch to keep her phone safely stored away during school hours. Victoria sees her friend arrive at school by car, and they walk together to sit by the hanging garden. As they approach the garden, Victoria and her friend are greeted by campus aides for morning conversation and supervision.

7:30 Victoria lines up for breakfast and is greeted by Ms. Delmy (food server staff) with words of encouragement as breakfast is served. Victoria carries her milk, fruit, and breakfast burrito and walks with her friends to the cafeteria benches. They join the other students and socialize.

7:55 The bell rings. By this time, Victoria has finished her breakfast and she and her friends make their way to their R.I.S.E. classes (SEL/School Culture/Community Circle). During this time, the campus aides help students clean up and encourage them to get to class on time. As students arrive at class, students are greeted enthusiastically by their teachers who are at the door, eagerly waiting.

8:00-8:47 R.I.S.E: SEL, School Culture, Community Circle - 47 minutes

Victoria and classmates arrive at class and begin the first 5 minutes of class thinking about and writing down the week's goals in their journal. Students then take a minute to share their goals with their partners and the teacher facilitates a whole class share out. After the warm-up, students work together to rearrange the classroom to prepare for the community circle.

Two days a week, Victoria and her classmates engage in socioemotional learning through Second Step. The Second Step platform is a comprehensive program designed to help students develop essential life skills, such as emotional regulation, empathy, problem-solving, and effective communication. By fostering these human skills, it aims to equip students to succeed not only academically but also in their personal lives, relationships, and future careers. On some days, the R.I.S.E. period is also used to support students and help them build fluency and confidence in literacy and mathematics.

8:50-9:45 English Language Arts - 55 minutes

Victoria and her classmates transition to English Language Arts and the culminating project titled, "Harlem Renaissance Museum Exhibit: Telling the Story Through Art, Poetry, and Voice." Today, students are finalizing their museum presentations, which focus on a central theme they selected to represent the Harlem Renaissance. Each group is using a graphic organizer to analyze and make inferences about two literary texts they have analyzed, such as a Langston Hughes poem or a Zora Neale Hurston short story. They also analyze one art piece, such as a painting by Aaron Douglas or Jacob Lawrence. Students are preparing short curator-style presentations, explaining how each piece connects to their theme, using text evidence and historical context to support their claims. Once finished, they will add the organizer to their ELA Folder, which will guide them through synthesizing their ideas in writing. Students will present their museum exhibits in a gallery walk, where peers will engage with and reflect on the various themes. The teacher is especially excited to see students take pride in sharing powerful narratives and making personal connections to a vibrant period of Black history and expression.

9:45-10:00 Break/Nutrition - 15 minutes

Victoria and her classmates walk downstairs for a break. She goes straight to the second floor playground to play with her friends, while some of her classmates have a 2nd chance to eat breakfast. At the playground, the campus assistants help distribute play equipment so students can engage in sports like volleyball, basketball, or soccer.

10:03-10:58 Social Studies - 55 minutes

As the bell rings, Victoria walks into her world history classroom, grabs a warm-up sheet from the front table, and heads to her seat. The daily "Do Now" question is already on the board, usually something like "What would life be like without laws?" or "Would you rather be a knight or a peasant?" It sparks some chatter, but soon the room settles into quiet writing time.

After reviewing the warm-up, the teacher launches into a mini-lesson—maybe it's about feudalism, the R.I.S.E. of empires, or ancient civilizations. There might be maps on the SMART board (interactive whiteboard), timelines, or even primary source quotes to analyze. Students ask questions, annotate texts, or pair up to break down tough vocabulary.

Then comes the activity. It could be a simulation, a short reading with graphic organizers, or a debate. Some days, students write from the point of view of an ancient citizen. Other times, they work in groups to solve historical mysteries or prepare for a document-based question (DBQ).

Before the period ends, students wrap up with an exit ticket: a quick reflection or connection to the essential question. As the bell rings again, Victoria and her friends scurry out of the classroom to talk to their peers during the passing period.

11:01-11:56 Math Lab - 55 minutes

In Math Lab, Victoria and her classmates are separated into groups based on skill level and each group works on the different stations, rotating every 15 minutes. The different stations include: fluency, independent iReady, instructional aide-led iReady lesson, and teacher-led small group. The stations are designed to help students build the foundational skills necessary to be successful in grade level concepts covered in class.

11:59-12:54 Physical Education - 55 minutes

After math lab, students enter the gym and quickly move to their assigned squad spots and begin silent stretching while light music plays in the background. The daily objective is posted on the board: *“I can demonstrate proper technique in overhand throwing and catching during small group games.”* After a brief explanation from the teacher, students move into a dynamic warm-up that includes jumping jacks, high knees, and arm circles to prepare their bodies for activity. Class expectations—such as showing good sportsmanship, staying on task, and using equipment safely—are reviewed before beginning the main activity.

The focus for the day is practicing and applying overhand throwing skills. Students rotate through stations that include partner throws, accuracy challenges, and small-group throwing games. Mixed groups encourage teamwork and peer support, allowing students of all ability levels to contribute and learn. The coach moves around the gym, giving feedback on technique and reinforcing key cues like stepping with the opposite foot and following through. To close the class, students cool down with light stretching and a short self-assessment, reflecting on their effort and one thing they improved. The consistent structure of warm-up, skill practice, gameplay, and reflection supports both physical development and a positive, inclusive class environment.

12:54-1:34 Lunch - 40 minutes

1:37-2:32 Mathematics - 55 minutes

After lunch, Victoria and her friends walk to their mathematics class and are greeted by their teacher at the door. The students engage in five minutes of warm-up, problem projected on the board: *“A meal costs \$25. How much would a 20% tip be?”* This quick review activates prior knowledge and prepares students for the day’s mini project on percentages, focusing on calculating tax and tip. After reviewing the learning objective—*“I can calculate percentages in real-world contexts, including sales tax and tip”*—the teacher models an example problem using a visual organizer and encourages students to annotate their thinking. While students are engaging in the warm-up, the teacher is providing students positive feedback through verbal praise and through the ClassDojo point system. After the warm-up, the teacher goes over a few announcements and important information for the week, such as the upcoming test, and homework due date.

Students then break into small, mixed-ability groups to begin their mini project: planning a meal outing on a set budget. Each group receives a mock restaurant menu and a budget of \$100. Their task is to select items, calculate the subtotal, apply a given sales tax percentage, and choose an appropriate tip based on service quality. Groups record their work on chart paper or digital slides, explaining their reasoning and showing step-by-step calculations. The teacher circulates to ask guiding questions, provide support, and encourage mathematical discourse. At the end of class, groups share their strategies, compare totals, and reflect on how percentages impact real-world decision-making. This structured, student-centered lesson blends conceptual understanding, procedural fluency, and collaborative learning.

This mini project will help Victoria and her classmates develop essential financial literacy skills, enabling them to make informed purchasing decisions and manage their personal finances more effectively in the future. This knowledge allows them to accurately calculate the total cost of items, including sales tax and tips, and budget appropriately.

2:35-3:30 Science - 55 minutes

After mathematics, students go to science class. The period begins with a calm but focused routine. Victoria and her classmates enter quietly, grab their interactive notebooks from the shelf, and begin the warm-up projected on the SMART board: *“What causes the phases of the moon?”* This week’s topic is the lunar cycle, and students are already familiar with key vocabulary like *waxing*, *waning*, *gibbous*, and *crescent*. After a brief discussion of the warm-up, where the teacher calls on students using name sticks to ensure everyone gets a turn, the class reviews the learning target posted on the board: *“I can model and explain the phases of the moon using the Earth-Moon-Sun system.”* Clear expectations for participation and collaboration are also reviewed, reinforcing the classroom norms of respect, curiosity, and active engagement.

During the lab activity, students work in small groups using Styrofoam balls and flashlights to simulate how the moon’s appearance changes as it orbits the Earth. The week’s materials manager carefully distributes supplies while another student records observations on the group’s lab sheet. Each student takes a turn modeling the moon’s orbit, observing the shifting shadows and illuminated sections that represent different phases. The classroom buzzes with scientific talk as students compare notes and ask clarifying questions. Before dismissal, students write a reflection in their journals, explaining in their own words how the moon’s phases occur. The consistent structure, warm-up, mini-lesson, lab, and reflection, gives students a sense of security while allowing them to explore big scientific ideas with confidence.

**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.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

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

Summative/ Benchmark Assessment	What is Assessed / Performance Expectations	Students Assessed	Frequency of Administration
CAASPP Smarter Balanced Summative Assessment in English Language Arts and Mathematics	Progress toward mastery of grade level standards in English Language Arts and Mathematics	Students in Grades 6-8	Annually

(VERIFIED)	Performance Expectations: Students who achieve in the “Standard Met” or “Standard Exceeded” categories are considered to be making sufficient progress.		
California Science Test (CAST)	Progress toward mastery of Next Generation Science Standards	Students in Grade 8	Annually
English Language Proficiency Assessments for California (ELPAC)	English Language proficiency overall; proficiency in Listening, Reading, Writing and Speaking Performance Expectations: Students who achieve a score of ‘4’ in the performance level descriptors are considered to be making sufficient progress.	English Learners in Grades 6-8	Annually -Summative ELPAC (students identified as English Learners) -Initial (students who have not taken prior language proficiency assessment)
iReady Diagnostic / Benchmark Assessment (VERIFIED)	Progress toward mastery of grade level standards in English Language Arts (Reading) and Mathematics Performance Expectations: Students who achieve in the “Early/On Grade Level” or “Above Grade Level” are considered to be making sufficient progress.	Students in Grades 6-8	Three times per year (Beginning, Middle, and End)
iReady Spanish Reading Diagnostic			
Science curricular assessments	Progress toward mastery of NGSS	Students in Grades 6-8	Multiple times throughout the year (end of each unit)
Social Studies curricular assessments	Progress toward mastery of grade level standards in Social Studies	Students in Grades 6-8	Multiple times throughout the year (end of each chapter)
English Language Arts curricular module/unit assessments	Progress toward mastery of grade level standards in English Language Arts taught during the module/unit	Students in Grades 6-8	Multiple times throughout the year (end of each module/unit)
Mathematics curricular module/unit assessments	Progress toward mastery of grade level standards in Mathematics taught during the module/unit	Students in Grades 6-8	Multiple times throughout the year (end of each module/unit)
Formative Assessment	What is Assessed / Performance Expectations	Students Assessed	Frequency of Administration
CAASPP Smarter Balanced Interim Assessment Blocks (IABs); CAST IAB for science	Progress toward grade level standards in English Language Arts, and Mathematics, and Science for grade 8	All students in grades 6-8	Twice per year (standardized administration); as many times as teachers want (non-standardized administration)

English Language Development	Progress toward mastery of English Language Development standards; how students interact in meaningful ways; students' understanding of how English works; and how they use foundational literacy	Students in grades 6-8	Weekly
iReady progress - Personal Pathway	Individual student progress towards mastery of grade-level standards/annual typical and stretch growth goals	Students in grades 6-8	Multiple times per week
Mathematics fluency and warm-up activities	Prior knowledge in specific domains; gaps in understanding of currently-taught content; strengths and stretches in strategy usage; application of mathematical practices	Students in grades 6-8	Weekly in Math Labs

Teachers use ongoing curriculum-related assessments to monitor student performance and engagement with the units currently being taught. They regularly review the data from these assessments during grade-level planning meetings and focused instruction sessions. This allows staff to collaborate on student learning and determine the best strategies to meet the needs of all students. We collect literacy and mathematics assessment data three times a year for all students to track their academic progress.

Data Analysis and Reporting

PLN CMS is dedicated to using data to inform instruction and guide professional development. Research shows that educators who use student data to make informed decisions tend to see greater academic progress (Johnson, 1999). As mentioned earlier, our new ELlevation and Panorama data systems play a key role in shaping the instructional program and identifying student needs for our MTSS (Multi-Tiered System of Support) program.

- ELlevation helps us track the progress of our English Language Learners.
- Panorama is used to monitor students' socio-emotional health, attendance, behavior, and academic performance, allowing us to offer additional support when needed.

We recognize the importance of balancing both formative (ongoing) and summative (final) assessments. Teachers and administrators at PLN CMS are committed to using and analyzing a variety of data to determine where we need to focus our efforts. Teachers and administrators share a commitment to utilize and analyze multiple measures to determine where we need to:

- Create new interventions for individual students
- Improve instruction at the classroom level
- Offer school-wide professional development
- Differentiate within a curriculum
- Identify and implement more effective teaching strategies
- Create alternative assessments or ways students can demonstrate mastery

The Para Los Niños Board monitors student achievement to assess the performance of the Principal and staff. Based on these assessments, the Board approves decisions regarding salary increases, bonuses, and budget allocations for professional development and school budgets. The Board reviews student

achievement data at its regular meetings, and the Principal provides progress reports to the PLN Vice President of Student Success three times a year.

Throughout the school year, teachers analyze data from various sources, including iReady assessments in Reading and Math, SBAC scores, ELPAC scores, and both formative and summative assessments. This data is discussed during whole-staff meetings to ensure continuity in instruction as students progress to the next grade level. Additionally, instructional leadership teams, comprising teacher leaders, school leaders, and home office support staff, analyze data from classroom observations, teacher surveys, family surveys, and student surveys. This collaborative analysis helps identify areas for growth and informs professional learning to improve teaching practices and student outcomes.

Grading, Progress Reporting and Retention/Promotion

Students in grades 6-8 receive report cards or progress reports at least six times a year, and their grades reflect their performance in all subjects. Grading follows an A to F scale for core subjects like English Language Arts, Mathematics, History, Social Studies, Science, Physical Education, English Language Development (ELD), and Intervention courses. The grades are based on how well students meet learning standards:

- **A** means the student fully meets the standards,
- **B** means they mostly meet the standards,
- **C** means they're close to meeting the standards,
- **D** means they haven't met most standards yet,
- **F** means they're not meeting the standards at all.

For the R.I.S.E. (Advisory) class, students are graded on a Pass or No Pass basis. The report card also includes a citizenship grade for each subject, which reflects behavior and participation. The citizenship grade uses the following scale:

- **E** means excellent,
- **S** means satisfactory,
- **NI** means "Needs Improvement."

If a student hasn't shown progress despite multiple interventions, the teacher may recommend retention. Parents are informed of this possibility during the second trimester parent conferences. If the recommendation for retention stands, parents are formally notified in May and must sign an agreement for the student to be retained.

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).)

