

Para Los Niños Charter Middle School



Charter Petition Final Revision

Submitted 2/8/13

Para Los Niños Charter Middle School
Charter Petition

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Innovation and Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school: <u>Para Los Niños Charter Elementary School</u>
General location of proposed charter: <u>820 Towne Avenue, Los Angeles, Ca 90021</u>
Projected Grade Levels-Year 1: <u>6-7</u>
Projected Grade Levels-Year 5: <u>6-8</u>
Projected Enrollement-Year1 (2013 – 2014): <u>270</u>
Projected Enrollment-Year 5: (2018 – 2019): <u>405</u>

Lead Petitioner Information:

Name: <u>Titus Campos</u>
Address: <u>1617 E. 7th St., Los Angeles, Ca 90021</u>
Phone Number(s): <u>213.239.6605</u> Fax: <u>213.239.9821</u>
E-mail address: <u>tcampos@paralosninos.org</u>

Other members of the Charter Development team

<u>Titus Campos</u>	<u>Lorena Ramos</u>	
<u>Katheryn Steward</u>	<u>Isabel Cueva</u>	<u>Ding Kong</u>
<u>Celeste Ruano</u>	<u>Brenda Flores</u>	

Certification:

I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Titus Campos
PRINT NAME


SIGNATURE

11/14/12
DATE

CHARTER BRIEFING PAGE for Para Los Niños Charter Middle School

This page is to be submitted with your final charter petition. The information you supply will be incorporated into the Board Report that will be submitted to the Los Angeles Unified School District's Board of Education on your behalf.

Please Address the Following Categories:

- **Name of the Organization Applying for Charter:** Para Los Niños Charter Middle School
- **Projected Grades Served Year 1:** 6th-7th **Grades Served Year 5:** 6th-8th
- **Projected Enrollment Year 1 (2013-2014):** 270; **Number of students served-Year 5 (2017-2018):** 405
- **Location Address or Target Neighborhood:** 820 Towne Avenue, Los Angeles, CA 90021
- **Facility Status/Location: Location established:** 820 Towne Avenue, Los Angeles, CA 90021
- **Prop 39-Application submitted:** NO
- **Does the Location Meet Board Policy (Low API, Overcrowded):** The Para Los Niños Charter Middle School anticipates its student population to be primarily Hispanic, and 95% Economically Disadvantaged. The linguistic, racial, and economic challenges facing most of our students and families places them at higher risk for academic failure. Our school has expertise in providing high quality, responsive, and relevant learning opportunities for this target population, and will continue to engage children and families in experiences conducive to student achievement and success.

BOARD OF DIRECTORS

Ronny Bensimon

Mr. Bensimon is the Senior Vice President, COO, and Minority Partner at Dearden's and has been with the company since 1974. In addition to serving on the Board of Directors of Para Los Niños, Mr. Bensimon has served on the Boards of Dearden's, the Local Chapter of the American Red Cross, Associate Volume Buyers, and the Western Home Furnishing Association. Mr. Bensimon also founded the Dearden's Scholarship Program, which offers college scholarships to underprivileged high school seniors each year. Mr. Bensimon holds a bachelor's degree in economics from UCLA and an MBA from California State University, Long Beach.

Robin Bieker

Mr. Bieker is president of Bieker & Co., Inc., an urban real estate firm that specializes in multifamily, loft, and adaptive reuse, industrial and commercial real estate in urban environments. In addition to his work on the Board of Directors of Para Los Niño, Mr. Bieker sit on the Board of the South Pasadena/San MarinoYMCA, the Region 13/Pasadena AYSO soccer program, and the South Park Stakeholders Group. Mr. Bieker is a member of the American Industrial Real Estate Association and the Long Angeles Board of Realtors.

Laura Fox-Secretary

Ms. Fox has previously served as the head of business and legal affairs in feature films for DreamWorks SKG, as the Vice President of Legal Affairs for Walt Disney Pictures and Touchstone Pictures, and as an attorney at Latham and Watkins. Ms. Fox received her Bachelor's Degree from the University of Michigan and her Law Degree from the University of Chicago.

Zac Guevara

Mr. Guevara is a Chartered Financial Analyst who recently retired as an investment analyst and executive vice president with Capital International Research, Inc. Mr. Guevara joined capital in 1992 as a participant in the "The Associates Program" after graduating from Harvard University with an AB in government. In addition to his leadership with Para Los Niños, Mr. Guevara also serves on the boards of the I Have a Dream-Los Angeles and Self-Help Graphics.

R. Christine Hershey-Chair

R. Christine Hershey is the founder and catalyst for Hershey Cause, guiding it's overall and strategic vision. Passionate about, "Communications for Good," she consults regularly with CEOs and Senior Executives throughout the country, advising on positioning, identity, and strategy. Her work in communications has helped shift debate on issues ranging from social justice, racial equity, health care, and domestic abuse, and GLBT rights, to immigration reform. As an author and expert, Ms. Hershey's work has appeared in the Stanford Social Review, The New York Times and the Chronicle of Philanthropy. As a publisher of Why Bad Ads Happen to Good Causes and Why Bad Presentations Happen to Good Causes, Ms. Hershey has helped educate the philanthropic sector regarding best practices. Her first book, the Communications Toolkit, published in 2005, has been distributed in all 50 states, 24 countries and across six continents.

Mark Hickey

Mark Hickey is an investment analyst and portfolio manager with Capital International Research, a Los Angeles based investment Management Company. He has research responsibilities for companies in the food, leisure, and housing industries. Mr. Hickey earned an MBA from Wharton School at the University of Pennsylvania and a BS in Chemical Engineering from University of California, Santa Barbara.

Peter Lopez-Vice Chair

Mr. Lopez joined Granite Investment Partners, LLC (“Granite”) in 2011 where is a Principal Portfolio Manager and team member for the Large Cap Equity product. Granite is an investment advisor specializing in asset management for industrial clients and high net worth families. Prior to joining Granite in 2011, Mr. Lopez was the CEO, Director of Research and a Principal Portfolio Manager for Transamerica Investment Management LLC, which he joined in 2003. While at TIM, he managed portfolios for Core plus Fixed income strategy and Large Cap equity. Prior to joining TIM, he was a managing director for Centre Pacific LLC. He previously served as a senior fixed income analyst for Transamerica Investments Services from 1997-2000. Mr. Lopez also served as an Assistant Vice President at Alliance Capital and an associate at YIAA-CREF. Mr. Lopez has an MBA from the University of Michigan and a BA in Economics from Arizona State University.

Pedro Martí

Pedro Martí is a Senior Vice President and Wealth Advisor with Wells Fargo Private Bank. He provides comprehensive wealth management strategies for high net worth individuals, families, and foundations. Part of the Wells Fargo family for many years, Mr. Martí previously served as an Analyst in Wells Fargo’s Corporate Development Division, as Chief of Staff to the company’s COO, and helped to develop and implement a professional training program for a new generation of securities and insurance licensed employees in the LA Metro Region of Wells Fargo. Mr. Martí holds a BBA from Emory Goizueta Business School, concentrating in Finance, Entrepreneurship, Human Resource Management, and Financial Services, and an MBA from Stanford Graduate School of Business. Mr. Martí is a Board Member of Amanecer Community Counseling Services.

James J. Morrison-Treasurer

Jim Morrison has been licensed California Real Estate Broker for over 30 years. He established Investor Developer Properties in 1979, which is a wholly owned subsidiary of the Morrison Company. These firms specialize in the sales and acquisitions of industrial and commercial real estate throughout the State of California. Since their inception, they have consummated transactions in excess of \$2 billion. Mr. Morrison received his Bachelor of Science degree in Finance and Accounting from CSULB. He lives in Irvine with his wife Donna, and is active in a number of charitable and civic organizations in Orange County.

Edward B. Nahmias

Mr. Nahmias recently retired as a Senior Vice President and fixed income analyst for Capital Research Company with responsibilities for municipal securities. He was also a Portfolio Counselor for several tax exempt fund bonds offered by American Funds. Prior to joining Capital in 1996, Ed was President of Fixed Income with Prudential Mutual Funds Investment

Management in Newark, New Jersey. Mr. Nahmias is a member of the Board of Directors of Center Theatre Group as well as a member of the Board of Trustees of Milken Community High School and Stephen S. Wise Temple. At Stephen M. Wise Temple, he is a member of the Executive Committee and chairs the Investment Committee. Mr. Nahmias is a member of the National Association of Bond Lawyers, the New York State Bar Association, and the Society of Municipal Analyst. He hold a J.D. from St. John's University School of Law and a Bachelor's Degree from Northeastern University. He enjoys driving fast cars slowly, hiking, and off-roading. He lives with his wife Deena, in Encino.