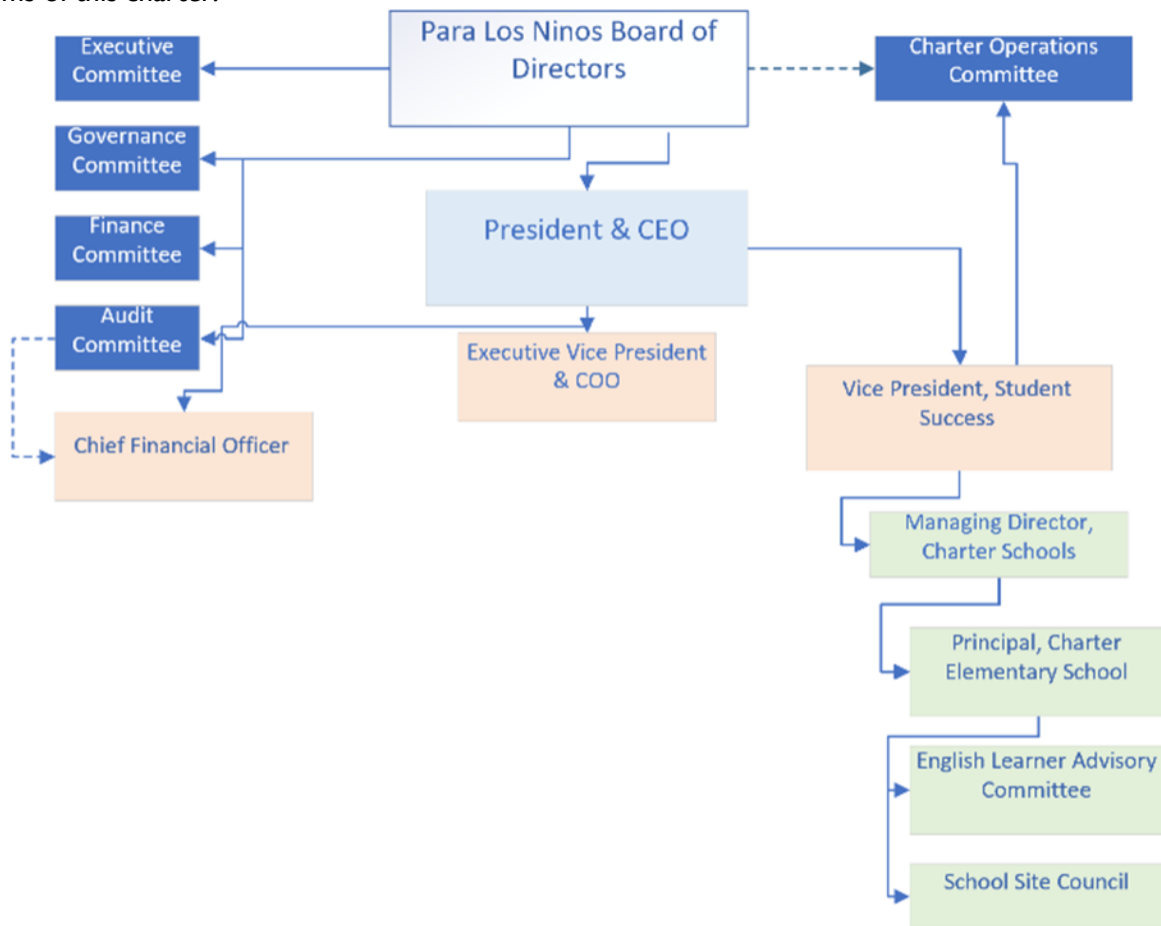
FEDERAL PROGRAM COMPLIANCE

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

Para Los Niños Charter Middle School is a direct funded, independent charter school that operates as a California Nonprofit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS. PLN CMS operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School.

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



Major Roles and Responsibilities

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

The PLN governing board:

- Ensures the Charter School operates in compliance with all applicable laws and the terms of its charter
- Hires, supervises and evaluates the CEO;
- Approves major contractual agreements in alignment with PLN's Fiscal Policies
- Approves and monitors the implementation of general policies of the Charter School;
- Approves and monitors the Charter School's annual budget and budget revisions;
- Provides fiscal oversight
- Contracts with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Approves annual independent fiscal audit and performance report;
- Establishes Board Committees as needed;
- Recruits and appoints new Board members;
- Executes all applicable responsibilities provided for in the California Corporations Code;
- Engages in ongoing strategic planning;
- Approves the school calendar and schedule of Board meetings;
- Approves charter amendments as necessary and submits requests for material revisions as necessary to the District for consideration; and
- Participates in the dispute resolution procedure and complaint procedures when necessary.

Functions and roles of the Board Committees

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

- The Executive Committee is comprised of the Board Chair, Vice Chair, Secretary, and Chairs of every committee (Finance, Audit, Governance, Early Education, and Charter School Operations) and shall have all the powers of the Board between Board meetings except as provided in the bylaws. The Executive Committee shall nominate, interview, and make recommendations to the Board for any prospective new President and Chief Executive Officer. Any prospective board member recommended by the Governance Committee must be approved by the Executive Committee prior to being presented for election to the full board.
- The Governance Committee shall advise the Board on succession planning for Board directors and Committee chairs. The Governance Committee shall develop a process for and prepare recommendations of candidates to be presented to the Executive Committee for approval. After the approval from the Executive Committee, the Governance Committee shall be responsible for introducing the prospective board member to the complete board and nominating their election. The Governance Committee shall advise the board on methods to strengthen board engagement and promote ways to foster and develop personal relationships among board members. The Committee shall assess the board's makeup annually, as well as board member attendance and participation and provide recommendations as needed.
- The Finance Committee provides oversight of school finances, ensures accurate and comprehensive financial reporting to the board, and raise strategic financial issues for board discussion. The Committee reviews monthly financial statements, and annually reviews the agency budget and recommends approval by the full board. The Committee provides financial expertise and guidance as needed by PLN throughout the year.

- The Audit Committee recommends the selection of the auditor, ensures the organization solicits new proposals for auditors every three years, meets with the auditor before the audit is reviewed by the full board, and recommends acceptance of the final audit by the full board. The Committee provides audit expertise and guidance as needed by PLN throughout the year.
- The Charter School Operations Committee meets at approved scheduled dates at key points during the school year and reviews the finances, enrollment, attendance, academic performance, staffing and other operations of the charter schools and extended learning programs. The Committee also reviews the LCAP and other charter school compliance requirements to recommend approval by the full board.

The Chief Executive Officer (CEO) is responsible for:

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

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

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

The Chief Financial Officer (CFO) is responsible for:

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

The Vice President of Student Success is responsible for:

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

The Managing Director of Charter Schools is responsible for:

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

- Oversight of day-to-day program operations
- Community relations

The PLN CS Principal is responsible for:

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

More detailed job descriptions are provided in Element 5.

The Para Los Niños governing board shall have no less than ten (10) directors or more than twenty-five (25), with the exact authorized number of directors to be fixed from time to time by resolution of the Board of Directors. The board currently has 23 directors. Each director is prominent in his/her respective fields and lends that expertise to Para Los Niños through this role (finance, business, real estate, public accounting, marketing, law, entertainment, education and/or philanthropy). Board members represent diversity of language, ethnicity, geography, gender, sexual orientation, and age. No employee of PLN serves on the Board. Although not required, the Board will strive to create an odd number of Directors for voting purposes. Each director serves a renewable term of three (3) years.

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

Governance Procedures and Operations

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

PLN has adopted a conflict-of-interest code that complies with the Political Reform Act and is approved by the Los Angeles County Board of Supervisors. The Board of Directors receives annual training on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it. All powers and activities of Para Los Ninos shall be exercised and managed by the Board of Directors of this corporation directly or, if delegated, under the ultimate direction of the Board. One-half of the total number of directors serving on the Board constitutes a quorum of the Board. All matters are

decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board.

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

- Each director participating in the meeting can communicate with all of the other directors concurrently and;
- Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
- For any meeting with board member telephonic participation, the agenda identifies the teleconferenced location and that location is open to the public. The agenda is also posted at the teleconferenced location. All votes taken at a meeting with telephone participation shall be roll call vote. At least a quorum of the board must be present within the jurisdiction of the corporation.

Stakeholder Involvement

Parents and staff have multiple opportunities to be involved in decisions related to their child's educational program, school budgets, school-wide programming and activities, and in particular how the Charter School will be accountable to the goals and metrics established in its Local Control Accountability Plan (LCAP). PLN CMS maintains a School Site Council (SSC), an LCAP Committee, and an English Learner Advisory Committee (ELAC). These groups meet monthly and at separate times of the month to increase the likelihood that a wide range of parents will participate.

The SSC membership is 50% parents/community members and 50% teachers/staff, elected by their peers. The SSC advises the Principal on budget priorities; outreach and recruitment; safety and discipline; and community issues such as carpooling. The LCAP and ELAC committees review previous year's LCAP and monitor its implementation, helping the principal develop priorities for the upcoming year, with opportunities for the entire school community to comment and provide their feedback and recommendations.

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

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

LCAP Feedback Process

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

Specific stakeholder groups included:

- Parents
- Teachers and other staff members
- Students

Throughout the 2024-2025 school year, school achievement data, including data for all subgroups, was reviewed and shared at Café de Padres meetings, LCAP-specific meetings, and other parent meetings as well as teacher and staff meetings. An informational presentation was made to discuss with parents at various meetings in both English and Spanish. Written information was also distributed to parents in both English and Spanish. Discussion groups took place at meetings in both English and Spanish to talk about the eight state priorities and alignment to the school's LCAP goals.

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

HOME OFFICE STAFF

PRESIDENT & CHIEF EXECUTIVE OFFICER

Essential Duties/Responsibilities

- Develops with the PLN Board a long-term strategy and vision for the agency. Leads the strategic planning process. Reports annually on the long-term goals of the organization.
- Develops and recommends to the Board annual business plans and budgets that support the agency’s long-term strategy. Reports on a quarterly basis the status of program operations and finances.
- Attends all committee meetings or appoints a designated attendee.
- Maintains full “General Management” responsibility. Provides overall leadership for the daily operations of PLN, including operations, human resources management, fundraising, marketing, financial management, public/community relations, program development, and strategic direction.
- Ensures agency achieves core social and fundamental business mission.
- Ensures continuous improvement in the quality and services provided by the PLN organization.
- Formulates and oversees the implementation of all agency policies.
- Establishes and maintains an effective system of communication throughout the organization.
- Recommends yearly budget for Board approval and prudently manages the PLN organization’s resources within those budget guidelines according to current laws and regulations.

- Constantly strives to achieve the agency's financial and operating goals and objectives and protects the agency's long-term financial health.
- Fosters a corporate culture that promotes ethical practices, encourages individual integrity, and fulfills social responsibility.
- Maintains a positive and ethical work climate that is conducive to attracting, retaining and motivating a diverse group of top-quality employees at all levels and provides final judgment on all personnel issues.
- Ensures, in cooperation with the Board, that there is an effective succession plan in place for the CEO position.
- Articulates the share vision of the PLN organization to ensure a high performing and outcome-oriented performance management approach
- Ensures that the PLN organization achieves and maintains a position of excellence within the community and at the state and national level.
- Cultivates good relationships with city, county, state and federal governments and their elected officials and staff.
- Assures the PLN organization and its mission, programs and services are consistently presented in strong, positive image to relevant stakeholders.
- Oversees fundraising planning and implementation, including identifying resource requirements, researching funding sources (individuals, corporations, foundations, government funding, etc.), establishing strategies to approach donors/funding sources, submitting proposals and administrating fundraising records and documentation.
- To ensure the development of marketing plans to increase new revenue sources.
- Serves as the chief spokesperson for the PLN organization.
- Ensures that the public, through the news media, is informed of the facts and the effects of conditions and policies that have a bearing on interest of PLN, their clients, and the public.

Qualifications

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

- An advanced degree from an accredited college or university in a field related to the PLN organization's mission and services.
- At least 5 years of progressive management experience in a non-profit, social service setting.
- Highly skilled in providing direction to and managing multiple programs in a non-profit social service environment.
- Experience in multi-cultural and bilingual environment desirable/required
- Strong commitment to the mission, vision, core values, goals and philosophy of Para Los Niños.
- Must have the ability to nurture respectful relationships with clients and children and must be sensitive to the client cultural and socioeconomic characteristics.
- Bilingual (English/Spanish) desirable.
- Strong planning, organizational, financial management, communication, fund development, community relations, decision-making and leadership skills.
- Demonstrated ability to work in a fast-paced, creative and collaborative organization while maintaining focus on key organizational priorities.
- Expertise in multimillion-dollar budget management.
- Ability to effectively work with a non-profit Board of Directors.

EXECUTIVE VICE PRESIDENT & CHIEF OPERATING OFFICER

Essential Duties/Responsibilities

Leadership and Strategy

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

Board Relations

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

Management and Talent Development

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

Employee Engagement & Experience

Growth and Development

Professional Learning

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

Operations

- Develop, manage and monitor budget for the facilities and IT departments.
- Lead inter-departmental teams in identifying and addressing organization-wide concerns.
- Develop policies and procedures related to administration, IT and facilities.
- Develop and implement improved systems for PLN's knowledge management.
- Develop and implement evaluation processes to measure effectiveness of PLN's programs.

Implementation of PLN Strategy

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

Qualifications

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

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

CHIEF FINANCIAL OFFICER

Essential Duties/Responsibilities

Accounting & Administration

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

Finance

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

Strategic Leadership

- Oversee all fiscal and fiduciary responsibilities, in partnership with the CEO, Finance and Audit Committees of the Board of Directors.
- Set direction for the Board's Finance and Audit Committees.
- Lead the vision and effectively communicate on long-term financial planning, forecasting, modeling, and organizational asset management.

- Develop and utilize forward-looking, predictive models and activity-based financial analyses to provide insight into the organization's operations and business plans.
- Assess financial implications of potential strategic and growth opportunities.
- Develop and maintain PLN's annual budget and multi-year financial plan to ensure long-term financial health.
- Continuously improve the quality and effectiveness of PLN's financial operations and internal controls; develop, implement, and regularly monitor financial goals and track, analyze and report metrics.

People Management & Development

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

Board Relations & Reporting

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

Planning, Policy & Funder Relations

- Working in partnership with schools, programs, and operations management, develops and monitors budgets, financial business plans and forecasts;
- Participate in policy development as a member of the executive team;
- Work with the CEO to engage the Board Finance Committee to develop short-, medium-, and long-term financial plans and projections;
- Lead, in partnership with the Board Audit Committee, annual financial audits;
- Represent the company to financial partners, including financial institutions, government funders, foundation executives, auditors, public officials, and finance and payroll outsourcing companies.

Risk Management

- Develop and maintain a comprehensive risk assessment framework.

Qualifications

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

- Bachelor's degree in accounting, finance or related field required. MBA and/or CPA preferred.
- At least 10 years of experience in financial management or accounting for complex transactions, and 5 years in a senior finance role.
- Experience in finance or accounting for non-profit entities at CFO or senior management level strongly preferred.
- Strategic-minded individual with the operational background to execute and drive performance.

- A proven track record of successful financial management, including experience developing and implementing financial strategies, managing budgets, and overseeing financial reporting and compliance.
- Strong leadership and management skills with experience building and leading high-performing teams and a passionate interest in mentoring others.
- Exceptional attention to detail and quality control.
- Excellent analytical, problem-solving, and decision-making skills.
- Strong communication, interpersonal and negotiation skills.
- Passion for the mission and work of the organization.