Mark Pan

Mark Pan is a Regional Director for Gap Inc., where he oversees all aspects of Gap Store operations in the Southwest US including California, Arizona, Nevada, and Hawaii. Prior to joining Gap Inc., he served many years with Target Corporation and Macy's Inc. as a district team leader, vice president, general manager and regional merchant. Mr., Pan graduated from the Wharton School of the University of Pennsylvania, where he earned a BS in Economics with a concentration in Marketing.

Francisco Pinto

Francisco Pinto is one of the Anchors of Primera Edición for KMEX-TV, the nation's number one Spanish-Language television station. Mr. Pinto joined the stations news team in August of 1999. Prior to that, he was news and sports anchor for KUVS-TV, Univision 19, and affiliate of Univision in the Stockton, Modesto, Sacramento area. During his journalism career at Univision 34, Mr. Pinto has interviewed some of the most important sports figures and has covered the most transcendental sporting events including the 2002 Korea/Japan World Cup and the 2006 Germany World Cup. Among his most memorable interviews are those with Pele, who some consider to be the best soccer player in history and former El Salvador President, Antonio Saca. A native of Chile, Mr. Pinto has degrees in Physical Education and Sports Medicine.

Jose Sarabia

Jose Sarabia is a senior manager in the Los Angeles office of Deloitte & Touche LLP. Mr. Sarabia is responsible for the delivery of assurance and attestation services in firm clients, specializing in the financial services industry. He is primarily involved with supervision, training, and evaluation of client service professionals in the execution of financial statement audits. Mr. Sarabia graduated with honors from the University of California, Los Angeles. He is an active Certified Public Accountant and a member of American Institute of Certified Public Accountants (AICPA) and California Society of CPAs.

Glenn Sonnenberg

Mr. Sonnenberg is president of Latitude Management Real Estate Investors, Inc., managing institutional and high net worth capital in real estate investing throughout the United States. Mr. Sonnenberg serves on the board of directors and executive committee of Bet Tzedek-the House of Justice, Southern California's pre-eminent legal services firm for the indigent, elderly and immigrants. He is proud of a long-standing involvement with the University of Southern

California, serving on the USC Alumni Association board of governors and its executive committee, as well as on the board of directors of the USC Friends of the Libraries. A graduate of University of Southern California, Mr. Sonneberg also received his J.D. from USC. He is a member of the California and Los Angeles County Bar Associations, guest-lectures at the USC Law School and regularly lectures in the area of real estate finance to professional organizations.

John A. Sussman

Mr. Sussman serves as the Vice President and Director of Human Resources with Capital Group Companies, Inc., until his retirement in 1995 and served as the Chairman of the Capital Group Companies Charitable Foundation, as well as the Chairman of Capital Group's Human Resources Coordinating Group until 1998. Mr. Sussman currently serves on the Board of Trustees of the California Science Center and of the Autry Museum of Western Heritage, and in the Society of Fellows for the Huntington Library. Mr. Sussman has received the Martin Luther Human Dignity Award from the YMCA of Metropolitan Los Angeles the YMCA Ketchum Prize for Community Commitment, and the National Philanthropy Day Award from the California Science Center.

Colleen Sweeney

Colleen Sweeny has been employed at Nestle USA for 15 years and is currently the Director of Talent Acquisition Services. In this role, she is responsible for college recruitment, experienced hiring, succession planning and diversity. Ms. Sweeney and her Talent Acquisition Services Team are responsible for attracting and retaining top talent at Nestle USA. Since joining the company in 1992 as a College Recruitment Consultant, Ms Sweeney has served in a variety of increasingly important functions throughout human resources arena. She received a Bachelor of Science degree in Business Administration from Arizona State University, and also completed the Human Resources Certification program at the University of California, Irvine.

Robert Zielinski

Mr. Zielinski is currently a General Partner at Riordan, Lewis & Haden. He joined the firm in 2004, bringing with him almost a decade of corporate finance and private equity experience. He was formerly with Lake Capital and Trivest. He focuses on specialty distribution and healthcare. Mr. Zielinski holds a B.A. in Accounting with honors, from Michigan State University and an M.B.A. from the Graduate School of Business at the University of Chicago.

- **Description of Mission:** Helping Children and their families succeed in school and in life.
- **Description of Vision:** To be the model of excellence in integrated urban education, leading to sustainable success in the communities we serve.

- **Source/Core of Money:** The Para Los Niño Charter Middle School will be funded through charter school funding formulas based on ADA.

- **3-5 Top Leaders/Charter Development Team:**
 1. Titus Campos
 2. Lorena Ramos
 3. Celeste Ruano
 4. Brenda Flores
 5. Isabel Cueva
 6. Andrea Purcell
 7. Ding Kong

- **Has your Charter applied to any other jurisdiction for approval?** No

- **Are there any sister charters?** Yes, Para Los Niños Charter Elementary School and Para Los Niños-Evelyn Thurman Gratts Primary Center.

- **What innovative elements of your charter could be considered “best practices” and replicated by other schools?**

To break general cycles of poverty and to provide children and families with meaningful opportunities to reach educational and social goals for equity and competitiveness, an approach to supporting children and families must go beyond a traditional educational focus. Schools, in their traditional forms, simply do not address the multitude of needs and learning barriers facing children who live in conditions of chronic poverty.

Accordingly, at Para Los Niños, we focus on the whole child, understanding that children live and learn with the context of a family; and a family lives and learns within the context of a community.

Our innovative approach integrates education, mental health and family support services, builds individual and community capacity, and remove barriers to future success by alleviating family stress, preventing and managing mental illness, and reducing instances of abuse and neglect in the home. From our culturally relevant teaching methodologies aimed at student achievement and created specifically for English Language Learners; to our coordinated case management, which brings the most mental health and family support services to individual students and their families, to our Child and Family Wellness Centers to which our children and family have access, and including the important community partnerships that strengthen our mission, we are focused on providing the services that give more children the opportunities to challenges the achievement gap, escape poverty, and achieve success in school and in life.

PARA LOS NIÑOS CHARTER MIDDLE SCHOOL

CHARTER PETITION RENEWAL

INTRODUCTION

We are pleased to write this petition for renewal of the Para Los Niños Charter Middle School (also referred to within this petition as the PLN Charter Middle School” and “Charter School”). We are deeply committed to supporting the academic achievement and overall wellness of the children and families in our school community. Our approach to urban education fulfills this mission, ensuring that high quality education is coordinated with the support services necessary to reduce learning barriers, enhance strengths and resiliency, and close the achievement gap that plagues many urban communities in Los Angeles.

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

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

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

Accordingly, at Para Los Niños, we are intensifying our focus on the *whole child*, understanding that children live and learn with the context of a family; and a family lives and learns within the context of a community. We have therefore created an approach to supporting children and families which addresses each child’s needs in the context of his/her family and community, providing comprehensive and accessible supports in spaces where children and families can best and most readily access them.

The Para Los Niños Urban Education Model aims to close the achievement gap and interrupt generational cycles of poverty that often plague the communities we serve, by *integrating* high quality education with

family support and mental health services, attending to children's basic social, emotional, physical, and psychological needs in order to free them to concentrate on achieving their true and fullest potentials. Through the provision of **high quality education coupled with family and mental health support services** offered **on or near our educational sites**, children and families will be afforded greater opportunities to reach their academic and social potentials, and develop in healthy ways.

The theory behind our work

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

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

Student Achievement

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

We are fully committed to continuous examination and improvement of the Para Los Niños Charter Middle School, characterized by a learning environment where students, teachers, administrators and parents are engaged in regular and ongoing opportunities to measure student academic progress, identify areas for academic improvement, and master state subject content areas in ways that develop both their content knowledge as well as their skills in and familiarity with standardized assessments.

“LAUSD-Specific Language”

Affirmations and Assurances

Para Los Niños Charter Middle School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3) if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

History of Para Los Niños

Para Los Niños is an independent 501(c) (3) organization, founded in 1980 as a single child development center on Los Angeles' Skid Row. Para Los Niños has grown, now a leader in providing educational, mental health services and family support services to children and their families. In 2011, our combined direct and indirect services benefited 20,000 children, youth, and their families across some of the most economically challenged neighborhoods in Los Angeles and San Bernardino counties. PLN's current programs include: 1) The Para Los Niños Charter Elementary and Middle Schools; 2) Para Los Niños-Evelyn Thurman Gratts Primary Center; 3) Child development centers; 4) Mental Health services through a contract with the Los Angeles County Department of Mental Health; 5) Workforce Investment Act; 6) Foster Youth; and 7) Case management, home visitation and a variety of family assistance and support, funded by Los Angeles County Department of Children and Family Services, First 5 LA, and a variety of other public and private partners.