VICE PRESIDENT OF STUDENT SUCCESS

Essential Duties/Responsibilities

Instructional and Programmatic Leadership

- Serve as PLN's senior educational leader, ensuring consistency of academic programming and developmental approach for students in early education and charter schools.
- Refine and articulate PLN's educational brand, specifically the interconnectedness of comprehensive student and family supports with consistent development and academic enrichment opportunities to support critical thinking skills and high academic achievement in an urban setting for children living in poverty
- Lead and coordinate the work of the Managing Directors of Early Education and Charter Schools, (and their respective leadership teams) to identify priorities, set goals, develop programming, evaluate services, and determine staffing and optimal organizational structure.
- Identify and clarify opportunities for articulation and alignment between and within the work of the early education and charter school teams.
- Work closely with the Vice President of Student and Community Services to leverage collaboration opportunities and to refine the approach to whole child and whole family wellness
- Analyze student performance and development progress data and develop a data-driven decision-making culture to increase student achievement and kindergarten readiness.
- Communicate the educational vision and priorities effectively to staff, students, parents and community.
- Refine, articulate and lead the implementation of a vision for parent leadership and engagement in student learning, age-appropriate development, achievement and whole-child wellness.
- Prepare reports and recommendations to CEO, PLN board of directors and PLN Early Education Committee and Charter School Operations Committee about PLN educational programs and services.
- Lead the regular convening and functioning of the PLN Early Education Committee and Charter School Operations Committee

Team Management and Culture Building

- Set and implement a vision for the attraction, development and management of a high performing team of early education and charter school education professionals aligned to deliver transformational educational and developmental outcomes for PLN students
- Codify and communicate an educational approach, with core values, philosophy, and norms so the academic and operational practices are clear and consistently practiced throughout the organization
- Build and support a strong and aligned approach to student success that leads to an embedded educational identity throughout all levels of PLN education programming

- Collaborate with the Chief Operating Officer, Chief Financial Officer and VP of Human Resources to forecast and coordinate appropriate resources and operational support for school operations and facilities.
- Motivate, lead, guide, support and direct staff to implement the mission, vision, strategic plan and ensure appropriate consistency of all educational programs at PLN.
- Direct, supervise and evaluate Managing Directors Charter Schools and Early Education.

Program Operations

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

Financial Management

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

Community Relations and Outreach

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

Qualifications

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

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

MANAGING DIRECTOR OF CHARTER SCHOOLS

Essential Duties/Responsibilities

Instructional Leadership

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

Team Management and Culture Building

- Attract, develop, and manage a high-performing team that is able to support schools as they strive to deliver transformational educational outcomes for students.

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

Financial Management

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

Program Operations

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

Community Relations

- Serve as the public face of the PLN Charter Schools
- Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals.
- Create opportunities for community members to express their views regarding school related matters.
- Keep the school community informed about current educational practices, educational trends, and the policies, successes and challenges of charter schools.
- Participate in conferences, community outreach and legislative advocacy as appropriate.
- Regularly update executive team and PLN Board Members, as needed.

Qualifications

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

- Ten+ years of professional experience
- At least 3 years of school leadership experience as a full-time principal
- At least 3 years of successful full-time teaching experience
- Experience managing and leading teams of people to equitable results
- Experience leading and managing multiple, complex projects with cross functional teams
- Experience designing and implementing comprehensive and innovative professional learning cycles
- A proven track record of success in driving equitable student achievement as a principal or systems leadership role; can provide data and evidence to illustrate success
- California Clear Administrative Credential preferred
- California Teaching Credential
- Master's Degree preferred.
- Excellent verbal and written communication skills required. Bilingual, Spanish/English preferred
- Ability to provide educational and administrative leadership at the executive level and to perform complex administrative functions in a nonprofit organizational setting
- Knowledgeable of laws, policies, regulations, guidelines, and procedures required to operate charter schools and a special education program
- Strong knowledge of the unique issues and challenges facing urban charter schools
- Demonstrated success with curriculum, personnel management, school finance and strategic planning
- Strong planning, organizational, financial management, communication, and leadership skills
- Ability to establish and maintain effective public communication/relations and community rapport with a diverse population
- Ability to make effective public presentations
- Ability to communicate effectively with stakeholders both individually and as a group
- Ability to communicate in Spanish is desirable
- Ability to manage crisis situations effectively
- Ability to work effectively with a board of directors

MANAGING DIRECTOR OF EXPANDED LEARNING

Essential Duties/Responsibilities

Programmatic Leadership

- Develop and implement a long-range plan for extended learning for the PLN network, including key partnerships, program options and funding approach.
- Develop program plans for ASES, 21st Century, ELOP and CCTR outlining how the programs will support academic growth, enrichment opportunities and positive social development for PLN students.
- Identify academic intervention needs at each school and develop customized plans for addressing these through extended learning programming and partnerships.
- Partner with school administrators, PLN Student Success department for the successful implementation of enrichment programming utilizing funding sources for each school.
- Assume final responsibility for the overall Accreditation and Quality Improvement process within the Extended Learning department.

- Oversee and make recommendations for collaboration with Student Support Services, Mental Health and other internal programs to ensure the Para Los Niños clients are receiving comprehensive wrap-around services they may need.
- Oversee and make recommendations for collaboration with Early Education Program Administrative staff in order to be in compliance with Title 5 and 21.
- Coach staff in identifying best practices and strategies around successful program implementation through effective problem solving, strategic planning, goal setting and critical thinking.
- Develop a plan for expansion of extended learning programs.
- Pilot a Service Learning project.

Program Operations

- Provide oversight of after-school and intersession program implementation, management, and administration.
- Ensures that Department of Education requirements, standards and those of other regulatory bodies are maintained at all times.
- Represent the agency during all site visits and audits from CDE, CCL, LACOE, Health department, Fire Department, and other entities.
- Works with others in the organization to establish and/or refine written policies and procedures governing all extended learning programs.
- Conduct regular visits at all after school programs sites to assure program quality, consistency of curriculum, materials and program implementation.

Team Management and Culture Building

- Work with afterschool leadership team to recruit, hire, manage and provide professional development to after-school staff
- Identify current and potential staff development opportunities and collaborate with other departments, contractors, and partners.
- Supervise, develop, support and meet regularly with the Program Manager, Staff Development Specialist, Family Coordinator, and Operations Coordinator to provide guidance, supervision, direction and assistance in managing quality programs, as well as, professional development.
- Oversight of department of 50 plus staff.

Financial and Compliance Management

- Oversee the development and submission of continuation grants, in coordination with the department of education, external affairs, consultants and finance department.
- Responsible for all reports and compliance to government and private contracts.
- Responsible for oversight and administration of all extended learning budgets.
- Completes annual DRDP-SA and SACERS reports for CDE.
- Be knowledgeable of child development permit process. Will need to screen, review, and process child development permits through LACOE for all staff at licensing programs.
- Responsible for overall compliance with all administrative, financial, human resources, and compliance responsibilities in accordance with the Extended Learning Program policies and procedures and with agency contractual and licensing requirements such as but not limited to Title 22, Title 5, ASES, 21st Century, ELOP and private funders.
- Must have licensing orientation: Step I Application Process and Step II Orientation & Record Keeping in order to open and license new facilities.
- Responsible for oversight of maintaining attendance records, reports, audits and database in the CDMIS system in order to be in compliance with regulations of the CDE and Department of Social Services Community care Licensing (CCL), Title 5. For ASES and 21st Century complete reports on ASSIST and APR data management systems.

Community Relations

- Work with school and organizational leaders, as well as community partners, to support, implement and augment the enrichment and extended learning activities and opportunities for students, in alignment with the overall strategic and operational approach for the organization/school.
- Seek and foster partnerships with providers for enrichment and extended learning opportunities.
- Manage external and internal relationships related to enrichment programming for afterschool programs.
- Seek innovative opportunities to partner with organizations, individuals and providers to meet needs of programs, students and families.

Qualifications

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

- Master's Degree in Education, Child Development, or related field.
- Must also have or be eligible for a Child Development Directors Permit.
- Current certification in CPR/First Aid.
- Minimum of 5 years of experience in school and programs setting.
- Bilingual English/Spanish preferred. English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.
- TB test clearance to be renewed every two years.

ASSOCIATE DIRECTOR, EXPANDED LEARNING

Essential Duties/Responsibilities

- Oversee daily operations of afterschool, summer, and intersession programs, ensuring compliance with licensing requirements, agency policies, and grant conditions, including emergency procedures, inventory management, and incident reporting.
- Provide leadership and supervision to program staff—including the Operations Coordinator—supporting recruitment, hiring, evaluations, professional development, and full program enrollment.
- Ensure compliance with all administrative, financial, and human resource responsibilities; manage data systems (CDMIS, Cityspan, ASSIST, APR), maintain attendance records, and oversee audits and documentation for CDE, CCL, and Federal Program Monitoring (FPM).
- Collaborate with the Managing Director of Expanded Learning to monitor program performance against contractual and fiscal benchmarks and serve as a designee when needed.
- Lead the planning, coordination, and reporting of student assessments (DRDP-SA and SACERS), including annual summaries and parent conferences, and support positive behavior management and family engagement.
- Represent the agency during site visits and audits by regulatory entities such as CDE, LACOE, CCL, the Health Department, and the Fire Department, while maintaining strong partnerships and ensuring ongoing grant compliance.

Qualifications

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

- Holds an active Site Supervisor Permit or higher from the California Commission on Teacher Credentialing or meets the eligibility requirements to obtain one.
- Five years of experience working in a school or program setting and at least two years of experience supervising a team.
- Demonstrated experience managing ASES, 21st Century, and other Expanded Learning program grants.
- Strong knowledge of Title 22 and Title 5 regulations governing childcare and expanded learning programs.
- Proven ability to work both independently and collaboratively within a team environment.
- Skilled in managing multiple, competing priorities with a high level of organization and adaptability.
- Consistently exercises sound judgment and effective decision-making in a fast-paced setting.
- Brings strong creativity, initiative, and organizational skills to program planning and execution.
- Strong written and oral communication skills in English are required, and we celebrate linguistic diversity, valuing the unique perspectives and strengths that multilingual team members bring to our organization.
- **Travel Requirements:** Frequent travel within Los Angeles County to Para Los Niños Charter Schools and other designated locations for meetings, training, and program support.

DIRECTOR OF TEACHING & LEARNING

Essential Duties/Responsibilities

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

& Intervention Coordinator that are in alignment with key LCAP priority areas and/or school based Call to Action Plans

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

Qualifications

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

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

DIRECTOR OF EXCEPTIONAL SCHOLARS (FORMERLY DIRECTOR OF SPECIAL EDUCATION)

Essential Duties/Responsibilities

1. Work collaboratively with school Principals and Assistant Principals to deliver a legally defensible Special Education Program.
 2. Develop, participate and ensure that appropriate pre-referral to special education processes and procedures such as the implementation, documentation and monitoring of interventions (RtI²) for academics/behavior and problem-solving teams (i.e. COST, SST) are maintained at PLN schools.
 3. Supervise the development of legally compliant IEP documents which may include participation, facilitation and coordination of meetings as requested by the Superintendent of Charter Schools in conjunction with input from charter school administrators
- Manages and supervises all PLN SPED services and staff including consultants, vendors and all in-house SPED service providers (i.e. Speech and Language Pathologist, School Psychologist, etc.) to ensure that IEP goals and objectives are legally defensible, compliant and of the highest quality and detail.
 - Collaborates with charter school administration to meet the needs of students with special needs.
 - Develops and monitors SPED budget for all PLN school sites in order to ensure adequate allocation of funds to serve students with special needs.
 - Oversees all special education activities, procedures and duties of the assistant principal at respective school sites.
 - Serve as strategic leader for all PLN Charter Schools with any and all information regarding special education services, programs and policies and ensure that procedures are appropriate in relation to district, state and federal regulatory policies and requirements.
 - Analyze data, plan activities, monitor programs/services and provide professional development to teaching staff about special education services.
 - Engage subcontractors and vendors providing special education services and hold them accountable to PLN standards and practices.
 - Develops outreach to other charter schools and community stakeholders to promote PLN organization and its Special Education vision.
 - Maintain knowledge of current Special Education regulations and best practices
 - Support general and special education teachers and administrators in implementing appropriate strategies, accommodations and modifications to meet the needs of students with IEPs in the least restrictive environment.
 - Analyze assessment results to drive instruction and IEP development
 - Coordinate progress report completion in accordance with district guidelines and monitor timelines
 - Maintain compliance of all timelines for IEPs and IEP related services at each school.
 - Serve as the leader of PLN Charter School Special Education by supervising the development of IEPs and the maintenance of Special Education documentation as required by federal, state and district regulations, including oversight on PLN staff's use of the District's Welligent information system
 - Supervision of all staff allocated to SPED services within the SPED department, including but not limited to Speech and Language Pathologist, School Psychologist.
 - Assist with the supervision of RSP's, Assistant Principals and all other Charter School staff with specific duties related to SPED compliance, law and services.
 - Supervise the school psychologist's duties and services as related to any and all IEP's, including but not limited to reviewing the academic and psychoeducational reports for Initial and Triennial IEPs
 - Hire and manage relationships with outside vendors to ensure students receive prescribed IEP services (e.g. Occupational Therapy, Language and Speech, etc.)
 - Develop positive relationships with parents and families, educate them about special education, engage them in the IEP process and keep them apprised of student progress

- Lead and direct the preparation of Informal Dispute Resolution, mediation and due process materials and any such cases to their completion.
- Serve as liaison to LAUSD's special education office
- Prepare and organize all documentation required for Statewide & LAUSD Charter reviews and renewals.
- Participate in the overall organization Quality Improvement process
- Perform other duties as assigned by supervisor

Qualifications

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

- Master's degree in Educational Administration, Psychology, Special Education or related field
- Possession of a valid special education, pupil personnel services, or school psychologist authorization. Must have had advanced training and related experience in the education of individuals with exceptional needs and/or pupil services. Possession of a valid California credential authorizing service in an administrative position is highly desirable.
- Strong commitment to the mission and vision of the school.
- Understanding of laws, regulations and education code pertaining to special education and the continuum of special education services and placement options.
- Ability to establish and maintain effective organizational, public, and community relationships.
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Ability to develop, monitor and evaluate special education curriculum, discipline plans and supervision/safety plans.
- Excellent interpersonal relations and oral and written communication skills.
- Ability to nurture respectful relationships with students, families and staff with an understanding of their cultural and socioeconomic characteristics.
- Bilingual English/Spanish.

MANAGER OF SPECIAL EDUCATION

Essential Duties/Responsibilities

Instructional Leadership

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

- Owns Extended School Year (ESY) activities as needed and other programs as assigned.

Program Operations

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

Team Management and Culture

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

Qualifications

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

- Bachelor's Degree, Master's Degree in Special Education highly preferred
- Experience teaching in an urban, K-8, public school setting
- At least five (5) years of successful Special Education teaching experience
- At least one (1) year of school-based leadership experience, such as Teach Mentor, Instructional Coach, Professional Development lead or similar experiences
- Possession of a valid special education, pupil personnel services, or school psychologist authorization.
- Must have had advanced training and related experience in the education of individuals with exceptional needs and/or pupil services.
- Possession of a valid California credential authorizing service in an administrative position is highly desirable.

INSTRUCTIONAL COACH

Essential Duties/Responsibilities

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

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

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

Contribute to Para Los Niños Charter Schools Equity Driven Instructional Strategy

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

Management of resources, grants, time

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

Qualifications

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

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

DIRECTOR OF COMMUNITY SCHOOLS

Essential Duties/Responsibilities

Leadership and Supervision

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

Program Development and Implementation

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

Partnership and Collaboration

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

Resource Management

- Oversee the budget for the CCSPP Implementation Grant and ensure effective allocation of resources.
- Seek and manage grants and other funding opportunities to support community school activities.
- Ensure compliance with district, state, and federal regulations regarding community school operations.

Data and Reporting

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

Communication

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

Qualifications

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

- Master's degree in Education, Public Administration or a related field, required
- Valid California teaching credential, required
- At least 7 years of school and/or organizational management and leadership experience; with a focus on underrepresented populations
- A minimum of 3 years experience in capacity building / coaching / consultancy role
- A minimum of 3 years experience in grant management
- A minimum of 3 years experience in supervision roles

- Commitment to assets-driven and strength-based practices; racially just and restorative school climates; shared decision making and participatory practices; powerful, culturally proficient and relevant instruction
- Knowledge of the California Community Schools Partnership Program, including its goals, requirements, and best practices
- In-depth understanding of the community schools strategy and its implementation
- Excellent verbal and written communication skills
- Strong analytical skills and experience with data-driven decision making
- Detail-oriented with excellent organization skills
- Strong interpersonal skills with the ability to motivate and support staff
- Ability to build and maintain effective partnerships

STUDENT SUCCESS MANAGER

Essential Duties/Responsibilities

Operational Capacity & Support

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

Compliance

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

Facilities and Safety

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

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

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

Recruitment and Enrollment:

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

Transportation Services & Support:

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

Qualifications

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

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

RESTORATIVE JUSTICE COORDINATOR

Essential Duties/Responsibilities

Teaching & Learning:

- Ensure students have knowledge and skills in Restorative Justice-based conflict resolution.
- Educate students in restorative practices.
- Support with the implementation of Daily Community Building Circles/SEL instruction in every classroom.
- Assist school administrators by facilitating responsive and neutral Harm circles.
- Develop, launch, and facilitate Restorative Justice Student Ambassadors program across the PLN network identifying student leaders, training and developing PLN scholars to facilitate peer led community building and harm circles.
- Ensure that the Restorative Practices and approaches are implemented at various tiers of student misconduct as an alternative to suspension.
- Ensure that all reports of bullying or hazing are investigated and documented, and that appropriate interventions are implemented and monitored in a timely manner.
- Provide training to ensure that certificated and classified staff, volunteer coaches, activity directors and other adults on campus engage with scholars and families through a restorative lens.
- Provide instruction to ensure that students are familiar with and able to identify bullying and hazing, and understand how to report any act or incident of bullying or hazing.
- Coordinate and act as the PLN Network Liaison on a day to day basis with partners, providing Safe School Passage for students. This will include actively participating in the Safe School Passage walk/ride/etc. alongside students and gather student data regarding effectiveness of the program, which could include interviews, shadowing a student and/or facilitating a community forum regarding Safe School Passage implementation.

Community Engagement and Violence Prevention

- Reduce disciplinary incidents by ensuring that effective strategies are integrated into the school day that will reduce bullying/harassment, physical aggression/fighting, and defiance/disrespect/class disruption.
- Coordinate and support the Implementation of the school-based intervention program Bully-Proofing Your School.
- Educate families on the Bully Proofing Your School initiative and their role as active members of the community.
- Engage families in understanding the importance of Community Circles through the observation of classroom implemented lessons. Families will also in Community Circles.
- Through a year-long parent education program families will engage in understanding Restorative Practices and structures, language and response to behaviors in the home that will support school to home implementation increasing the sphere of influence into the homes of our scholars.

Qualifications

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

- Three to five years of experience working in a school setting.
- Teacher/Staff Leadership and organizational management experience within a school setting.
- Experience in implementation and oversight of projects/programs.
- Experience working with low-income, youth and families.
- Experience facilitating restorative practices and social-emotional learning for school stakeholders (i.e., students, families and staff).
- Experience in building a positive school culture and implementing tiered supports for student success.
- Deep understanding of CA Ed Code 48900 regarding suspensions and expulsions.

- Experience managing suspension and expulsion protocols including but not limited to in school and out of school suspensions and expulsion hearings.
- A valid California teaching credential and/or Pupil Personnel Services credential is preferred.
- Formal training in Restorative Justice & Practices.
- Holds current, or will attain CPR/First Aid Certification.
- Bilingual English/Spanish (Strongly Preferred).
- Strong organization, detail and analytical skills with ability to prioritize work.
- Ability to prepare and deliver presentations.
- Good verbal and writing skills, including a strong grasp on computer programs.
- Ability to work in a team environment and provide support to fellow team members.
- Knowledge, understanding and belief in Relationship Based and Restorative Justice approach.
- Must have the ability to nurture respectful relationships with students, parents, and staff.
- Ability to work independently, be flexible and dependable, and demonstrate initiative and creativity.

ASSOCIATE DIRECTOR OF SCHOOL SOCIAL WORK

Essential Duties/Responsibilities

Administrative duties/Supervision

- Oversees service delivery (case management, counseling, crisis intervention, coordination of team meetings) at 3 charter sites as well 5 Key Charter School, provided by the School Social Work Program Coordinator, Family Specialists, School Social Workers and PPS Social Work Interns.
- Oversees the implementation of School Based Mental Health grant including data gathering and report writing for Department of Education.
- Provide ongoing, weekly one-on-one supervision to School Support Services (SSS) Program Coordinator, Family Specialists and School Social Workers.
- Oversees the development and refinement of the TIERed Levels of Interventions and Supports for the Charter Schools including the School Support Services meetings at each charter school.
- Supports, develops and collaborates with school administrators regarding integration of social emotional wellness strategies (TIER 1) through different trainings, intervention strategies, including the development and maintenance of SEW resources available for all school staff.
- Supports the SSS Program Coordinator with the development and administration of small group interventions, check-ins with students and families, individual counseling (TIER 2) interventions at all Charters.
- Identifies the supports and interventions associated with Intensive Supports for TIER 3 students including gathering of data to show effectiveness of interventions.
- Supports the SSS Program Coordinator with the recruitment and training process of master-level PPSC interns; provides weekly supervision and completes all university required documentation
- Monitor supervisees caseloads – ensures all required reports are maintained and submitted; assist with high-needs cases as needed.
- Oversees the administration of attendance and SART protocols including coordination of meetings, phone calls, home-visits, progress monitoring, incentive programs, and interventions related to students who are chronically truant/absent.
- Conducts new hire orientation, training and workshops for PPS interns and any new staff to the School Support Services team.
- Responsible for developing trainings for the Educator’s Institute in first two weeks of August.

- Responsible for the completion and oversight of any HR and Dayforce requirements for supervisees.
- Works with the Development Team, upon request, in order to secure funding sources.
- Maintains current knowledge of federal and state laws and regulations and abides by said laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parent rights.
- Able to articulate the details of Mandated Reporting to staff in order to ensure that instances of suspected abuse and/or neglect are handled appropriately. Support school staff with child abuse reporting when needed.
- Per program requirements or as directed by leadership, participates in case conferences, professional consultation and professional development activities.
- Follows state laws regarding mental health concerns and confidentiality.
- Prepares correspondence and reports in connection with case requirements by legal and contracting entities i.e., child protective services, probation, courts, Department of Mental Health, etc.

Direct Service

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

Service Coordination & Implementation

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

Qualifications

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

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

INSTRUCTIONAL TECHNOLOGY & OPERATIONS MANAGER

Essential Duties/Responsibilities

Operational Capacity & Support

- Support the Student Success Manager to provide coaching, professional development and support to office managers and Operations Leads at each school site.
- Manage the National School Lunch Program and the School Breakfast Program (NSLP, SBP), including monthly claims, procurement, and all auditing areas necessary for compliance.
- Support PLN campuses with day-to-day operations by creating, refining, and implementing policies and systems across all sites.
- Establish and annually update the operations manual for the charter schools to establish organizational wide policies and procedures to optimize effectiveness of school operations.
- In partnership with the Managing Director, Charter Schools, ensure that expenditures for PLN school-wide programs are in line with budget and priorities and within contractual requirements.
- Track and manage school-related contracts and MOU's.
- Support the student success department with new hire onboarding and training for campus operations staff.
- Collaborate with the Information Technology Department to maintain hardware and software inventory; Develop rollout strategies for new devices, collection and redistribution plan for updates on devices during the summer, etc.
- Work alongside and in collaboration with the Information Technology division to ensure a successful environment for all stakeholders.
- Coordinate the selection of technology equipment and software; bidding process, purchase, distribution, maintenance, and installation of hardware, software, and other technological equipment and materials within instructional programs.
- Work with school leaders to ensure that instructional technology approach is cost-effective, and funds are managed prudently.
- Compile budget and cost estimates for future planning.

Strategic Leadership and Implementation

- Develop and implement a strategic vision for technology use in academic and administrative systems across the district.
- Collaborate with school leaders to align technology initiatives with educational goals and ensure successful implementation.
- Provide leadership in the integration of new technologies, including planning, execution, and evaluation of technology projects.
- Partner with educators to integrate digital tools and best practices into the curriculum, including providing training and support.
- Ensure all educational programs are functioning as needed behind the scenes, including the SIS, SSO, Google Admin Console, and online applications/ curriculums.

Compliance

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

Facilities and Safety

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

Recruitment and Enrollment

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

Qualifications

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

- Bachelor's degree required; Master's degree in Education, Educational Technology, Public Administration, or a related field strongly preferred.

- Minimum of 5 years of professional experience in school operations, instructional technology, or educational leadership, preferably in a charter or public school setting.
- Proven track record of implementing and managing educational technology tools and systems that support teaching and learning.
- Strong understanding of school operational functions, including compliance, safety protocols, facilities management, recruitment, and enrollment processes.
- Demonstrated experience managing cross-functional projects, developing scalable systems, and improving operational efficiency.
- Knowledge of relevant local, state, and federal education regulations and policies.
- CPR & First Aid certification
- Must be able to pass a TB test and background check, at the time of offer

MULTI TIERED SYSTEMS OF SUPPORT (MTSS) COORDINATOR

Essential Duties/Responsibilities

MTSS Program Development & Leadership

- Design and lead the implementation of a comprehensive K–8 MTSS framework that integrates academic, behavioral, social-emotional supports and Restorative Justice Practices.
- Align intervention systems and practices across campuses to ensure consistency, equity, and efficacy.
- Partner with school leaders and home office leaders to create and monitor network-wide MTSS goals and progress indicators.
- Develop and refine policies, protocols, and tools for identifying, supporting, and monitoring students in need of Tier 2 and Tier 3 interventions.
- Work in collaboration with the Student Success Leaders and Internal PLN Departments to gain understanding as well as build organizations understanding of our multi-tiered systems in alignment with the PLN Strategic Plan, Goal 1 Integration.

Instructional and Intervention Support

- Support campus-based teams in designing and implementing targeted academic and behavioral interventions aligned with culturally responsive, universal tier 1 instructional practices.
- Coordinate the delivery and evaluation of Tier 2 and Tier 3 supports, including small-group and individualized instruction.
- Collaborate with specialists, including Reading/Literacy, ELD and Special Education staff, to ensure interventions meet the diverse needs of students.
- Analyze student progress data (e.g., benchmark assessments, discipline data, teacher referrals) to inform timely and responsive interventions.

Professional Development & Coaching

- Facilitate ongoing professional learning for educators and support staff on MTSS-related practices, including data analysis, progress monitoring, and intervention design.
- Provide coaching to school-based MTSS teams, interventionists, and instructional support staff to strengthen systems for early identification and support.
- Build staff capacity to implement high-quality core instruction and evidence-based interventions.
- Work closely with Reading, ELD, Special Education, School Social Work, and Restorative Justice teams to align services and avoid duplication or gaps in support.
- Partner with the Data & Operations team to develop tools for progress monitoring, risk identification, and evaluation of MTSS effectiveness.

- Support the development and implementation of school-based Student Support & Progress Teams (SSPT) to coordinate intervention planning.

Family & Community Engagement

- Partner with families to ensure understanding of intervention supports and collaborative planning for student success.
- Provide resources and training for families on how to support learning and well-being at home.
- Serve as a liaison to community-based organizations offering extended supports for students with intensive needs.

Qualifications

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

- Bachelor's Degree
- Valid California teaching credential or Educational Specialist (Ed.S.) Credential or Pupil Personnel Services (PPS) credential;
- Master's degree from an accredited college or university
- Administrative Credential (Strongly Preferred)
- Trained in Orton-Gillingham Reading, Wilson Read, and/or Foundations (Preferred)
- Minimum of 3 years within a school setting providing direct instruction and services to students with at least 2-3 years leading interventions or student support role.
- Deep knowledge of MTSS frameworks, intervention design, and data-based decision-making.
- Experience supporting both academic and behavioral intervention systems in K–8 settings.
- Strong skills in facilitation, coaching, and cross-functional collaboration.
- Commitment to educational equity and culturally responsive practices.
- CPR & First Aid certification
- Must be able to pass a TB test and background check, at the time of offer

PROGRAM COORDINATOR, EXPANDED LEARNING

Essential Duties/Responsibilities

- Conduct regular visits at all after school programs sites to assure program quality, consistency of curriculum, materials and program implementation.
- Provides comprehensive support on the oversight of all programs; program implementation, management, and administration.
- Supports daily operations across all programs.
- Leads and collaborates with Area Supervisors on the Continuous Quality Improvement process for all programs.
- Oversight of administration surveys for periodic program evaluations.
- Supports in the completion of program evaluations process.
- Coach and develop leaders to provide high quality teacher growth and development practices.
- Facilitates observations and feedback to accelerate teacher development in support of student engagement.
- Develop and support staff in planning unique programs based on the interests and talents of the staff and the interests and needs of the children that are developmentally, linguistically and culturally appropriate.
- Plans, facilitates and reviews all aspects of new staff orientation.

- Plans, facilitates and reviews professional learning cycles, including teacher planning, observations and feedback.
- Assess curriculum needs and order the materials and supplies necessary for program implementation by program staff.
- Works cooperatively and collaboratively with all expanded learning and school staff.
- Collaborate and participate with school day initiatives that are relevant to expanded learning programming.
- Regularly writes memos, correspondence, reports, and newsletters to provide documentation, feedback, education, and information.
- Designs and facilitates learning experiences and informational presentations for families.
- Collaboratively plans with community organizations to collect, disseminate additional information, and arrange training and services.
- Provide oversight of volunteers in all programs.

Qualifications

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

- BA/BS in Child Development, Education, Recreation or related field.
- At least three to five years of program administration experience, including program development in the areas of curriculum, training, compliance, and supervision.
- Experience working in a leadership or supervisory capacity in an afterschool, day camp, or youth-based organization.
- Excellent organizational and managerial skills, proficiency with basic computer software programs.
- Availability to work evenings and weekends if necessary.
- Willing to travel to school sites, off-site meetings, trainings and events.
- Bilingual (E/S) preferred.
- Must demonstrate ability to work independently and as a team member.
- Possess strong creative and organizational skills.
- Able to communicate effectively verbally and in writing.
- Must have the ability to consistently show good judgment and decision making skills.
- TB test clearance and to be renewed every two years.
- Holds current, or will attain, CPR/First Aid Certification.

FAMILY ENGAGEMENT COORDINATOR, EXPANDED LEARNING

Essential Duties/Responsibilities

- Conduct regular visits at all Expanded Learning programs sites to facilitate observations and feedback to accelerate parent engagement.
- Works cooperatively and collaboratively with all Student Success staff.
- Collaborate and participate with other PLN department initiatives relevant to expanded learning programming in parent engagement.
- Regularly writes memos, correspondence, reports, and newsletters to provide documentation, feedback, education, and information.
- Designs and facilitates learning experiences and informational presentations for families.
- Oversight of parent volunteers in all Expanded Learning programs.

- Plan for, and take responsibility for the implementation of, regular (monthly or otherwise) meetings of these groups, including co-developing materials, agenda, logistical details, participant training and recruitment, etc.
- Coach and advise Expanded Learning team on best practices for engaging parents and community members, communicating complex concepts and demonstrating the connection between involved parents and successful students.
- Identify and facilitate opportunities for parent and family involvement in the development, implementation, and ongoing support of programming practices.
- Work with the team at all sites to develop and implement a year-long plan for parent/family workshops, presentations, and activities to develop and support a positive learning environment.
- Take responsibility, in partnership with Expanded Learning and school team, for recognition of parents as volunteers and partners.
- Perform ongoing needs analysis to connect parents and families with resources and opportunities for their own needs and those of their students/school.
- Work with school and broader PLN staff to support the development of parent voice and engagement throughout the programs.
- Develop and lead a team of parent volunteers and staff to establish parent/family engagement structures throughout the PLN program school network.
- Assist with the planning, design, and culturally appropriate materials and resources for parent and family engagement events.
- Engage and participate in community efforts and partnerships to advance and develop community empowerment, involvement, and awareness.
- Oversight of Parent surveys for the Expanded Learning programs.
- Other duties as assigned and deemed appropriate by the Managing Director of Expanded Learning.