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

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

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

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

How school has achieved goals of original charter

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

The PLN Charter Middle School is working diligently toward this goal and its related objectives through the development and implementation of its curriculum as follows:

Access to high levels of academic achievement

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

Our methodologies are carried out in a safe, nurturing learning environment that encourages critical thinking, inquiry and Academic English Language Development. Teachers serve as researchers – learning from their students and guiding them as they study “big ideas” and concepts in depth. Within this teacher-

researcher role, educators carefully listen, observe and document student's work while provoking and stimulating critical thinking. Teachers are also committed to reflection about their own practices to ensure continuous responsiveness to academic requirements as well as student interests and needs.

Curriculum

The school's literacy and language arts curriculum was modified to address the multitude and diverse needs of our students. Eight percent of our students population qualify for special education services. Program components that list strategies to help address this student population are infused into lessons. Content Areas teachers collaboratively plan with the Resource Specialist to support students with Individual Education Plans.

Addressing the needs of our English Learners is another major focus at PLN. Program components that help support the needs of English Learners, 21% of our student population, are carefully integrated by teachers at our school. Teachers were provided with Professional Development in Project GLAD and Sheltered Instruction Observation Protocol (SIOP) to meet the needs of English Language Learners. At the same time, a strong focus is placed on developing Academic English in the content areas (in math, social studies, science).

In order to support student's literacy, middle school teachers were provided training in August 2012 in Readers and Writer's Workshop. Teachers also have the opportunity to improve their practice by participating in a year-long PD focusing on Readers and Writers Workshop. Coaches from Growing Educators provide demonstration lessons and observe and coach teachers to improve their literacy practice. Through this PD teachers are also participating in a study group that focuses on their needs in the classroom. Teachers in content areas like Science and Math are also participating in this training as so that they learn to utilize the strategies from Readers and Writers so they can support student literacy needs through other content areas as well.

Furthermore, PLN Charter Middle School's educational program will be rooted in the guiding principles of its parent organization. Para Los Niños Guiding Principles

- Every child has the potential to reach high standards of achievement in the core academic subjects as well as in the Arts and in terms of all overall human development
- Every child and family deserves to be respected and valued as member of the school community
- Every child deserves to be responded to as an individual with different academic, social emotional, and psychological needs

- Every child deserves a safe environment that will facilitate learning
- Every child can develop the skills to ask deep questions and think critically
- Every child deserves a classroom environment that continuously changes to stimulate and deepen learning
- Every child deserves to be an active participant in her/his own thinking and learning
- Every child deserves the opportunity to learn through rich experiences that provoke thinking and language development
- Every child deserves the opportunity to express, interpret and demonstrate her/his knowledge in different ways
- Every child deserves the opportunity to see themselves as part of a global society that values the understanding of our differences and similarities as human beings
- Every child deserves the opportunity to have the preparations, skills, choice, access affording her/him a college education

Student Achievement

Programmatic Enhancements

Addressing the needs of our students and ensuring their proficiency and academic success is a main priority. Program components that help support the needs of English Learners, one of our major sub-groups, are carefully integrated by teachers at our school. Another significant sub-group is students with special needs. Program components that list strategies to help address this student population are also infused into lessons.

Our staff is committed to creating opportunities for all students to engage in constructivist learning opportunities, organizing environments in ways that enable students to extend, explore, problem solve and work both individually and collaboratively. Through regular use of such strategies as re-teaching, activation of prior learning, cooperative learning, modeling, reciprocal teaching, student-directed lessons, and hands on experiences, students are engaged in their learning. We will continue to more clearly define our instructional programs and develop clear curriculum mapping and pacing plans for all grade levels in order to help students progress through proficiency levels at a higher rate.

Supported by a grant from the Drown Foundation, Para Los Niños was able to enter into a one-year contract with John Simmons and Strategic Learning Initiatives (SLI), a nonprofit organization serving public schools throughout the country. SLI launched its research-based strategy (Davenport, 2002) at the Para Los Niños Charter Middle School, building on and investing in the leadership and skills of the staff already working in our school

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

Teachers and staff were provided ongoing professional development on how to implement focused lessons that are informed by student data and are specific to California standards- based skills. The skills were practiced school wide and all teachers were held accountable to implement focused lessons and assessments. Assessments were used to help gauge student understanding of skills in order to foster future lessons. All skills were maintained through spiraling lessons on other content areas and through collaborative meetings within and across grade levels.

The school has also purchased the Standards Plus curriculum, which helps students achieve by meeting high educational core standards. These instructional materials will be integrated into each school day.

Staffing

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

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

Promising Results

Analyzing Data

In order to meet the various needs of our students, we believe in utilizing data to inform where program strengths and gaps exist. A current analysis of CELDT, ELD Levels and CST scores for the 2011-2012 school years, has us identifying current areas of need toward insuring that all students are making adequate progress. With an API of 795 and a -35 point API loss in 2012, PLN embarked on a strategic process of creating a comprehensive approach to increasing teachers' confidence with using student data to improve instruction, and providing supports to enhance the culture of achievement at the school and supporting teachers in developing learning opportunities that are differentiated for the variety of learning needs in the classroom.

Test Score Analysis

For this five year renewal term we have set goals that will help Para Los Niños Charter Middle School meet NCLB requirement and exceed an 800 score on the Academic Performance Index.

Academic Performance Index

Year	Base API	Target	Growth API	Growth
2009-10	660	7	708	48
2010-11	708	5	831	123
2011-12	0	A	795	795
Aggregate Growth		12		966

**Source: California Department of Education*

For the 2011-2012 school year, the school had a decline of -35 points in the Academic Performance Index. The decline in the Academic Performance Index measures to the academic achievement of two different 6th grade cohorts. The demographics between the 2011 6th grade cohort and 2012 6th grade cohort are important to consider in understanding that the groups of students are different in the sense that the 2011 6th grade cohort had a greater number students who entered 6th grade at a higher baseline than the 2012 6th grade cohort.

	PLN Charter Middle School 2011 6th grade Cohort	PLN Charter Middle School 2012 6th grade Cohort
Number of students	44	36
English Proficient	68% (30 students)	61% (22 students)
English Learners	32% (14 students)	39% (14 students)

**Source: California Department of Education*

Adequately Yearly Progress

Adequately Yearly Progress 2009-2012				
	2009	2010	2011	2012
Criteria Met	3 of 5	17 of 17	4 of 4	2 of 4
Met AYP	NO	YES	YES	NO
Percent	60%	100%	100%	50%

Para Los Niños Charter Middle School has met its AYP targets for 2 of 4 years during the term of charter. We are committed to meeting 100% of the AYP targets for the next 5 years of the charter term. We understand that we need to refocus our efforts in meeting the needs of all learners in order to fully understand what skills and gaps exists in their learning. Through differentiated instruction and individualized learning plans, and more opportunities for collaboration and professional development will translate into higher academic achievement levels for our students.

Para Los Niños Charter Middle School CST Percent Proficient 2008-20112				
	2009	2010	2011	2012
Number of students tested	59	147	41	36
English Language Arts	28%	31.2%	57.1%	50%
Mathematics	23.5%	42.8%	76.7%	52.8%

**Source: California Department of Education*

Math Achievement

The chart below demonstrates AYP Proficiency Progress from 2009-2012 in Math. Math Achievement at the school has strengthened since 2009. However, during the 2012 school year there was a decline in proficiency levels for our students. We understand that the decline may be due to differences in achievement in the 2011 and 2012 cohort however as we reflect and learn from one year to another we realize we need to look at the programs we use and determine whether these are really meeting the mathematical needs of our students. We must also look at each individual student and insure that students who are not coming into 6th grade with the math readiness skills are provided with interventions and supports inside the classroom that will insure their success.

Para Los Niños Charter Middle School Adequately Yearly Progress Math 2009-2012				
	2009	2010	2011	2012
Target	47.5%	58%	68.5%	79%
School-Wide	23.5%	42.8%	76.7%	52.8
Hispanic	22%	42.4%	78.6%	52.8
English Learners	21.4%	47.4%	76.7%	54.5
Economically Disadvantaged	23.9%	42.6%	75.8%	48.1
Proficiency Met/Not Met	Not Met	Met	Met	Not Met

**Source: California Department of Education*

Reading Achievement

The chart below demonstrates AYP Proficiency Progress from 2009-2012 in English Language Arts. Though there was a drop in student achievement from 2011-2012, we feel this is due to the differences in academic readiness between the 2011 and 2012 cohorts. This year we unofficially scored CELDT test on site so that we would not have to wait for data on our ELLs. The unofficial scores will help teachers and staff determine next steps for students and will assist teachers in planning for instruction.

Our focus as a school is that we look at each student’s baseline as he/she enters each specific grade level. State tests are one of several measures that are used to gauge student performance. Teachers utilize reading levels, spelling stage inventories, individual student English Level Development Levels, and state test results to determine the level of academic preparedness of each student.