Qualifications

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

- Bachelor's Degree (Preferred, although relevant work experience can be substituted).
- Bilingual (Spanish/English).
- Demonstrated work experience in cross-cultural collaborations and working with agency administrators.
- Experience working with vulnerable populations.
- Excellent oral and written communication skills with diverse populations.
- Excellent community networking skills.
- Excellent organizational and managerial skills, proficiency with basic computer software programs.
- Must demonstrate ability to work independently and as a team member.
- Possess strong creative and organizational skills.
- TB test, to be renewed every two years.
- Ability to work a flexible schedule, which will include occasional evenings and/or weekends.
- Able to work in an autonomous setting, yet function as part of a larger team.

OPERATIONS COORDINATOR, EXPANDED LEARNING

Essential Duties/Responsibilities

- Provide coordination, monitoring, and communication of projects and programs managed by the Expanded Learning Leaders and Managing Director of Expanded Learning.
- Provide operational support to expanded learning programs implementation, management, and administration.
- Supports daily operations across all programs.
- Coordinate tasks with other department staff as needed; including coordination of staff efforts both within and outside the department.
- Supervises all Administrative Assistants and Food Service Worker.
- Supports with enrollment tasks and attendance review.
- Supports with ongoing preparation of documents, reports, and presentations; distribute as appropriate.
- Coordinates and manages all Federal Programming Monitoring documentation.
- Leads the coordination and planning of Desired Rating Developmental Profile –School Age (DRDP-SA) assessment twice a year and supports in the completion of summary of findings yearly.
- Ensures completion of parent conferences after each DRDP-SA is completed.
- Facilitates and leads professional learning on DRDP-SA assessments for teachers in order to assess all students enrolled.
- Leads and ensures School Age Care Environmental Rating Scales (SACERS) are implemented and completed yearly.
- Coordinates all field trips and completes field trip logs.
- Oversight of daily transportation of students from to CES.
- Oversight of Intersession program calendars.
- Completes all Intersession program orders such as meal, supplies and special items needed.
- Completes department work orders as needed.
- Files department incidents and behavioral reports.
- Supports the Area Supervisors in compliance with all administrative, financial and human resource responsibilities in accordance with agency, contractual, and licensing requirements.
- Collaborate with the Managing Director and team for special events and visits.
- Collaborate with Managing Director and Human Resources to ensure appropriate child development permit process.
- Coordinates and completes all compliance documentation for the Operations team.
- Supports Emergency Procedures practices.
- Serves as designee for Area Supervisors as needed.
- Perform other duties as assign by supervisor.

Qualifications

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

- BA degree in Child Development, Human Services or related field with 24 units in Child Development including core courses (Child/Human Growth and Development, Child, Family and Community, Program/Curriculum) 6 in administration and 2 units in Adult Supervision.
- Individual must possess or qualify for a Site Supervisor Permit.
- Bilingual (E/S) preferred.
- Three to five years' experience working with families and children in an after school program.
- Knowledge in Desired Results, Developmental Appropriate Practices.
- Knowledge of Title 22 and Title 5 regulations.
- Must be a team player.
- Holds current, or will attain, CPR/First Aid Certification.

- TB test clearance to be renewed every two years.
- Ability to work independently and as a team member.
- Ability to prioritize and manage multiple and diverse priorities.
- Must have the ability consistently show good judgment and decision making skills.
- Possess strong creative and organizational abilities.

EXECUTIVE ASSISTANT

Essential Duties/Responsibilities

Executive Support

- Completes a broad variety of administrative tasks for the Vice President of Student Success including: managing and coordinating an extremely active calendar of appointments and events; correspondence, proofreading, editing, note taking; drafts a variety of correspondence, presentations, document, and spreadsheet reports ensuring correct grammar, spelling and business format; completing expense reports; arranging travel, itineraries, and agendas; and compiling documents for meetings.
- Provides a bridge for effective communication between the Charter & Early Education teams and internal departments; demonstrating leadership to maintain credibility, trust and support with senior management and staff.
- Works closely and effectively with the Vice President of Student Success, Managing Director of Charter Schools and Managing Director of Early Education to keep them well informed of upcoming commitments and responsibilities, following up appropriately.
- Serves as a "barometer," having a sense of the issues taking place in the environment and keeping the VP of SS updated.
- Researches, prioritizes, and follows up on incoming issues and concerns addressed to the VP, including those of a sensitive or confidential nature and determines appropriate course of action, referral, or response.
- Maintains routine workflow in the absence of the VP, referring assignments to appropriate staff and following-up as necessary.
- Communicates directly, and on behalf of the VP, with executive team, donors, foundation staff, and others, on matters related to VP's programmatic initiatives.
- Assumes responsibility for assigned projects including initial planning, organization, assignment of tasks and implementation; resolves related problems and provides feedback to the VP, as appropriate.

Senior Management Liaison

- Participates as an adjunct member of the executive team including assisting in scheduling and attending meetings.
- Assists in coordinating agendas for a plethora of meetings, including, but not limited to: leadership, team, off-site, and funder meetings.
- Facilitates cross-functional coordination of communications and outreach plans. Works with strategic initiatives plan in coordinating the VP's outreach activities.
- Follows up on contacts made by the President and supports the cultivation of ongoing relationships.
- Ensures that the VP's bio is kept updated and responds to requests for materials regarding the VP and the organization in general.
- Receives incoming calls and correspondence for the VP and responds independently when requested.

Board Liaison

- Assists the VP of Student Success with scheduling and hosting the meeting/zoom, posting notices, correspondence, sending out the agenda, creating board presentations, and taking minutes for the Charter Operations committee and the Early Childhood Education committee.
- Maintains compliance with applicable rules and regulations set in bylaws regarding board and board committee matters, including advance distribution of materials before meetings in electronic/paper format.
- Prepares corporate and business records such as agendas, notices, and minutes for board committee meetings.
- Responsible for follow up and execution of any administrative requests related to the identified board committees.
- Acts as liaison between the VP and colleagues to follow up/ensure projects are completed as planned, identifying deadlines for reports, proposals and contracts.

Qualifications

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

- BA degree; three to five (3-5) years of experience supporting an executive and working with non-profits, organizations or an equivalent combination of education and experience.
- Current certification in CPR/First Aid.
- Strong organizational management skills.
- Well organized and multi-task oriented.
- Highly effective oral and written communication skills.
- Thorough working knowledge of business English, spelling, punctuation and general office practice and procedures.
- High degree of computer literacy/proficiency, including MS Office and Google applications.
- Excellent interpersonal skills and service-oriented mindset.

SCHOOL SITE STAFF:

PRINCIPAL

Essential Duties/Responsibilities

- Serves as instructional leader, developing school-based goals in alignment with needs of students, staff and stakeholders that are consistent with PLN Charter Schools' approach.
- Builds a school learning community focused on the goal of improving student achievement with integrates student and family supports.
- Plans, evaluates and recommends school-wide programs, policies, goals and objectives.
- Leads, in partnership with other principals and the Education Support Team, the ongoing development and evaluation of the PLN Charter Schools' instructional program.
- Actively supports the development and growth of all teachers, staff and providers.
- Observes classroom environments and makes recommendations for improvement in instruction and classroom management as appropriate.
- Receives and responds to inquires, concerns and complaints from teachers, students and parents. Works to resolve administrative, instructional and behavioral problems.
- Promotes a positive nurturing environment for students, staff, parents, and community members.
- Provides leadership for the development, implementation, and monitoring of school resources.

- Coordinates state and federal testing and accountability programs in conjunction with PLN's Education Support Team.
- Participates and makes recommendations regarding the selection and assignment of school personnel.
- Directs, supervises and evaluates school personnel within areas of responsibility.
- Conducts a program of professional development education for school personnel.
- Assigns staff members and delegates the necessary authority to assist in the management and operation of the school.
- Sets and maintains high standards for student performance.
- Implements student discipline policies to support student needs.
- Provides leadership in implementing categorically funded programs.
- Develops and controls the school budget within constraints of Para Los Niños' administrative and finance guidelines.
- Establishes strong systems for data management and analysis and making the same available to evaluators.
- Enforces policies and procedures designed to protect the safety and welfare of students and staff while on campus.
- Maintains professional standards and a school environment that is safe.
- Actively collaborates with other areas of the PLN organization (Student and Community Services, Early Education, Development & Communication, etc.)
- Promotes and represents school at various fundraising events, conferences and symposiums, and other community meetings or events aimed at promoting or developing PLN and its schools (i.e. teacher and/or student recruitment).
- Ensures compliance with local, federal and state statutes as they apply to the charter.
- Carries out mission, vision and values established by the Superintendent and VP of Charter Schools, President/CEO and Board of Directors of PLN.
- Participates in the overall organization Continuous Quality Improvement Process.
- Performs other duties as assigned by VP of Charter Schools/Superintendent.

Qualifications

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

- A Master's degree in education administration, curriculum or related field.
- Minimum of five (5) years of educational administration and curriculum development strongly preferred.
- A valid California Teaching credential. A valid California Administrative Services Credential highly desirable.
- Experience working in an urban school setting
- Knowledge of bilingual education and effective instructional practices to support English Learners.
- Knowledge of Special Education management and procedures
- Strong classroom management and discipline skills.
- Track record of producing measurable student achievement gains.
- Demonstrated leadership capabilities
- Proven management and team building skills
- Experience managing budgets, developing and implementing policies
- Ability to motivate and lead individuals and groups.
- Excellent interpersonal, verbal and written communication skills.
- Entrepreneurial ability to manage change and be responsive to community needs.

- A firm commitment to Para Los Niños mission, vision and core values.
- Bilingual (English/Spanish) strongly preferred
- Belief that all children can and will learn.
- Ability to persevere in uncertain and challenging situations with a sense of possibility, humor and perspective.

ASSISTANT PRINCIPAL

Essential Duties/Responsibilities

- Supervises pupil services programs, including discipline, attendance, guidance, special education, English Learner (EL), curriculum development, instructional materials development, record management storage and a variety of other related activities.
- Assists in the planning, organization, and implementation of a comprehensive student body activity program, including co-curricular activities, budget planning and expenditure control, and student government functions and activities.
- Advises, counsels, and assists instructional and support personnel in problem solving activities pertaining to student behavior management problems, and in the determination of alternative problem solution.
- Reviews, audits, and evaluates instructional and non-instructional personnel performance.
- Reviews, inspects, audits, and evaluates student attendance processes and procedures, and recommend revisions to the process to ensure an effective and efficient operational mode.
- Reviews, monitors, and evaluates the student record management system, and respond to student informational requests.
- Assists in the planning, organization, and the development of a master program schedule and calendar.
- Assumes responsibility for assisting in the general supervision of all school activities involving pupils, teachers, and other school personnel.
- Assists in the promotion of positive school climate and staff morale and an effective learning climate in the school.
- Assumes responsibility for the Charter School in the absence of the principal.
- Maintains high standards of student conduct and enforces discipline according to due process for the rights of students.
- Coordinates the organization, distribution, and collection of state and federally mandated testing programs for the accurate collection of student data.
- Supervises the maintenance of the statewide student identifier system (CSIS).
- Supervises distribution and maintenance of textbooks and school library, technological, and audiovisual equipment and supplies.
- Assists Principal with reporting school wide assessment data.
- Assists Principal in the supervision of the safety and security of pupils, buildings, parking areas, and grounds.
- Assists the Principal in articulating the school educational program to staff, parents, and the community.
- Plans, organizes, and coordinates cooperative programs and shared resources with the elementary and middle “feeder” schools.
- Assists the Principal in planning, organizing, and implementing a school-wide program for the supervision and safety of pupils (Safe School).
- Supervise and provide leadership for Resource Specialist, Social Worker and Special Education teachers.

- Responsible for meeting special education compliance obligations, coordinates and monitors the IEP process, special education budget, special education referrals and related assessments, behavioral intervention, and the Student Family Success Team.
- Facilitates parent participation and involvement in the IEP process, collaborates with staff, parent and students on the implementation of effective behavior strategies, coordinates ongoing collaboration between special education and general education personnel, and ensures the integration of special education general education students.
- Analyze and monitor special education data, provide professional development to staff about special education services.
- Monitors fiscal expenditures related to special education funds.
- Facilitates SST meetings.
- Serves as Discipline Coordinator.
- Facilitates a positive discipline program.

Qualifications

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

- A master's degree from an accredited college or university in educational or a closely related field.
- At least four years of successful elementary, middle or junior high school teaching experience, including the completion of an administrative training program.
- At least one year of verifiable experience in a non-classroom leadership position such as coordinator, instructional coach, etc.
- Possession of a valid California credential authorizing service as an assistant principal in a middle or elementary school.
- Ability to effectively plan, organize, and coordinate the management functions and activities of an elementary or middle school operation.
- Demonstrate a positive instructional leadership model.
- Effectively analyze problems, issues, and concerns, and formulate appropriate alternative solutions
- Establish and maintain effective organizational, public, and community relationships
- Understanding of, and sensitive to, the needs of the various cultural and ethnic groups in the school community.
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Understand and carry out oral and written directions with minimal supervisory controls.
- Intermediate to advanced knowledge and ability to develop, monitor and evaluate curriculum, discipline plans and supervision/safety plans.
- Excellent interpersonal relations and oral and written communication skills.
- Knowledge of the Education Code, Charter School policies and operating procedures.

TEACHERS

Essential Duties/Responsibilities

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

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

Qualifications

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

- Bachelor's degree.
- Holds a valid California Multiple Subject Teaching Credential with authorization to teach English Learners
- At least two years of full-time teaching experience at the elementary level
- Demonstrated success working with students in under-resourced communities
- Bilingual (English/Spanish) preferred
- Authorization to teach in Spanish preferred

RESOURCE SPECIALIST TEACHER

Essential Duties/Responsibilities

- Provides direct instruction in the academic areas to special education program pupils on a one-to-one or small group basis, either in the resource room or the regular classroom.
- Refers pupils who do not demonstrate appropriate progress to the individualized education program team.
- Coordinates special education services with the regular school programs for each pupil with special needs enrolled in the Resource Specialist Program.
- Monitors pupil progress on a regular basis, participating in the review, revision of individualized education programs, as appropriate.
- Creates and maintains Individualize Education Program (IEP) records on the LAUSD Welligent Database.
- Provides professional development, consultation, and resource material regarding individuals with special needs to their parents and to regular staff members.
- Consults with parents and regular classroom teacher quarterly and upon request regarding students who have been admitted to the Resource Specialist Program.
- Supports the policies and programs of the LAUSD/PLN district and perform assigned duties consistent with school, District and Special Education policies, regulations and procedures.
- Applies effective classroom management techniques.
- Utilizes evaluation data for the modification of instruction and curriculum.

- Assists Teachers in writing Present Levels of Performance
- Maintains professional competency by actively participating in training activities and other similar opportunities provided to staff.
- Attends regular and special staff meetings and actively participates as a member of the educational team.

Qualifications

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

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

ELD TEACHER

Essential Duties/Responsibilities

- Provides effective instruction and intervention services for EL/LTEL students.
- Identification and placement of ELs and LTELs in appropriately leveled classes.
- Creates and maintains an ELD Portfolio (using the California ELD/ELA Framework) for each EL/LTEL students and uses the portfolio to monitor student assignments, assessment data and progress toward reaching the students EL/LTEL goals.
- Implements relevant, integrated, thematic curriculum units, differentiating and scaffolding as needed by using the EL/LTEL adopted curriculum.
- Understand the Reclassification criteria process and procedures, and provide notes on reclassifying students to the ELPAC coordinator.
- Assist in facilitating grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.
- Support the English Learner Advisory Committee (ELAC) on providing an EL update every month to parents.
- Ensure that data in ELlevation system is up to date and accurate and maintain consistent records of related student progress.
- Identify students that are ready for reclassification or who need additional intervention.
- Implement high-quality and rigorous educational program designed to prepare all students to meet learning expectations as articulated by state standards, school expectations and organization leadership.
- Prepare and implement challenging and grade-level appropriate lesson plans, unit plans and pacing tools to ensure all students have access to high-quality instruction in English Language Development.

- Implement and integrate appropriate use of classroom technology / media to enhance instructional delivery, student engagement, and student technical skills.
- Regularly assess students to inform and refine instruction to best meet student needs.
- Collaboratively design and implement assessments that measure progress towards academic standards.
- Maintain appropriate records of student progress and other school records.
- Maintain an inclusive, welcoming class community that honors and uplifts students' identities and the communities from which they come.

Qualifications

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

- Bachelor's Degree in applicable field of education from a regionally accredited college or university.
- Valid California Teaching Credential or equivalent through a program recognized by the CA Commission on Teacher Credentialing.
- English Learner (EL) Authorization and Cross-cultural, Language, and Academic Development (CLAD).
- Preferred Masters Degree.
- Holds current, or will attain, CPR/First Aid Certification.
- Knowledge of the CA English Language Development (ELD) Standards.
- Knowledge of the English Learner Instructional Program Options.
- Knowledge of effective Designated and Integrated ELD.
- Knowledge and/or expertise in bilingual methodology, second language acquisition, culturally responsive pedagogy and social justice education.
- Successful experience teaching ELs and Newcomer students.
- Demonstrated track record with English language learners (preferred).
- Minimum of 3 years teaching experience with a track record of advancing student learning and outcomes (preferred).
- Familiarity with the CA Common Core State Standards and Next Generation Science Standards.
- Excellent knowledge and understanding of the teaching and learning process, preferably at the middle education level.
- Teaching experience in a public or private setting, including work with highly capable students.
- Demonstrated experience providing a standards-based culturally relevant curriculum, including utilizing assessments to inform students' strengths and areas of growth, curriculum compacting, flexible pacing, flexible instruction, grouping and regrouping, acceleration, enrichment, and independent study to meet student needs.
- Demonstrated talent in the instruction of students with varied learning styles and levels of mastery.
- Track record of effectively engaging families and school community in service of accelerating student outcomes.
- Bilingual English/Spanish desirable.
- Excellent oral and communication skills.
- Ability to work with diverse populations.
- Ability to work collaboratively and effectively with students, families, administrators, colleagues, community, and other school system staff in a non-traditional, inner-city environment.
- A strong sense of personal accountability for student achievement.

LEAD TEACHER, EXPANDED LEARNING

Essential Duties/Responsibilities

- Support with daily expanded learning programming including; after school, weekend, and intersession programming throughout the year.
- Ensures that Associate Teachers are kept updated in all matters concerning the program, classrooms, teacher meetings, activity plans, policies, and procedures.
- Conducts classroom observations and provides feedback to Associate Teachers with the guidance of the Area Supervisor.
- Meet with staff on a weekly basis as a group to review weekly announcement, schedules, and program updates.
- Monitors and supports Associate Teachers on daily tasks.
- Ensures that Associate Teachers are implementing lessons, activities, homework support and overall student supervision.
- Monitors supply inventory, requests of program supplies and orders for the program.
- Ensures that Associate Teachers submit activity plans weekly.
- Completes incident reports for the Area Supervisor regarding staffing, incidents, or classroom concerns.
- Reports regularly to the supervisor any issues of concern that need immediate attention.
- Completes and reports any suspicion of child abuse to supervisor and/or the Child Abuse Hotline.
- Completes daily health checks regarding hygiene, safety, and overall well-being of students.
- Participates in interviews, selection, assignment, and orientation of program staff.
- Supports in general recruitment and enrollment of students, orients parents on program procedures, goals, and objectives.
- Supports with completing programmatic information such as; flyers, newsletters and or letters.
- Maintains and updates all students' files in accordance with required state guidelines.
- Supports the completion of monthly attendance reports.
- Supports with program rosters, partner program rosters and field trip rosters.
- Support in gathering data for contracted required reports, food count and/or other program reports in an accurate and timely manner.
- Contacts parents to provide them with information regarding the program, incidents and respond to parent inquiries.
- Functions as a program liaison to school staff, administration, law enforcement, and other community agencies.
- Participate regularly in professional development opportunities, collaborative meetings, coaching sessions, staff meetings, and both on-and-off site trainings.
- May perform other duties as assigned by Supervisor
- CES Lead Teachers only
- Supports in the completion of Desired Results Developmental Profile-School Age with the Associate Teachers twice a year.
- Supports with classroom and parent conferences after each DRDP is complete.

Qualifications

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

- AA Degree or 60 units from a credit college or university.
- Bilingual (English/Spanish) with the ability to translate.
- English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.

- Computer literate with hands-on experience in MS Word, MS Excel, ZOOM, share drive and data management systems.
- Must be organized, flexible and detail oriented.
- Must have the ability consistently show good judgment and decision-making skills.
- Ability to work independently and as a team member.
- Ability to prioritize and manage multiple and diverse priorities.

ASSOCIATE TEACHER, EXPANDED LEARNING

Essential Duties/Responsibilities

Climate, Culture and Curriculum

- Support with daily expanded learning programming including; after school, weekend, and intersession programming throughout the year.
- Participates in creating weekly age-appropriate curriculum (activity plans) to nurture and stimulate the social, cognitive, and cultural needs of the student in their care guided by program curriculum.
- Completes attendance records, maintains up to date emergency forms, lesson plans, individual child development profile and other records as needed.
- Provides homework assistance and tutoring for students.
- Regularly assess students to inform and refine instruction to best meet student needs.
- Prepare and implement academic and social enrichment activities.
- Work cooperatively with team teaching staff to review student progress and co-plan weekly activities.
- Assist in guiding the parents of an orientation of the program.
- Meet with staff on a weekly basis as a group to review weekly announcement, schedules, and program updates.

Classroom Management

- Completes checklist to ensure that classroom is kept neat and orderly.
- Completes documentation and reports of all incidents, accidents, or behavioral outbursts.
- Complete daily, weekly, and monthly logs and reports as requested by supervisor.
- Work with teachers and school staff to build and support positive behavior expectations by reinforcing school-wide rules and expectations in classrooms and elsewhere on campus.
- Reinforce school-wide procedures and expectations throughout the campus.
- Assist in completing and developing short- and long-term goals for individual students and overall groups.

Supervision and other duties

- Participates in supervision meetings with site supervisor.
- Provides supervision and care to students in the classroom and actively participates in classroom and outdoor activities.
- Completes daily ratio counts and ensures ratios are met.
- Reports regularly to the supervisor any issues of concern that need immediate attention.
- Completes and reports any suspicious child abuse to supervisor and/or the Child Abuse Hotline.
- Completes daily health checks regarding hygiene, safety, and overall well-being of children.
- Completes ouch and incident reports when incidents occur.

Professional Growth

- Participate regularly in professional development opportunities, grade and subject specific, collaborative meetings, staff meetings, and both on- and off-site trainings.

Qualifications

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

- Minimum of 60 units in either, or combination of; Child Development or related fields: Recreation (art, music, and dance) or Physical Education (indoor and outdoor sports activities), Human Services and Social Welfare (nursing, psychology, or home economics) or units earned toward an elementary or middle teaching credential. Experience working with children in educational or enrichment settings.
- 1 year experience working with students and/or youth.

Current certification in CPR/First Aid.

- Bilingual (English/Spanish) with the ability to translate preferred.
- English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.
- Computer literate with hands-on experience in MS Word, MS Excel, ZOOM, share drive and data management systems.
- Must be organized, flexible and detail oriented.
- Must have the ability consistently show good judgment and decision-making skills.
- Ability to work independently and as a team member.
- Ability to prioritize and manage multiple and diverse priorities.

INSTRUCTIONAL ASSISTANT

Essential Duties/Responsibilities

Curriculum and Instructional Support

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

Classroom Climate and Culture

- Assists the teacher on creating an environment for learning
- Works with teachers and school staff to build and support positive behavior expectations by reinforcing school-wide rules and expectations in classrooms and elsewhere on campus

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

Professional Growth

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

Supervision and Other Duties

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

Qualifications

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

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

INSTRUCTIONAL ASSISTANT, SPECIAL EDUCATION

Essential Duties/Responsibilities

- Assist the GenEd and RSP Teachers in developing lesson plans tailored to student needs, and provide feedback based on classroom observations.
- Help implement modifications and adaptations to the classroom environment and curriculum as recommended by the GenEd and RSP Teachers.
- Supports the GenEd and RSP Teachers with the implementation of innovative content-focused teaching.
- Assists the GenEd and RSP Teachers in specialized demonstrations or the use of electronic equipment and presentation of materials and methods to reinforce lessons to students.
- Assists special education students in using instructional materials and equipment.
- Assists GenEd and RSP Teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach.
- Assists GenEd and RSP Teachers in carrying out positive reinforcement procedures and preventative/reactive strategies identified in a behavior support plan.
- Under the Gen Ed and RSP Teachers' direction, participates in data collection on behaviors as part of behavior support plan development and implementation.
- Assists GenEd and RSP Teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.
- Assists in implementing and assessing student IEP goals.
- Assist students with lifting, carrying, personal hygiene, mobility and structural adaptations and medical needs.

- Toileting training and duties as needed.
- Assists GenEd and RSP Teachers in maintaining discipline and encouraging acceptable behaviors by the students.
- Implements behavior management plan consistent with GenEd and RSP Teacher implementation/instruction.
- Carries out mission, vision, and values established by Para Los Niños' president/CEO and board of directors, as well as those established by the Charter School.
- Participates regularly in Multi-Tiered Systems of Support professional development opportunities.
- Participate regularly in English Language Development professional development opportunities.
- Participates regularly in professional development opportunities that pertain to specific grade and subject specific collaborative meetings, faculty meetings, and both on- and off-site training.

Qualifications

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

- A minimum of sixty (60) semester units of college education required. Completed Bachelor's Degree preferred.
- Minimum of three years working with children and/or one year working with children in Special Education.
- Skilled in implementing de-escalation methods to manage challenging situations and support student emotional regulation.
- Knowledge of physical and emotional needs of children at various age levels.
- Knowledge of needs of special education students in both a regular education as well as a special education classroom setting.
- Ability to gain students' confidence.
- Ability to work harmoniously with students, parents, teachers and staff.
- Ability to act calmly and appropriately in emergencies.
- Ability to understand the crisis cycle and respond appropriately to escalating behaviors.
- Ability to follow instructions.
- Assists in feeding and toileting students with special needs.
- Must possess a valid First-Aid/CPR Certificate issued by a recognized First Aid training program.
- Bilingual (E/S) preferred.
- T.B. clearance, to be renewed every two years.

CAMPUS ASSISTANT

Essential Duties/Responsibilities

- Supervises students to comply with all school rules.
- Facilitates and supports the school-Wide Behavior Support Plan with fidelity, as aligned to the Multi-Tiered Systems of Support (for Behavior).
- Assists in carrying out positive reinforcement procedures and preventative/reactive strategies identified in the School-Wide Behavior Support Plan.
- Responsible for reporting any abnormal symptoms and or behaviors observed in the work with students. This includes possible evidence of abuse or neglect as well as any injuries or illnesses.
- Supervises the health and safety needs of the students.
- Develops, organizes, and executes safe and engaging activities for all students.
- Must have the ability to nurture respectful relationships with clients and children and must be sensitive to the client's cultural and socioeconomic characteristics.
- Participates in school assemblies to discuss Positive Behavior & Intervention Support.

- Supports in keeping the campus clean and safe from any obstructions that may harm students, staff, parents and/or all stakeholders.
- May assist in safety and behavior support during field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.
- Provides data support on behavior of students with a tiered approach.
- Participates in special activities and functions as needed.
- Performs other duties as assigned by teacher or administrator.

Qualifications

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

- High School Diploma from a nationally recognized high school accreditation agency.
- One year of experience teaching in a public, charter and/or private school setting preferred.
- Willingness to work with General Education and Special Education student population.
- Strong written and oral communication skills in English are required, and we celebrate linguistic diversity, valuing the unique perspectives and strengths that multilingual team members bring to our organization.
- Ability to build rapport with students, collaborate effectively with parents and staff, respond calmly to emergencies, de-escalate behaviors appropriately, and understand the physical and emotional needs of children at different developmental stages.

OFFICE MANAGER

Essential Duties/Responsibilities

- Actively maintains a welcoming and respectful front office environment for parents, staff, students, and visitors to the school
- Manages all aspects of Attendance Reporting and Charter School's student information system/records.
- Manages all data systems related to student/family/staff demographic data
- Maintains student records in compliance with federal and school-based policies and audit guidelines.
- Supervises the maintenance of office equipment, including copier, fax machine, etc.
- Maintains files, prepares reports, correspondence and other program material on behalf of the school principal.
- Translates for parent meetings and school events as needed
- Assists in the coordination of special school events.
- Performs other duties as assigned by Supervisor.

Qualifications

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

- A minimum of an Associate's Degree. B.A. preferred.
- A minimum of two years of school administrative experience required.
- Strong commitment to the mission, policies, goals and philosophy of Para Los Niños
- Strong organizational, time management and multi-tasking skills
- Ability to work independently and as a team member
- Ability to handle information with confidentiality

- Excellent communication skills, both oral and written
- Proficiency with the Microsoft office suite
- Oral and written proficiency in Spanish required
- Must have the ability to nurture respectful relationships with children and their families.
- Proficiency in the use of CALPADS, CBEDS, ISIS/ESIS strongly preferred

ADMINISTRATIVE ASSISTANT

Essential Duties/Responsibilities

- Performs secretarial duties for the Principal which include arranging appointments, maintaining an appointment calendar, receiving visitors, making travel arrangements, screening telephone calls and mail, and composing communications.
- Performs miscellaneous clerical work such as filing, typing, collecting data, relaying messages, operating office machines, and opening and routing mail.
- Orients new and substitute teachers, parent groups and aides in school and office administrative policies and procedures.
- Sets up weekly bulletins.
- Sets up monthly parent and faculty/staff monthly calendars.
- Prepares monthly board reports.
- Prepares Program Improvement Plan for submission.
- Organizes and maintains employee files, student records, school guides, etc.
- Monitors and prioritizes all the PLN Principal's communication such as phone calls, e-mails and in-person meetings.
- Schedules and organizes complex activities for PLN Principal such as SST and IEP meetings, detailed travel plans, itineraries and teacher observations.
- Assists in securing substitute teachers and classified personnel.
- Covers for Office Manager when necessary.
- Takes responsibility to secure health, safety and overall well-being of the children of PLN Charter Middle School.
- Performs other related duties as assigned by supervisor.