Para Los Niños Charter Middle School Adequately Yearly Progress ELA 2009-2012				
	2009	2010	2011	2012
Target	46%	56.8%	67.6%	78.4%
School-Wide	28%	31.2%	57.1%	50%
Hispanic	26.5%	29.5%	56.1%	50%
English Learners	22%	29.9%	50%	51.5%
Economically Disadvantaged	24.4%	30.2%	57.1%	40.7%
Proficiency Met/Not Met	Not Met	Met	Met	Not Met

We recognize that there is a direct correlation between students’ academic performance with their overall proficiency in the English Language. In the past, we have not reclassified students at the rate of the district. Additionally, teachers have needed greater accountability for documenting student growth through ELD portfolios. Teachers have stated their need for increased training on teaching English Learners overall. During the 2011-2012 school year, teachers were provided with SIOP and GLAD training. Teachers also received training in how to use English Language Development portfolios, as we are increasingly implementing these to monitor the growth of all English Learners

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

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

Designing opportunities for meaningful participation

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

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

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

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

The District has benefited from the existence of PLN Charter Middle School because our charter school effectively addresses the needs of children in the district most at risk of negative academic outcomes and social outcomes— students who experience high poverty and associated very low levels of academic achievement. These students, most of whom come from high poverty communities, are predominantly English Language Learner students whose immediate neighborhoods are often plagued with violence, gang activity and drug trafficking. In the small-school environment of our school, students and families can build strong relationships with the school, promoting academic achievement and positive overall

social outcomes. Most students spend their entire day (from 7 a.m. to 6 p.m.) at PLN Charter, as the school offers a safe haven with some of the longest hours available for any LAUSD school. Time spent in this environment that responds to “the whole child,” and supports children and families along a spectrum of wellness needs, plays an integral role in each student’s success, as the Para Los Niños Charter Middle School becomes their second home.

The unique attributes of the school have benefited the community by providing an effective academic curriculum as well as a safe and secure place for community children to grow and learn. As part of the larger Para Los Niños organization, for example, the school can offer its students and families coordinated and integrated support services both in the home and in the school setting. Families have access to clinical services, including family therapy and counseling which can be conducted at the school as necessary to promote effective interventions.

Some of the resources and special programs offered to PLN middle school students and their families include: access to the school library before school hours, after school enrichment, smaller class sizes, mental health services, emergency mini-grants for families, and access to other family services.

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

With effective and targeted curricula (Calkins, 1994; Calkins, 2012), and responsive and integrated support services, we have demonstrated our role in supporting children in reaching academic success and overall well-being, for both the students and their families. The overarching value added to the district by the existence of the charter school is the reduction of social risks and learning barriers our efforts support, leading to a closing of the achievement gap and contributing to a break in the generational cycles of disenfranchisement and poverty that plague many high poverty communities in the Los Angeles Unified School District.

ELEMENT 1- THE EDUCATIONAL PROGRAM

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

*“LAUSD-Specific Language”

School Information

The address of the Para Los Niños Charter Middle School (PLN Charter Middle School) is located 820 Towne Avenue, Los Angeles, CA 90021.

The phone number of the PLN Charter Middle School is 213.239.6605.

The contact person for the PLN Charter Middle School is Titus Campos - 213.239.6605

The term of this charter shall be from SY 2013-2014 through SY 2017-2018.

The grade configuration will be 6th grade and 7th grades in August 2013 expanding to 8th grade in August 2014.

The number of students in SY 2013-2014 will be 270 students.

The grade levels of the students in the SY 2013-2014 will be 6th and 7th grade.

The scheduled opening date (first day of school) of the PLN Charter Middle School is August 14, 2013 .

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

The enrollment capacity is 405 students. (Enrollment capacity is defined as all students who are enrolled in Para Los Niños Charter Middle School regardless of student's residency). Here is the enrollment rollout plan for the next five years:

ACADEMIC YEAR	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
NUMBER OF STUDENTS	270	405	405	405	405
	6 th : 135				
	7 th : 135				
		8 th : 135			

The instructional calendar shall be 180 days.

The bell schedule for the PLN Charter Middle School will be:

Monday, Wednesday, Friday 8:00AM-3:00PM

Tuesday and Thursday 8:00AM-2:00PM

If space is available, traveling students will have the option to attend.

The Students

LAPD crime statistics demonstrate that PLN Charter Middle School is located in a downtown Los Angeles community plagued by the effects of drug trafficking, gang activity, prostitution, other violence and poor housing conditions. The population (see Data Source Table below) at the PLN Charter Middle school reflects the demographics of this community and the clients that Para Los Niños currently serves. According to Efforts to Outcomes (ETO) an agency-wide database ninety-nine percent of children served are Latino and fifty-nine percent are fluent in English. Ninety-eight percent of clients live in conditions of poverty. The average family is a single mother with three to four children (Please see Academic Achievement Matrix, Appendix B)

Projected Student Characteristics for PLN Charter Middle School 2013-2014	
Ethnicity (Majority)	98% Latino, 1% African-American, 1% White
% of English Language Learners	30%
% of Free/Reduced Lunch	95%
Average number of students per class	27

DATA SOURCE: PLN Database

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

Surrounding Schools

The PLN Charter Middle School currently enrolls students in 6th grade. In developing our instructional model for the school, we have continued to consider demographic and academic achievement data for LAUSD public and public charter schools within approximately 4-mile radius of the PLN Charter Middle School (please refer to comparison data included in Element 1).

Comparison Schools

Schools	1st Day of Testing	Conf	2011 Base API	2012 Growth API	2011 State Rank	2011 Summer Schools Rank	Met 2012 Sch-wide Target	Subgroup Targets	% Free/ Reduced Lunch	% Sp Ed	% GATE	% EL	% RFEP	% Hisp	% White	American	% Asian	% Fili	2012-13 PI Status
PARA LOS NINOS MS	36	6- 6	831	795	8		No	No	92	3	0	39	47	100	0	8	0	0	Not in PI
LAUSD Similar Schools from CDE																			
Resident Schools																			
ADAMS MS	1090	6- 8	711	734	2	6	Yes	No	91	11	18	23	56	97	0	2	0	0	5
FOSHAY LC	1790	K- 12	690	707	2	3	Yes	No	99	10	13	19	39	83	0	2	0	0	5
LIECHTY MS	1298	6- 8	671	695	1	4	Yes	Yes	100	12	6	38	47	96	1	1	1	0	4
NAVA LA-SCH ART&CULT	391	6-8	B	652	0	0	0	N/A	91	12	6	34	44	95	0	0	0	0	Not in PI
SUNRISE EL	350	K- 6	738	710	2	6	No	No	100	16	7	47	27	99	0	2	0	0	5
Resident Schools Median				1090	-	701	707	2	4	-	-	99	12	7	34	44	96	0	2

Middle Schools

In the four-mile radius around our 6-8 charter middle school, there are four large LAUSD middle schools (. Each enrolls more than 2,000 students in grades 6-8. In the same area, there are four charter schools that include grades 6-8: two are K-8 schools; one enrolls grades 5-8 and the fourth serves grades 6-8. All of the charter schools are relatively new, and most are still growing enrollment. Both the public and charter schools serve similar populations of low-income students (based on eligibility for free or reduced-price lunches) who are primarily Latino, with lower percentages of African-Americans, and percentages of English learners—roughly 50% versus the state average of 25%.

Mission Statement

The mission of the Para Los Niños Charter Middle School is to help children in grades 6-8 and their families succeed in school and in life.

Vision Statement

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

Strategic Priorities

Para Los Niños Middle School will close the achievement gap for children up to age 14 – especially English Learners – living in chronic poverty by providing:

High-quality STEAM education: Project-based learning that fosters creative problem-solving and innovation while emphasizing literacy and language arts.

Resources and services for families at school sites (including the middle school): Access to early intervention, mental health and family support services.

Parent engagement and skill building: Leadership development for parents to support their children’s academic achievement and build family strength.

Key indicators and metrics will be used to measure achievement of these priorities.

An Educated Person in the 21st century

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

Instructional Framework- The Para Los Niños Urban Education Approach

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

The educational approach at the PLN Charter Middle School is framed by a constructivist learning theory, proposing that successful learning happens when students are afforded opportunities to build upon knowledge they have already mastered. When a student can use personal life experiences and interests to construct new knowledge, learning is more effective, engaging, and active. Within this framework teachers use guided discovery, a method through which students are led through questions and activities, to assist students in discovery, discussion, appreciation, and verbalization of new knowledge.

This framework is consistent with what we know about best practices designed to meet the needs of our population of predominantly economically disadvantaged students and English Language Learners, and with what has been previously successful at our charter schools. Conscious of the negative consequences that result in the common disconnect between children's home lives and traditional educational settings, we utilize student experiences, engage students and their parents, and provide relevant learning opportunities that support learning.