Qualifications

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

- AA degree or equivalent.
- Minimum of two years paid office experience.
- Types 50 wpm.
- Bilingual English/Spanish with the ability to translate preferred.
- Strong PC skills including Word, Power Point, Microsoft Publisher and Excel.
- The ability to relate effectively to all levels of management and staff.
- Ability to adapt to changing needs by acquiring new skills and knowledge.
- Effective oral and written communication skills.
- Must be organized, flexible and detail oriented.
- Bilingual English/Spanish preferred. English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.

OPERATIONS LEAD

Essential Duties/Responsibilities

Event Planning & Coordination

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

Operations

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

School Climate and Culture

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

Student and Family Communication Management

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

Supervision and Evaluation

- Directs, supervises and evaluates school personnel; including Instructional Assistants and Campus Aides.
- Collaborates on the planning, development, and implementation of effective professional learning opportunities for Instructional Assistants and Campus Aid.

Qualifications

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

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

COMMUNITY SCHOOLS COORDINATOR

Essential Duties/Responsibilities

Collaborative Leadership & Practice

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

Extended Learning Time

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

Integrated Student Supports

- Help build a Multi-Tiered System of Supports that provide personalized resources within and beyond the classroom
- Work with school administrators to develop strategies for reducing chronic absenteeism.
- Develop and maintain a directory of partnerships that serve the students and families at the school.
- Establish structures for shared accountability toward student and school outcomes among community partners.
- Work with other PLN divisions and teams such as Mental Health Services, Youth Workforce Services, Family Services, Early Education, etc. to connect students and families to additional resources.

Family and Community Engagement

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

Qualifications

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

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

FAMILY WELLNESS & ACCESS COORDINATOR

Essential Duties/Responsibilities

Family & Student Support

- Build strong, supportive relationships with families experiencing housing insecurity or displacement.
- Serve as a key liaison between the school, families, and community agencies to provide families support to ground stability .
- Conduct regular check-ins with families to assess needs, identify barriers, and connect them to school-based or community resources (e.g., food, transportation, counseling, shelter, clothing, etc.)
- Complete Internal and or, (if applicable) external referrals to implement PLN's mission and alignment to Core Values.

McKinney-Vento Compliance & Coordination

- Identify and elevate the importance of enrolling eligible students under the McKinney-Vento Homeless Assistance Act.
- Ensure immediate enrollment and access to education for students experiencing homelessness, including transportation, meals, and school supplies.
- Maintain accurate records, track services provided, and prepare reports as required for compliance and internal monitoring.

Community & Wellness Partnerships

- Collaborate with local organizations and agencies to expand access to health, housing, mental health, and wellness services for families.
- Develop and maintain a referral network that supports the diverse needs of students and caregivers.
- Organize wellness-focused events centered on resilience, health, and access by, utilizing communication with Internal PLN Departments, external organizations and or, Non-Profits.
- Manage Communication amongst the Internal Departments to learn various supports and integration for on-site direct services and partnerships.

School Culture & Staff Collaboration

- Provide training and guidance to all PLN Charter School staff to promote awareness, empathy, and sensitivity regarding the needs of unhoused students and families.
- Participate in student success or attendance teams to advocate for students impacted by housing instability.
- Contribute to building a school culture that is inclusive, trauma-informed, and centered on dignity and belonging.

Qualifications

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

- Bachelor's degree in social work, education, public health, Child Development and Family Services or a related field.
- Master's degree from an accredited college or university preferred.
- 2 - 4 years of related work experience.
- Experience working with unhoused or under-resourced communities, preferably in a school or nonprofit setting.
- Deep understanding of trauma-informed practices and barriers faced by families experiencing homelessness.
- Experience in Preschool - 12th grade setting.
- Strong interpersonal and communication skills; bilingual preferred (e.g., Spanish/English).
- Knowledge of McKinney-Vento law and other supportive legislation (training provided if needed).
- Ability to maintain confidentiality, cultural responsiveness, and professionalism at all times
- CPR & First Aid certification
- Must be able to pass a TB test and background check, at the time of offer

SCHOOL SOCIAL WORKER

Essential Duties/Responsibilities

- Works directly with School Support Services team; collaborating with SSWM, Family Specialists, MSW Interns, School Counselor and other school personnel as needed.
- Develops and supports school wide preventative approaches to create a safe school environment that promotes positive culture and climate (i.e. anti-bullying, suicide prevention, mental health awareness).
- Provides a variety of student interventions including individual and group counseling for students needing Tier 2/3 support.
- Conducts risk assessments/crisis interventions for students who present with safety concerns; complete necessary documentation for assessments.
- Supports families in understanding school interventions related to social, emotional or behavioral incidents; conduct necessary follow ups (i.e. check-in's, home visits, conflict resolutions).
- Able to build collaborative relationships with teachers to better address in-class behaviors.
- Supports SSWM by facilitating staff trainings to advance staff's understanding of social-emotional wellness and its effect on learning.
- Participates in Integrated Service meetings; assisting in establishing appropriate case plan and tracking student progress.
- Participates in the Individual Education Plan (IEP) process as required; Provides Educationally Related Interventions Counseling Services (ERICS); completes necessary documentation in Welligent.
- Works with Family Specialist to facilitates parent workshops/groups based on community needs; able to implement innovated strategies to enhance family engagement.

- Develop and maintain relationship with Union Rescue Mission (URM) to better support homeless students and families; Develop systems of support for new students.
- Takes active steps to improve student attendance via parent conferencing, home visits, progress monitoring, attendance incentive programs, and assists families in addressing contributing factors.
- Participates in the recruitment and interviewing process of PPS interns as well as the onboarding and training; acts as a preceptor as needed.
- Participates in staff meetings, case conferences and professional consultation as necessary.
- Promotes collaboration among external service providers and facilitates student access to these services.
- Conducts individual and/or system-wide surveys to assess the school and/or community needs.
- Maintains accurate case records and documentation.
- Maintains current knowledge of federal and state laws and regulations and abides by said laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parent rights.
- Able to articulate the details of Mandated Reporting to staff in order to ensure that instances of suspected abuse and/or neglect are handled appropriately. Support school staff with child abuse reporting when needed.

Qualifications

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

- Master's in Social Work, currently registered as an Associate Clinical Social Worker or Masters in Marriage and Family Therapy, currently registered as an MFT Intern, or Masters in School Counseling who is registered as a Licensed Professional Clinical Counselor (LPCC).
- Pupil Personnel Services Credential - required.
- At least two years of experience providing direct services to school-age children; experience working within schools preferred.
- An understanding of the IEP process and Special Education programs.
- Knowledge of current state law/regulations regarding school proficiency standards.
- Direct service skills in working with students, parents and groups.
- Ability to prepare social and family histories and cooperate on the formulation of committee reports.
- Social work case reporting and writing skills.
- Ability to demonstrate effective liaison relationships with parents, schools, and agencies.
- Ability to counsel students, parents and staff individually and in groups.
- Ability to conduct effective meetings and conferences.
- Strong knowledge in conducting socio-environmental analysis and diagnosis on problem students.
- Depth in knowledge of child abuse/crisis intervention techniques.
- Good communication and interpersonal skills.
- Must have ability to nurture respectful relationship with clients, children and must be sensitive to the cultural and socioeconomic characteristics.
- Bilingual (English/Spanish) required.

OCCUPATIONAL THERAPIST

Essential Duties/Responsibilities

- Participates in the ongoing Quality Assurance efforts for the provision of services to children and families.
- Provides Occupational Therapy assessment and interventions to “at risk” children and youth.
- Conducts assessments of students to determine eligibility for occupational therapy.
- Supervise Occupational Therapy Doctoral Resident(s).

- Participate in school based interdisciplinary meetings for treatment planning.
- Evaluates and provides occupational therapy services to students with special education eligibilities.
- Works with staff at school sites and District offices in prevention and intervention strategies.
- Develops and re-evaluates students' individual occupational therapy plans on a regular basis.
- Provides data / information to use in Individual Education Plan (IEP) committees, attends IEP meetings as necessary, and maintains progress notes on student records.
- Collaborates with parents regarding plans for occupational therapy services, including planning for therapy in the least restrictive environment.
- Maintains a safe and orderly treatment area.
- Provides professional development to teachers and staff on best practices related to sensory regulation strategies for children in the classroom.
- Creates and maintains IEP records on the LAUSD Welligent Database.
- Must be able to produce documentation in Standard English which is legible and coherent.
- Performs other job-related duties as directed by supervisor or Charter School Principals.

Qualifications

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

- Master's Degree in Occupational Therapy from a college or university accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).
- A current and valid license issued by the California Board of Occupational Therapy to practice occupational therapy.
- A current and valid certificate of registration in occupational therapy issued by the National Board for Certification in Occupational Therapy.
- Current certification in CPR/First Aid.
- Bilingual English/Spanish preferred. English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.
- Knowledge of IEP process as outlined by the Individual with Disabilities Education Act (IDEA) and California State Special Education laws and regulations.
- Ability to provide evaluation and screening to determine eligibility for special education.

SPEECH LANGUAGE PATHOLOGIST

Essential Duties/Responsibilities

- Develop and implement educationally based IEP communication goals using a variety of service delivery models to support the classroom curriculum.
- Conducts speech and language assessments in compliance with regulations from the California Education Code and the Individuals with Disabilities Education Act.
- Identifies students with speech and language impairment(s) through comprehensive and concise written assessments reports.
- Provides present level of performance for use in Individual Education Plan (IEP) committees, attends IEP meetings as necessary, and maintains progress notes on student records. Records all necessary documentation on Welligent (special education database) for service delivery compliance.
- Provides individualized classroom strategies to facilitate specific communication skills for special education students and general education students as needed.

- Consults with school administrator, general education teachers, special education teachers, other special education team members and parents to identify the speech and language needs of students; participates in problem solving teams such as the Student Success Team meetings.
- Collaborates with the Office of Special Education and Office of VP of Charter Schools to coordinate speech and language services across all charter schools; to create strategic plans for improving quality of SPED services and implement SPED programming across all charter schools.
- Works collaboratively with classroom teachers, administrators and other school staff to facilitate speech and language development.
- Develops and re-evaluate students' plans and goals on a regular basis.
- Provides ongoing assessment/data collection of the effectiveness of the plans.
- Provides written reports on student progress and uploads them to Welligent.
- Communicates effectively with the educational and special education team, parents, and other professionals.
- Conducts professional development training for school staff and parents on speech and language pathology issues, including normal communicative development, strategies and accommodations for assisting students to communicate more effectively.
- Participates in school-wide activities.
- Supervises and manages speech and language pathologist assistant.

Qualifications

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

- At least 3 years of previous speech/language therapist experience.
- English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.
- Master's degree from an accredited college or university in Speech-Language Pathology or Communicative Disorders.
- Valid Clinical Credential from the California Commission on Teacher Credentialing in Language, Speech and Hearing is required or a California License as a Speech-Language Pathologist.
- Knowledge of the fundamental principles and accepted practices, current trends, literature and research in the field of speech and language pathology.
- Knowledge and understanding of the Individuals with Disabilities in Education Act, school system and special education programs.
- Ability to use a variety of evidence-based methods, techniques, and practices in speech and language therapy.
- Ability to work with a diverse student population.
- Ability to cope with high volume of work and multiple tasks.
- Excellent organizational and interpersonal skills.
- Bilingual, English/Spanish required.

READING INTERVENTION COORDINATOR

Essential Duties/Responsibilities

Literacy Leadership & Program Oversight

- Lead the development, implementation, and continuous improvement of the Reading Tiered Response to Intervention (RTRI) program, ensuring it meets the needs of middle school learners.
- Collaborate with school administration and special education teams to make data-informed instructional decisions.

- Coordinate schedules, staff assignments, and instructional resources for the Literacy Lab and RTRI program.
- Ensure accurate documentation and reporting of after-school staff participation and student support services.

Direct Instruction

- Provide individualized and small-group reading instruction to students with the highest priority literacy needs, during the school day and in after-school sessions.
- Use diagnostic assessments to identify students' strengths and areas for growth and develop personalized intervention plans.
- Monitor student progress and adjust instruction based on data.
- Ensure 80% of time is spent on direct student instruction, with 20% allocated to planning, coordination, and professional support.

Teacher and Staff Collaboration

- Support teachers in identifying reading difficulties and selecting effective strategies and materials for their classrooms.
- Provide professional development for teachers and instructional assistants focused on adolescent reading development, foundational reading skills, and evidence-based interventions.
- Coach teachers on supporting students who struggle with reading, including multilingual learners and students with IEPs.

Family and Community Engagement

- Lead family literacy workshops to build connections between home and school, especially for families of students with intensive reading needs.
- Serve as a resource for parents seeking to better understand how to support their children's literacy development at home.

System-wide Support

- Help strengthen the school's literacy program by promoting a Multi-Tiered System of Support (MTSS) that ensures all students receive the instruction they need to become proficient readers.
- Advocate for best practices in middle school literacy instruction school-wide.

Qualifications

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

- Bachelor's Degree.
- Valid California Teaching Credential.
- Master's degree from an accredited college or university.
- Trained in Orton-Gillingham Reading, Wilson Reading System and/or Foundations.
- Bilingual English/Spanish (Strongly Preferred).
- Minimum 5 years of experience teaching in an elementary, middle or high school classroom.
- Experience in a literacy leadership role, preferably at the upper elementary or middle school level.
- Strong knowledge of adolescent literacy development, evidence-based reading interventions, and assessment practices.
- Experience supporting multilingual learners and/or students with IEPs preferred.
- Demonstrated ability to lead professional learning and coach teachers.
- Deep understanding of reading research, adolescent engagement strategies, and culturally responsive teaching practices.
- CPR & First Aid certification.
- Must be able to pass a TB test and background check, at the time of offer.

FOOD SERVICE WORKER

Essential Duties/Responsibilities

- Carries out Mission, Vision, and Values established by the President/C.E.O. and Board of Directors.
- Participates in the overall agency Accreditation Quality Improvement process.
- Prepares and distributes meals, snacks in accordance with child nutrition guidelines in compliance with the regulations of the County Health Department.
- Develops and maintains sanitary housekeeping and safety practices for delivery of food and equipment.
- Performs general housekeeping duties such as sanitizing, sweeping, mopping, dusting, cleaning, and emptying wastebaskets before, during and after distribution.
- Maintains inventory of all kitchen equipment, supplies and food items and ensure their proper usage.
- Must have the ability to nurture respectful relationship with clients, children and must be sensitive to the cultural needs of the population served.
- Runs kitchen errands as needed.
- Support in supervision during meal times if necessary.
- Review daily meal transportation reports.
- Fill out all documents necessary for meal counts and compliance.
- Complete food services clerical reports.
- Performs other duties as directed by supervisor.

Qualifications

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

- Experienced with institutional food handling preferred.
- Experienced with kitchen organization.
- Ability to complete clerical daily meal counts and reports.
- Bilingual English/Spanish preferred.
- Current certification in CPR/First Aid.
- Food Handler Certification.

AREA SUPERVISOR, EXPANDED LEARNING

Essential Duties/Responsibilities

- Oversight of daily program operations, programs implementation, management, and administration.
- Ensures all established policies and procedures are implemented during all programs.
- Gathers, reviews and analyzes data to ensure that the program is in compliance with Federal, State, and Agency standards.
- Represents the agency during all site visits for LACOE, CDE, ASES, Health & Safety, Food Services and other entities.
- Oversight of Intersession programs at site.
- Completes all Intersession program plans.
- Leads site Continuous Quality Improvement process.
- Attends regular meetings with School staff and Student Support team to ensure student supports are reviewed and met.
- Coordinate tasks with other department staff as needed.