We also know that children being raised in high poverty communities often experience social conditions that lead to barriers to learning. (Johnson, 1999). Social issues such as unemployment, violent crime, child abuse and neglect, inadequate access to health care, poor nutrition, and mental illness make learning difficult even in the most relevant and appropriate settings. Children who live in fear of abuse...who suffer from neglect...who are hungry or homeless—struggle to thrive in school, regardless of their potential or intellect. Families who are homeless and struggling to meet the basic needs of their children face tremendous barriers in providing healthy environments for their children to learn, develop and thrive. Communities that are unsafe, with limited social opportunities for housing, employment and recreation, and connection with others, hinder children and families in living stable and well lives.

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

In this type of responsive educational model, child and family strengths are enhanced, social risk factors and learning barriers are mitigated through coordinated and relevant supports, and decisions are made based on a strategic and informed plan for each child. By co-locating social services on the school's campus, we improve accessibility for students, families, and school staff wanting to refer students for targeted support services.

How learning best occurs

Our experience in working with infants-6th graders in schools (through our early childhood programs, our K-5 charter elementary school, and this charter middle school) along with our commitment keeping abreast of best practices around the country has led to our understanding of how learning best occurs. This understanding provides the foundation upon which we have

developed our instructional program for our anticipated student population of English Language Learners from socio-economically disadvantaged homes. The school is guided by our mission and vision (stated above in this petition), as well as the following tenets of what we know about how children learn:

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

Self-Motivated, Competent, and Lifelong Learners

The goals of the program enable students to become self-motivated, competent and lifelong learners. Instructional support for optimal academic achievement is accomplished in a number of ways: Students will participate in the systematic instruction of explicit literacy skills and multiple comprehension strategies to develop effective, fluent reading; classrooms will feature student-centered environments that enable students to construct their knowledge based on life experiences, further fostering learning; students will have the opportunity to observe and develop models of quality work; and the school will provide extended learning opportunities through after-school programs and enrichment activities. Classroom units have real world application, involve technology and use the arts. Teaching strategies are varied — whole group, small group, individual and cooperative — based on, and responsive to, 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. Hence, instructional support for optimal academic achievement is accomplished in a number of ways: student capacity, including ELL's, to access and represent written information will be supported through a balanced literacy program emphasizing both explicit literacy skills and comprehension strategies, students, including those living in conditions of poverty, will develop their capacity to recognize and generate high quality work through exposure and guided discussion and be provided with extended learning opportunities.

Students at the PLN Charter Middle School interact with the community as part of the classroom and after-school program. Children participate in art contests and in science competitions, have

classes and field trips at art institutes, visit museums, businesses, government, and universities, and interact with adults, as well as children from other communities. Students also experience the natural environment through environmental learning activities such as participation in “Students as Science Stewards” program offered by The Palos Verdes Land Conservancy and Heal the Bay programs that focuses on the negative effects of the human carbon footprint. 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. These experiences also broaden student world perspectives, including what is possible for themselves in their lives.

PLN Middle School uses cooperative learning strategies to support our instructional approaches which create a natural context for developing life skills. These instructional approaches create the natural environment for incorporating life skills of getting along, expressing one’s opinion, setting goals and decision-making. The curriculum addresses specific risk behaviors of alcohol, drugs, violence and gangs. Conflict management and development of peer relations are explored daily through the Safe School, Cool Tools curriculum, first developed by The UCLA Lab School and used by our PLN Charter Elementary School for the past 10 years.

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

Andrea’s Journey: A Day in the Life of a PLN Middle School Student

Los Angeles, California—January 16, 2013

6:55 am: Andrea, a 6th grade student has just been dropped off in front of Para Los Niños Charter Middle School on 9th St. Andrea is warmly greeted by Raul, the reliable PLN Middle School security guard who smiles and says, “Good morning!”

7:00 am: Raul unlocks the gate, Andrea and the rest of the students rush into school. Andrea and Eva, a fellow 6th grade student, walk up to the kitchen window, where they are greeted with a warm smile by Linda and Esther, the cafeteria staff. Linda and Esther greet the students with a kind and warm smile each and every day. Andrea and Eva both grab their breakfast and make their way over to the commons area, where they eat their breakfast with their friends before joining the enthralling soccer game starting over on the soccer field.

7:55 am: The bell rings. Ms. Ramirez and Mr. Torres are in their classrooms getting materials ready for the day ahead. Mr. Torres walks into Ms. Ramirez’ classroom and says, “Shall we go pick up the students!” Ms. Ramirez responds, “Yes, let’s go!” They both walk down the stairs talking about the day that lies ahead and how excited they are to pick up their classes. As they arrive on the black top both of their classes are quietly lined up ready to begin the day.

8:00 am: The students enter the colorful classroom filled with books, desks, and chairs, the walls are lined with their work. The sound of rustling and bustling can be heard in the air. Chairs are pulled out, backpacks are unzipped. “Good morning ladies and gentlemen please take out your agenda, homework, and books to read,” says Ms. Ramirez with a smile on her face. On the Smart board there is a message written for the students to read “Good morning ladies and gentlemen please read silently for 20 minutes as I check your homework.” Ms. Ramirez walks around and checks everyone’s homework and checks in with students.

8:20 am “Ok ladies and gentlemen, it’s time to begin Advisory. Today we’re going to continue working on our “I Am From” poems,” says Ms. Ramirez. The table monitors go and retrieve the notebooks from the cabinet. Ms. Ramirez projects her “I Am From” poem on the Smart board. “Poets, lets revisit the poem and see what we can extract from it before you begin writing today.” She re-reads her poem which talks about her childhood memories, her family, and traditions. “So poets what do you notice about the poem?” Andrea enthusiastically raises her hand. “Andrea, what do you notice,” says Ms. Ramirez. “Well you start the poem by talking about when you were a kid. You include things that you enjoyed doing when you were younger.” “Great observation Andrea,” says Ms. Ramirez with a huge smile on her face, “Ok poets what else can we find?” “Well you talk about food, like how you make tamales for Christmas!” blurted out Ricardo. “Yes, you’re right Ricardo I do make tamales for Christmas with my family, that’s a tradition in my family, we do it every year,” says Ms. Ramirez. “So poets, I want you to make a bubble map. Place yourself in the middle and have the branches be activities that you enjoyed doing when you were much younger and traditions that you have in your family.” The students work on their graphic organizer for the next 15 minutes. As the students do this, Ms. Ramirez conferences with a group that is having a bit of trouble getting started.

9:05 am “It is now time to begin Reader’s Workshop. Please take out your Reader’s Notebook,” says Ms. Ramirez. The table monitor goes to the cabinet and retrieves their tables’ Reader’s Notebooks. The students embark on a journey getting lost in Sandra Cisneros’ stories. Today they listen to Ms. Ramirez read “Eleven.” When Ms. Ramirez is done reading, they respond to the story in their notebooks, they will revisit “Eleven” and their response later in Writer’s Workshop as they begin to work on their memoirs.

10:00 am: “Writer’s, take out a pen, your notebook, and your copy of “*Eleven*” by Sandra Cisneros,” directs Ms. Ramirez. During Writer’s Workshop, the students use “Eleven” as their mentor text. Ms. Ramirez guides the students through the craft of writing before they begin drafting their stories.

10:40 am: “Ok writers that is all the time we have for Writer’s Workshop. Remember you go to math class with Mr. Torres next,” said Ms. Ramirez. The students walk down the stairs and head towards the snack area where they pick up their fruit, orange juice, and granola bar. They eat quickly and rush to the playground to get a quick game of basketball or soccer in before returning to the classroom for more learning.

11:00 am: Mr. Torres greets the students at the door and says, “Good morning mathematicians! Please come in quietly and begin the percentages warm-up that is up on the Smart board.” The students all walk in, pull out their chairs and begin to work on the warm-up. “Ok mathematicians let’s review the first problem. Who can tell me how they converted $\frac{3}{4}$ into a percent?” “Ooh I can,” said Andrea eagerly. “Ok Andrea, come to the board and show us,” responded Mr. Torres. Andrea walked up the Smart board and showed her class how she converted the fraction into a percentage. “Well percent means per 100, so the fraction is $\frac{3}{4}$, if we multiply the bottom number by 25 you get a 100. Next, what you do to the denominator you have to do to the numerator, so you multiply 3 by 25 and get 75/100. So your answer is 75%.” “Excellent job Andrea, thank you for showing us your thought process!” said Mr. Torres with a huge smile on his face. The students continued to work in small groups on converting fractions into percentages. Mr. Torres worked with a group who was having difficulty by demonstrating the process through the use of manipulatives.

12:20 pm: “Mathematicians it’s time to head to lunch put all of your materials away,” said Mr. Torres. The students rushed downstairs to get their warm rice, chicken, and vegetable lunch. They eat quickly so that they can spend the rest of the time playing soccer on the field.

1:00 pm: Andrea runs off to play basketball. She is looking forward to running around during P.E. class after all the work she did in class. She was worried about the presentation they were going to do in Science and the draft of the memoir for Writer’s Workshop, but she knew that a little physical activity would help her clear her mind before beginning to work on her presentation with her group this afternoon.

2:00 pm: Andrea and her classmates head to Social Studies to continue exploring the far off land of Ancient Egypt with Ms. Garcia. They are going to go on an interactive fieldtrip to explore the inside of the Great Pyramid of Giza, while Ricardo and his classmates explore plate boundaries with Mr. Prado in Science class.

3:00 pm: Andrea and her classmates rushed up the stairs to get their homework and say good bye to their teachers before beginning the after-school program. Some of the students stay in the after school program, while others are taken home by parents, siblings, family members.

Course Description Advisory, Electives, and Extended Day

Advisory: During Advisory students will work on Standards Plus Language Arts Curriculum. Standards Plus is a curriculum that addresses grade level content in ELA. Lessons are 15-20 minutes in length. Through the use of Standards Plus teachers follow the school wide Focus Instruction Protocol that helps identify strengths and needs in ELA. Students are assessed every 4 days and are placed in instructional groups for success time. On the 5th day teachers do a data talk with students to identify patterns and trends. During Success Time students are placed in the following groups benchmark, strategic, intensive. Teachers prepare lessons that review areas of needs and/or allow for extension and enrichment for students who are at benchmark. English Learners will have a separate FIP Standards Plus/Success Time included with ELD. The ELD teacher will incorporate GLAD Strategies, SDAIE, and focus on building Academic Language to strengthen students skills in English.

Electives: Para Los Niños Charter Middle School provides opportunities for students to participate in enrichment electives. Students will have the opportunities to take electives like architecture, engineering, computer programming, and the arts (chorus, theatre, dance). Students will also be required to take a social skills class with a focus on bullying and conflict resolution.

Extended Day: Para Los Niños Middle School students who are not meeting grade level expectations will be required to stay for the extended learning program. Students will either be working with a focus on Intervention in Language Arts or Math.

PROPOSED WEEKLY SCHEDULE (Sample Student Schedule)

6th Grade Sample Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00 – 8:50	Advisory Standards Plus/FIP Success Time ELD					
8:55 – 9:55	Math 6A Language Arts	Math 6A Language Arts	Math 6A Language Arts 6B	Math 6A Language Arts 6B	Math 6A Language Arts	

6th Grade Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
	6B	6B			6B
9:55-10:15	Break	Break	Break	Break	Break
10:20-11:20-	Math 6B Language Arts 6A	Math 6B Language Arts 6A	Math 6B Language Arts 6A	Math 6B Language Arts 6A	Math 6B Language Arts 6A
11:20-12:00-	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:05-1:05	Science 6B Social Studies 6A	Science 6B Social Studies 6A	Science 6B Social Studies 6A	Science 6A Social Studies 6B	Science 6A Social Studies 6B
1:10-2:10	Science 6A Social Studies 6B	Physical Education	Science 6A Social Studies 6B	Physical Education	Science 6B Social Studies 6A
2:15-3:00	Electives Dismissal at 3:00	Dismissal 2:00	Electives Dismissal at 3:00	Dismissal 2:00	Electives Dismissal at 3:00

7th Grade Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:50	Advisory Standards Plus/FIP Success Time ELD				

7th Grade Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 – 9:55	Math 7A Language Arts 7B	Math 7A Language Arts 7B	Math 7A Language Arts 7B	Math 7A Language Arts 7B	Math 7A Language Arts 7B
9:55-10:15	Break	Break	Break	Break	Break
10:20-11:20-	Math7B Language Arts 7A	Math7B Language Arts 7A	Math7B Language Arts 7A	Math7B Language Arts 7A	Math7B Language Arts 7A
11:20-12:00-	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:05-1:05	Physical Education	Physical Education	Physical Education	Physical Education	Science7A or Social Studies 7B
1:10-2:10	Science 7A Social Studies 7B	Science7B Social Studies 7A	Science 7A Social Studies 7B	Science7B Social Studies7A	Science 7B Social Studies 7A
2:15-3:00	2:15-3:00 Electives Dismissal 3:00	Dismissal 2:00	2:15-3:00 Electives Dismissal 3:00	Dismissal 2:00	2:15-3:00 Electives Dismissal 3:00

8th Grade Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:50	Advisory Standards Plus/FIP Success Time ELD				

8th Grade Sample Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 – 9:55	Math 8A Language Arts 8B	Math 8A Language Arts 8B	Math 8A Language Arts 8B	Math 8A Language Arts 8B	Math 8A Language Arts 8B
9:55-10:15	Break	Break	Break	Break	Break
10:20-11:15-	Physical Education	Physical Education	Physical Education	Physical Education	Science 8A or Social Studies 8B
11:20-12:00-	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:05-1:05	Science 8A Social Studies 8B	Science8B Social Studies 8A	Science 8A Social Studies 8B	Science 8B Social Studies 8A	Science 8B or Social Studies 8A
1:10-2:10	Math 8B Language Arts 8A	Math 8B Language Arts 8A	Math 8B Language Arts 8A	Math8B Language Arts 8A	Math 8B Language Arts 8A
2:15-3:00	Electives Dismissal 3:00	Dismissal 2:00	Electives Dismissal 3:00	Dismissal 2:00	Electives Dismissal 3:00

PLN Charter Middle School has a -part-time Physical Education credentialed teacher who provides instruction to students in grades 6 - 8. Students in grades 6 meet the required 200 minutes of physical education every ten days per Education Code 51210 and students in grade 7-8 will meet the 400 minutes of physical education every ten days per Education Code 51222 every ten days.

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

Total Instructional Days=180

Annual Instructional Minutes: 60,480

Include annual instructional minutes for grade 6-8 (Minimum 54,000)

Teaching Methodologies

The Reggio Emilia Approach to education is committed to the creation of conditions for learning that will enhance and facilitate children's construction of "his or her own powers of thinking through the synthesis of all the expressive, communicative, and cognitive languages" (Edwards and Forman, 1993).

Some features of the *Reggio Emilia Approach* include:

- Projects can emerge from children's and teachers' ideas, thoughts, curiosities, and interests
- Experiences and projects can be provoked by children, teachers, and parents
- Time is valued as an essential element to discuss, negotiate possibilities, and respect different points of view
- The teacher's role is to co-explore and co-construct learning experiences with children
- Children's learning processes and knowledge building are visible and made public
- Connections between home, school, and community are nurtured

PLN Charter Middle School will continue to utilize various elements of the Reggio Approach in its Middle School Program. We are proposing to reframe the Reggio Approach for adolescent students because we feel it is important to continue to provide environments that are nurturing and that will provide continuity to students who have been a part of the PLN network of schools. For students newly enrolled at PLN Charter Middle School will immediately feel welcomed and cared rather than the typical middle school experience where students feel they are not well known by school staff.

The Reggio-inspired approach addresses the development of the whole child, emphasizing family and societal influences, a small student/teacher ratio, and close collaboration among administrators and teachers. Our inquiry-centered and integrated academic program provides the framework for making connections, examining multiple perspectives, challenging assumptions and learning how to reason. The approach nurtures children's intellectual growth and creativity through the development of their expressive, communicative, symbolic, cognitive, ethical, metaphorical, logical, imaginative, and relational "languages;" an emphasis on the visual arts; and the conscious and careful attention and deliberate utilization of the environment as an

essential element in the process of learning. The following Reggio Emilia program elements will be implemented at the PLN Charter Middle School:

Collaboration: Collaboration in the context of curriculum development is a particular type of social interaction. It is defined as the mutual guiding of the education process by participants. This mutuality includes a sense of reciprocity and community among participants in which different partners take the lead at different times and influence each other in a reciprocal process. Collaboration is seen as a system of social relationships by whereby children and adults including both educators and parents coordinate their action and restructure their thinking and resource in relation to others. Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development. Students are encouraged to dialogue, critique, compare, negotiate, hypothesize, and problem solve through group work. Parents are also viewed as partners. The exchange of our collective wisdom broadens our understanding of each child.

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

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

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

Project Based Learning: Projects provide the backbone of the children's and teacher's learning. They are based on the strong conviction that learning by doing is of great importance and that to discuss in group and to revisit ideas and experiences is the premier way of gaining a better understanding and learning. Ideas for projects originate in the continuum of the experiences of children and teachers as they construct knowledge together. Projects create opportunities to learn

complex problem solving skills as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for academic success. Projects will also link the curriculum content with students’ real world experiences, making learning relevant, meaningful and valuable to their lives outside of school. Many of our students’ projects will be community and relationship oriented. STEAM is integrated in student projects.