- Responsible for ongoing preparation of documents, reports, and presentations; distribute as appropriate.
- Completes and reports enrollment count to administration at all times. Ensures that enrollment is full at all times.
- Completes monthly reports for administration in various programmatic areas.
- Completes daily ratio counts and ensures that ratios are met at all times.
- Completes child abuse reports to the Child Abuse Hotline.
- Supervises the development and implementation of all program activities, provides guidance to staff members assigned to a group of students.
- Oversight of Behavior management processes for the program.
- Responsible to assign and monitor teacher classroom management, activity plans, activities and staff assignments.
- Completes observations and feedback to accelerate teacher development in support of student engagement.
- Conducts regular supervision meetings with all staff and provides feedback.
- Completes performance evaluations.
- Participates in the interviewing, selection, assignment, and orientation.
- Completes any paperwork associated with employee discipline.
- Responsible for reviewing and approving payroll, work orders, purchase orders and other supporting documentation.
- Operates program within established budgetary parameters.
- Leads emergency procedures practices at site.
- Build positive relationships with parents and creates a positive welcoming community environment.
- Prepares presentations for parents and conducts all parent meetings.
- Refers families to other PLN services as needed.
- Builds and maintains positive relationships with partners and collaborators.
- Manages Enrollment strategies for both sites.
- Manages Attendance Reports for both sites.
- Monitors City Span database.
- May perform other duties as assigned.

Qualifications

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

- BA degree in Child Development, Human Services or related field with 24 units in Child Development including core courses (Child/Human Growth and Development, Child, Family and Community, Program/Curriculum) 6 in administration and 2 units in Adult Supervision.
- Individual must possess or qualify for a Site Supervisor Permit.
- Bilingual (E/S) preferred.
- Three to five years' experience working with families and children in an after school program.
- Knowledge in Desired Results, Developmental Appropriate Practices.
- Knowledge of Title 22 and Title 5 regulations.
- Must be a team player.
- Holds current, or will attain, CPR/First Aid Certification.
- TB test clearance to be renewed every two years.
- Ability to work independently and as a team member.
- Ability to prioritize and manage multiple and diverse priorities.
- Must have the ability consistently show good judgment and decision making skills.
- Possess strong creative and organizational abilities.

ADMINISTRATIVE ASSISTANT, EXPANDED LEARNING

Essential Duties/Responsibilities

- Recruits and enrolls new students and prepares enrollment packages with all required forms and guidelines.
- Certifies eligible students into the program, orients parents to the goals and objectives of the program.
- Contacts parents to provide them with information regarding the program and respond to parent inquiries.
- Welcomes and receives visitors and other people seeking assistance and directs them to the proper staff.
- Will maintain and update all students' files in accordance with required grants guidelines.
- Gathers service data for required reports for state, local, meal counts and/or other program reports in an accurate and timely manner.
- Completes monthly attendance reports.
- Supports with summer program organization and attendance reports.
- Supports in collecting data for required state reports for various grants.
- Inputs data into department data management systems such as; CDMIS, City Span and Infinite Campus.
- Supports in preparing for parent workshops and meetings.
- Support in coordinating meetings.
- Responsible for field trips and special excursions rosters and attendance.
- Supports in preparing for special events.
- Support with completing financial documents (such as PO's, Check request etc.).
- Upkeeps emergency drills binder for the site.
- Supports with gathering materials for audits.
- Maintains incoming/outgoing correspondence, memos, and any other documentation relevant to the services rendered by the program.
- Types and translates letters, flyers, and other program material as needed.
- Supports with tracking required documents.
- Supports with inventory logs.
- Supports the end of the day student sign out procedures.
- Assists team members with any special projects related to the overall operation of the program.
- Participate regularly in professional development opportunities, collaborative meetings, staff meetings, and both on-and-off site trainings.
- May perform other duties as assigned.

Qualifications

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

- High school diploma, GED.
- 24 College/University units preferred, although relevant work experience can be substituted).
- Minimum of (3) years paid office administration experience.
- Academic training may be substituted for a portion of the experience.
- Current certification in CPR/First Aid.
- Bilingual (English/Spanish) with the ability to translate.

- English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.
- Computer literate with hands-on experience in MS Word, MS Excel, ZOOM, share drive and data management systems.
- Must be organized, flexible and detail oriented.
- Must have the ability consistently show good judgment and decision-making skills.
- Ability to work independently and as a team member.
- Ability to prioritize and manage multiple and diverse priorities.

Element 6 – Health and Safety Procedures

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

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

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

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

- Child abuse reporting procedures
- Routine and emergency disaster procedures

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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

Medication in School

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

ATHLETIC PROGRAMS

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

TRANSPORTATION SERVICES

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

WORKPLACE VIOLENCE PREVENTION PLAN

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

HOMICIDE THREATS

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

MENTAL HEALTH EDUCATION

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

MENTAL HEALTH INFORMATION

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

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

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

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

ALL GENDER RESTROOMS

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

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

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

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

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

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system

that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Recruitment

Recruitment materials, information on the resources we provide, information on the enrollment process, the educational program and the mission and vision of Para Los Ninos Charter Middle School and contact information are prepared in both English and Spanish to effectively communicate to a wider audience. Recruitment consists of flyer distribution in different communities, local businesses, residences, and locations frequented by the public such as recreation centers and public libraries.

In addition to information sessions at local community centers, the Charter School also recruits students using the following:

- Newspaper;
- Social Media Marketing (e.g. Facebook, Instagram, etc.);
- Tabling at local events;
- Canvassing door to door;
- School-based events;
- Direct Mail;
- Referral Campaigns.

Based on PLN's longstanding and well-regarded reputation in the local community, we are confident our outreach efforts will meet the district's established 60:40 ratio of racial and ethnic balance goal and student body enrollment goals in our school.

To support the development of the recruitment plan, PLN CMS will develop a recruitment plan in collaboration with the school operations team, school administrators, central office operations team, and community members. The central office operations team will provide the Charter School with current racial and ethnic data, along with data of their population of special education and English Learner students, including redesignated fluent English proficient students. This data will guide the recruitment plan for the following year to help the Charter School achieve the District's racial and ethnic balance goals and a population of special education and English Learner redesignated fluent English proficient students, in line with the population of the neighborhood and the population percentages of the District, as feasible.

We will communicate widely the support and services offered for English Learners and students with Individualized Education Plans to achieve and maintain the LAUSD's special education population percentages, and the LAUSD's English learner population percentages, including redesignated fluent English proficient pupils. Prior to each lottery season, Collateral used for recruitment and enrollment packets will be distributed in English and Spanish to assist families of English Learner students during the enrollment process. Recruitment collateral, along with school websites, will highlight special education and English Learner intervention programs offered at the school to encourage families to enroll.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

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

enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

Admission Requirements

PLN CMS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school is open to any resident of the State of California and is on a first come, first served basis. PLN CMS enrolls all pupils who wish to attend to the extent that space allows. Ed. Code § 47605(d)(2)(A).

PLN CMS is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other "risk factors." If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Ed. Code § 47605(d)(2)(B).

Student Recruitment

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

Lottery Preferences and Procedures

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

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

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

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

In the event of a public random drawing, admission preferences shall be given in the following order pursuant to Ed. Code § 47605(d)(2)(B). Students will be enrolled by grade level applying the following priorities that ensure families are kept together at the same school (e.g., sibling preference) and to recruit and retain high quality staff (e.g., teacher and staff preference). Students currently enrolled are exempt from the lottery.

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

Lottery Application Forms, the manual record of all lottery participants, their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school's main office for inspection upon request. Each applicant's Lottery Application Form is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

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

Immediately following the lottery, families will receive an email and/or text sent through the SchoolMint application system notifying them that they are being offered a space for the new school year. At this time, families must login to their SchoolMint account and accept or decline the offer. If families accept the offer, they will receive another notification via email and/or text sent through SchoolMint with instructions on

next steps to complete the enrollment process. If families do not respond to the enrollment offer within 5 school days, someone within the school staff will contact them directly for a response and either ask them to login to accept or decline or update their status on their behalf with their verbal permission. If the offer is accepted, the parent/legal guardian will be provided with information on the next steps to complete enrollment.

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

Those who apply after the lottery deadline are added to the lottery waitlist according to the preferences previously stated above. If no preferences apply, they will be added to the end of the lottery waitlist in the order they are received. Openings that occur during the school year are filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families are contacted by the school office staff in the order of the waitlist and are given 48 hours to decide whether or not to verbally accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

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

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year by the Chief Financial Officer. The Para Los Niños Chief Financial Officer is responsible for working with the independent auditor to complete the audit. The Chief Financial Officer, along with the audit committee, will review any audit

exceptions or deficiencies and report to the PLN Board of Directors with recommendations on how to resolve them. The CFO will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”
(Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

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

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

HOMEWORK TO SUSPENDED STUDENTS

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Restorative Discipline & Suspension and Expulsion Policy and Procedures

Discipline Philosophy

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

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

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

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

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

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

What are Restorative Communities?

Restorative Communities are spaces that are physically, psychologically and emotionally safe, trauma-informed and committed to justice. They are characterized by a mindset that promotes positive interactions, builds on the collective assets of students and school communities, and works towards an effective solution-focused approach with excellence. Restorative Communities cultivate the overall wellness of all its members by focusing on maximizing student learning within every interaction. Restorative Communities intentionally promote a positive and healthy school culture by building, strengthening, and repairing relationships through social-emotional learning, circle practice and restorative dialogue, while honoring student’s rights.

What is Restorative Justice (or Discipline) in Schools?

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

Traditional	Restorative
Who broke the rule?	Who was involved and how?
What rule was broken?	What relationships were harmed?
What punishment is deserved?	What do those harmed need?
Focus on punishment	Focus on healing and responsibility
Excludes those harmed	Includes all voices

Everyone impacted has an opportunity to create an agreement to heal and prevent future harm; relationships, respect and responsibility are key.

What are Restorative Practices?

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

Para Los Niños Restorative Approach

Para Los Niños will eliminate traditional disciplinary practices and policies that focus on punitive consequences but will rather focus on the harm that was caused and how to repair the harm with student voice and agency at the core of the resolution.

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

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

Culture goals are SMARTIE (specific, measurable, ambitious, realistic/relevant, time-bound, inclusive and equity-focused) goals, milestones, and strategies aimed at improving a school's culture. Culture goals are recorded and tracked with data in Call to Action (CTA) documents.

Expulsion review panel members will be provided the necessary training

Culture Lead(s) (CL) is a certificated school-based staff member, whether in-classroom or out-of-classroom, who has applied and been accepted to the PLN Teacher Leader program to cultivate their restorative practice expertise, develop leadership skills by coaching others, and support school culture and classroom climate by elevating to the Instructional Leadership Team and facilitating school-wide culture efforts. Through this role, educators will have the opportunity to cultivate leadership skills while positively impacting school culture and classroom climate in order to transform student outcomes. At PLN, Culture Leads participate in several days of professional development and coaching and receive a stipend for their additional contributions to the school community.

Sites will use the Restorative Response Matrix in section 3 to address student behaviors with fidelity and will consistently document interventions and disciplinary actions.

Re-entry procedures will be utilized for students returning from suspension, expulsions or extended leave due to court school proceedings that will include a restorative conference with the student, family, administration, counseling, and other trusted adults.

Suspension and Expulsion Procedures

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

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

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

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

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

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

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

Procedures

A. Grounds for Suspension and Expulsion of Students

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

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

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

B. Enumerated Offenses

I. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the student:

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

- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

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

- recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Assistant Principal, or Managing Director’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Assistant Principal, or Managing Director’s concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then

sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own

safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Assistant Principal, or Managing Director’s concurrence.

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

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

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

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Assistant Principal, or Managing Director's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

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

C. Suspension Procedures

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

Suspensions shall be initiated according to the following procedures:

I. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

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

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

In-School Suspension

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

Out-of-School Suspension

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

Length of Suspension

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

4. Homework Assignments During Suspension

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

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

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

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

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

5. Right to Appeal Suspension

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

- a. The student or parent/guardian may initiate the appeal process by contacting the Principal, Assistant Principal, or Managing Director in writing within three weeks of the conference with the Principal, Assistant Principal, or Managing Director.
- b. The Principal, Assistant Principal, or Managing Director will mail the *Request for Suspension Appeal* to the student and parent/guardian with instructions that this form must be completed and returned so that it is received no later than three weeks after the date of the principal's decision.
- c. The Vice President of Student Success will determine from the information provided whether or not the Principal, Assistant Principal, or Managing Director suspended the student properly and followed all applicable procedures in regard to the suspension. The Vice President of Student

Success as they may deem necessary, may contact either of the parties for the purpose of clarifying information provided.

- d. Based on the information submitted or requested, the Vice President of Student Success has the authority to make the following determinations regarding the suspension:
 - o Uphold the suspension.
 - o Uphold the suspension but expunge suspension records at the end of the semester in which the offense occurred if the student has no further discipline/behavior problems in the district.
 - o Determine that the suspension was not within district guidelines, overturn the suspension and order that all records and documents regarding the disciplinary proceedings and suspension be immediately destroyed. No information regarding the suspension shall be placed in the student's permanent record or file or communicated to any person not directly involved in the disciplinary proceedings.
 - o Determine that the penalty imposed was inappropriate for the violation, and order that all records and documentation concerning the suspension shall be revised to indicate only those facts leading to the penalty imposed by the school.
- e. The Vice President of Student Success will mail a copy of the decision to the student and/or parent/guardian within five days of issuing the decision. A copy of this decision will also be mailed to the school principal.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(j)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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

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

E. Expulsion Procedures

The Charter School's Expulsion Policy has been established in order to provide a safe learning environment for all students, staff, and stakeholders. The Charter School's rules and procedures governing

an expulsion are consistent with state and federal laws and provide students their due process rights. The Managing Director of Charter Schools will work in collaboration with the Principal or Assistant Principal to monitor and maintain ongoing communication about students that are being recommended for expulsion.

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their

scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the hearing officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The hearing officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing

on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

Witness Statements

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

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

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

Witness statements are to include the following:

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

- Evidence, if applicable
- Injuries sustained, if applicable

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

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

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

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

I. Expulsion Decision

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

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

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

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

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

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. Appeal of Expulsion

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

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

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

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

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

O. Readmission or Admission of Previously Expelled Student

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

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

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

P. Notice to Teachers

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

Q. Involuntary Removal for Truancy

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

removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

S. Maintenance of Records

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

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

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

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.

CERTIFICATED EMPLOYEES

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

NON-CERTIFICATED EMPLOYEES

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

OTHER EMPLOYEES

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

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.

As a school of choice, PLN CMS does not have restrictive enrollment based on residence. Pupils who choose not to attend PLN CMS may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the district. Families who reside within the LAUSD Boundaries will be referred to the LAUSD Resident School Identifier for information on their public-school attendance alternatives.

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

Director/Principal
Para Los Niños Charter Middle School
835 Stanford Avenue

Los Angeles, CA 90021

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

NON-PROPOSITION 39 DISPUTES

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

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

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

Director
Charter Schools Division

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

Director/Principal
Para Los Niños Charter Middle School
835 Stanford Avenue
Los Angeles, CA 90021

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

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).)

REVOCACTION 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.

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). (Ed. Code § 47606.5(b).)