At the PLN Charter Middle School we understand that *how* we teach is as important as *what* we teach; the information students learn and how we provide opportunities for children to learn. Within a constructivist instructional framework, teaching methodologies scaffold students in setting goals, reflecting on their learning, and actively engaging in the learning process. Teachers model, guide, and collaborate with students, develop instructional opportunities for inquiry and open ended questions, and make learning meaningful to students by building on student strengths and interests.

Our teachers list the California Content Standards as content area objectives in their curriculum and, simultaneously, prioritize the development of higher order thinking skills, such as the ability to solve problems, generalize ideas and skills, negotiate and compromise as a member of a team, and articulate and represent their ideas to others. Teachers pay careful attention to the creation of a purposeful environment and the development of relationships and community.

Building Relationships

PLN is committed to helping children and families succeed in school and in life through education. We recognize, however, that education—no matter how good our pedagogy—cannot *alone* break the cycle of poverty and bring about long-term success. Over the years, we have thus developed a variety of services to support children and their families. Research (Adelman, 2012) demonstrates the importance of an integrated continuum of services—from prevention *through* intervention—to set the stage for student well-being.

To further insure that no student in our school is anonymous, each student will be assigned an advisor for his or her tenure at PLN Charter Middle School. Advisory is designed to foster deep relationships between teachers, students, and families by providing sufficient time throughout the course of each school year for these parties to interact in meaningful ways. Students will work with their advisor to manage their schedules and develop strategies for success. Families will have one point person in school who they may always call with questions and concerns. By providing a consistent and well know contact at school, we expect to involve even those families who have traditionally been reluctant to engage in school related activities (Levine, 2002). By fostering a meaningful relationship each student and one adult on campus, we provide our students with the consistent support structure necessary to succeed in a rigorous curriculum at a time in life characterized by change. (Littky, 2004)

Another area of support that fosters our goal of building relationships is our Integrated Service Delivery Model for supporting students’ academic growth and social well-being is optimized by trusting and sustained relationships. When a student and his or her family are well-known and

able to engage in candid conversations about factors contributing to the success of the child, education can be personalized. In order to achieve that goal, the structure that we have in place ensures that the child and his/her family receive the necessary support. The protocol begins with a referral by staff or parent to the school's Family Advocate. The Family Advocate will then complete an intake sheet and ensure that the child, and in some cases other family members, receive services through PLN's Mental Health Division, Family Services Division, or in school support services. The structure of our instructional program encourages the development of deep and sustained relationships between school staff, social service staff, and families.

The PLN Family Services Center: PLN will implement our integrated model of service delivery for students in the middle school. At the middle school, we will provide a continuum of services for students. The Center's service model will draw upon PLN's significant existing expertise in mental health services, education and social support. Our model will promote meaningful integration of services: Case managers will work with caregivers, families, community members, agencies, and service providers to establish—and evaluate progress across—a coherent, multidisciplinary case plan for all children and their families referred, addressing multiple domains, to include basic (food, clothing, shelter), crisis-level (domestic and/or child abuse, mental health, etc.), and long-term (academic achievement, employment needs, etc.) needs. Coordinated services will improve outcomes for children by removing access barriers (particularly for working families and those reliant on public transportation); improving provider communication; promoting consistency of practice across the multidisciplinary treatment team; and supporting children and families' accountability and compliance. Multiple services will be available at the PLN Family Services Center throughout the day, including, for example:

- Intake and assessment for all children and families enrolled
- Service Coordination
- Student Success Team Meetings
- Psycho-education and outreach
- Prevention and Intervention Education and treatment regarding domestic violence, substance abuse, gangs, etc.
- Full scope of mental health services
- Parenting Classes
- Financial Literacy
- School Readiness support services
- Literacy Support
- Workforce Development
- Home-based services when needed
- Individual and family therapy
- Comprehensive case management
- Children's Socialization Groups
- Father and Mother Support Groups
- Legal Services
- Provision of emergency basic services such as food vouchers, utility assistance, housing vouchers, etc.
- Linkages to services

While some children may require only short-term crisis help, most are expected to have multiple, intersecting needs. Services will commence immediately, and may require regular follow-up over several months.

Evidence-Based Decisions

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

A Culture of Empowerment

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

Constructing Environment

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

environment extends to all areas in our facilities and includes displays, public documentation, and visual representation of students participating in our programs. Common areas become the vehicle for creating a stimulating community environment that reflects expectations, standards, and celebrates achievement.

Making Learning Meaningful

Our approach to learning is based on 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). We are guided by university-based experts, including: Dr. Alison Bailey from UCLA's Graduate School of Education and Information Studies; Margaret Heritage, Assistant Director of the Center for Research and Evaluation on Standards and Student Testing at UCLA; Dr. Robert Rueda, from the Graduate School of Education at USC; Dr. Claude Goldenberg, Dean of the School of Education at California State University-Long Beach; and Dr. David Yaden, Professor of Education at the University of Arizona.

The PLN Charter Middle School program is based on key conclusions from The National Research Council which has informed the development of our instructional methodologies.

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

With respect to *learning*, this research council concludes that skills and knowledge must be constructed as students form concepts, understand parts of larger concepts, and are aware of themselves as learners and co-constructors of knowledge. When children are both problem solvers and problem generators, they become self-motivated and improve their problem solving strategies. Our school responds to these conclusions by focusing on conceptual development through year-long studies of "big ideas" in each subject, as described below. California State Standards in literacy and mathematics are also incorporated into the teaching of other subjects (science and social studies) so that children develop academic language in English in each content area. Children work as a class and in groups to become specialized experts who explore sciences and social studies concepts in depth. To further student awareness of themselves as learners, students use various forms of representation (i.e. writing, sketches with verbal descriptions, graphics, visual, art media, dance, movement, song, poem, etc.), goal setting, and

reflection to demonstrate their understanding. Through these varied ways of demonstrating their thinking, students are given opportunities to explore their strengths as learners. These different means of representation are used as formative assessments for teachers to evaluate student skills and comprehension.

Therefore, our work with experts from universities and utilization of the recommendations from the National Research Council has informed our multi-disciplinary methodology – a methodology that supports the needs of children.

Core Instructional Elements

Inquiry based Curriculum: Student generated questions drive the curriculum with the intent of increasing understanding of concepts and big ideas. Grade-level planning is an essential component of lesson planning. Content area teachers work together to formulate lesson plans that include experiences that initiate student questions, vocabulary building and critical thinking. Particular attention is paid to the unique needs of English Language Learners. Discussion time is built into all lessons. It is through these discussions with children that ideas and projects often arise. It is the teacher’s role to include these ideas into the curriculum planning. There is considerable thought given to the materials needed, and parent and/or community support and involvement. Teachers use data to inform their instruction through our Cycles of Inquiry. Every two to three weeks, teachers assess students on a designated standard. The data around students’ mastery is shared, analyzed and discussed at grade level team meetings. These meetings allow teachers to identify and share successful instructional practices. Teachers pre-and post-test all students to ensure mastery of skills.

Integrated curriculum: To facilitate deep learning and connections across subjects (e.g., social studies and language arts) teachers will collaborate to integrate themes and concepts in designing lessons. Art and technology will also be integrated in the curriculum. Visual and performing arts are woven throughout the curriculum as a way to broaden student perspectives and strengthen understanding in the core subjects. PLN will bring the community’s cultural resources into the classroom. All teachers have laptops and Smart boards and will be trained in how to effectively integrate and utilize technology in the classroom. This technology will be used as a tool throughout students’ courses to provide them access to information and multiple methods of expressing their understanding. In addition, resources have been allocated for web-based instructional programs to support students in content areas and study habits. Through a partnership with Computers for Youth (CFY) student’s entering sixth grade will have the opportunity to be provided with a desktop computer for their use at home (aka as “home learning center”). Students and parents must attend training in the use of the computer in order to be eligible to receive the computer. The home learning center allows us to implement a blended learning model of education that extends outside the brick and mortar of the school site.

Launched in the fall of 2012, PLN was the first partner with CFY to achieve a 100% participation rate by students and families. CFY has had a great impact on the students who participated in the program. At one high-poverty school in New York City, the percentage of 2011-2012 sixth graders with learning disabilities who met or exceeded standards in math (testing at level 3 or 4) increased by 36% after using the CFY Program. In a comparison study,

researchers discovered that students in CFY's program increased their class effort, compared with non-CFY students. Effort was measured by teachers using pre- and post-ratings and the difference between the groups was statistically significant. Finally, two studies found that CFY's Family Learning Workshops helped parents/guardians increase their support for student-learning at home.

There are several components in the CFY partnership provided to PLN stakeholders:

- Core Digital Learning Program that includes a) Training families at the school during a highly engaged Family Learning Workshop; b) Provisioning of technology resources to families in the form of a Home Learning center; c) Support for families including 24x7 help desk in English and Spanish and a three-year zero-cost warranty for families' Home Learning center; d) Teacher learning workshops where the faculty learns how to integrate digital learning in their classroom.
- Individualized Teacher Professional Development including in-school instructional consulting from a CFY Digital Classroom Consultant for sixth grade math teachers. This customized consulting helps teachers adopt blended learning strategies within the classroom, better differentiate instruction, extend learning beyond the classroom, and engage families in the learning process.
- Enhanced Family Engagement beyond the Family Learning Workshop that brings families back to the school for follow-up training around digital learning and improving student learning outside of school.
- Network of School Leaders that facilitates best practices, driving new instructional approaches, and developing deeper school-home connections.

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

Diagnostic assessment: Teachers will use a wide range of diagnostic assessments to evaluate individual student learning needs. These assessments will inform teachers and administrators regarding student learning needs and will provide information for teachers to group students for instruction and intervention. The use of diagnostic assessments is especially important in developing learning goals that are appropriate for individual students who are not meeting grade level expectations.

Balanced Literacy: A balanced literacy framework is used as a model to implement literacy instruction in the classrooms. In a Balanced Literacy program emphasis is placed on the technical literary skills necessary to be a strong reader. It includes explicit instruction in the habits of strong readers and the development of an appreciation for reading.

Balanced literacy is characterized by four components :read-alouds, shared reading, independent treading, and guided reading. Initially, the teachers implemented read-alouds and shared and independent reading.

Teachers utilize the Lucy Calkins Readers and Writers Workshop approach to teach reading and writing. The workshop approach enables student to interact with other students and to monitor their progress. These are some basic features of the Readers Workshop Approach:

- **Teacher Read-Aloud** Teachers read aloud from genres that relate to those the class is studying.
- **Paired Questioning** Partners read passages and question one another.
- **Practice a Strategy** Students, solo or in small groups, use books at their independent reading level to cement their understanding of a strategy.
- **Peer Conferences** Pairs or small groups discuss how they apply a reading strategy and/or share journal entries that explain a strategy.
- **Student-led Book Discussions** Organize heterogeneous groupings, mixing ability levels and gender. This approach allows for students to engage many possible discussion topics: the structure of a genre and supporting examples from a text, finding themes, character analysis, cause and effect, close readings, inferences, and so on.
- **Teacher-led Strategic Reading Groups** These are homogeneous pairs or small groups that require additional instruction on how to apply a reading strategy, complete a graphic organizer, or transfer their knowledge of a specific genre to students' independent reading.

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

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

INSTRUCTIONAL PROGRAM AND CURRICULUM

The PLN Charter Middle School's instructional program has been operating successfully since the initial charter was granted in 2008. In its first year, our school enrolled children in sixth grade, and added one grade the year after. Now in its 5th year of operation, the PLN Charter Middle School has 41 children enrolled in sixth grade, with a maximum capacity of 390 children in 6-8 grades. Challenges in locating an appropriate facility have not allowed PLN Charter Middle School to enroll to its full capacity or provide service beyond seventh grade. PLN

Charter Middle School will be moving to a permanent facility that will allow the school to reach its maximum capacity. As enrollment increases, additional teachers will be recruited.

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

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

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

Student Achievement

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

Good first instruction is necessary for teaching and learning to occur. Good first instruction occurs when teaching is direct, explicit, and differentiated. Our teachers spent the summer being trained in GLAD and SIOP to insure that all our students, especially those identified as English Language Learners, are accessing the curriculum. Teachers collaborate across content areas to design rigorous lessons that are aligned with state standards. Through these lessons students will demonstrate deep understanding of key facts and/or concepts that will provide them with opportunities to apply critical thinking skills.

Our school administrators analyzed data with teachers and reflected on instructional practices and the systems in place to support all students toward optimal levels of achievement. In order to understand the needs of all students we determined that multiple measures were necessary to gain a true understanding of what students are able to do and in which areas students require additional challenge or assistance. Teachers are using DIBELS Next assessments which provide us with benchmark information in regards to our students overall reading skills. DIBELS Next will assist teachers as a diagnostic tool for students with reading difficulties. Students who score in the intensive range will be monitored through the progress monitoring resources that are part of DIBELS Next. The progress monitoring tools will assist teachers in monitoring growth in overall reading skills. Teachers and staff will use this information as well as other classroom assessments to create individualized learning plans for each student. Students not meeting grade-level benchmarks will also have their progress monitored so that we can determine if

interventions are working or if there is a need to refine goals and provide further interventions. Options for intervention include a before school tutoring program that will provide additional support for students who may just need extra time during the day to reinforce and practice basic skills. The school will also target those students requiring intensive intervention as demonstrated by data in a learning center where teachers will work with them to help them acquire skills that are hindering performance.

SCOPE AND SEQUENCE

<u>SIXTH GRADE</u>	
Earth Science (CORE)	
<p>The science curriculum in 6th grade emphasis the study of earth science. Sixth-grade Science topics are organized into the following units: Plate Tectonics and Earth’s Structure, Shaping Earth’s Surface, Heat (Thermal Energy) (Physical Sciences), Energy in the Earth System, Ecology (Life Sciences), Resources, and Investigation and Experimentation. As students learn content defined by the standards in Life, Earth, and Physical Science Strands, they are also practicing investigation and experimentation skills that are infused throughout Science Instruction. Students will read and write informational texts that also include Science documents. Students are expected to conduct research projects to answer specific question, determine the meaning of domain-specified words as they are used in specific scientific context. Students will engage in hands-on collaborative activities. There will also be an emphasis on developing student’s command of the academic language of science.</p>	
Theme	Standards
Plate Tectonics and Earth’s Structure	<p>1. Plate tectonics accounts for important features of Earth’s surface and major geologic events. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones. b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core. c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle. d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions. f. Students know how to explain major features of California geology

	<p>(including mountains, faults, volcanoes) in terms of plate tectonics.</p> <p>g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.</p>
Shaping Earth's Surface	<p>2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:</p> <p>a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.</p> <p>b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.</p> <p>c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.</p> <p>d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.</p>
Heat (Thermal Energy) (Physical Sciences)	<p>3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:</p> <p>a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.</p> <p>b. Students know that when fuel is consumed, most of the energy released becomes heat energy.</p> <p>c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).</p> <p>d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).</p>
Energy in the Earth System	<p>4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:</p> <p>a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.</p> <p>b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.</p> <p>c. Students know heat from Earth's interior reaches the surface primarily through convection.</p>

	<p>d. Students know convection currents distribute heat in the atmosphere and oceans.</p> <p>e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.</p>
Ecology (Life Sciences)	<p>5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:</p> <p>a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.</p> <p>b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.</p> <p>c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.</p> <p>d. Students know different kinds of organisms may play similar ecological roles in similar biomes.</p> <p>e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on biotic factors, such as quantities of light and water, a range of temperatures, and soil composition.</p>
Resources	<p>6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:</p> <p>a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.</p> <p>b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.</p> <p>c. Students know the natural origin of the materials used to make common objects.</p>
	<p>7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and</p>

Investigation and Experimentation	<p>addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <ol style="list-style-type: none"> a. Develop a hypothesis. b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables. d. Communicate the steps and results from an investigation in written reports and oral presentations. e. Recognize whether evidence is consistent with a proposed explanation. f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map. g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions). h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, and a hill slope).
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<u>SIXTH GRADE</u>	
<p>Math (CORE)</p> <p>The mathematics curriculum in grade 6 focuses on Algebra Readiness. Students in grade 6 develop proficiency in math computational skills and procedures, develop conceptual understanding and become adept at problem solving.</p> <p>Sixth grade students expand their scope of numbers to the system of rational numbers, which includes negative and rational numbers and integers. Students will locate rational numbers on the number line, add and subtract negative numbers, and graph points in all four quadrants of the coordinate plane. Students write expressions and equations with variables and apply properties of the operations to generate equivalent expressions. Students begin to think statistically as they summarize numerical data sets by quantitative measures of center and variability. They build upon the foundation of area to determine area and volume of more complex shapes.</p> <p>Ratios and Proportional Relationships: Students develop an understanding of the ration concepts and use ratio reasoning to solve problems. Students understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. Students learn to use tables and graphs to compare ratios and solve problems involving rates and proportions, including problems about unit pricing and constant speed. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	

The number system: Students will continue to strengthen conceptual understanding and fluency with operations involving whole numbers, fractions, and decimals. Students will use prior knowledge about multiplication and division to explain and compute problems involving division of fractions by fractions.

Expressions and Equations: Students apply and extend their previous understandings of arithmetic to algebraic expressions as they evaluate numerical expressions with whole-number exponents and write, read, and evaluate expressions in which letters stand for numbers. Sixth-grade students identify parts of an expression using mathematical terminology (e.g., *coefficient* and *term*). In addition, students apply the properties of operations to generate equivalent expressions. For example, students apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; and they apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$. Students solve equations and inequalities using substitution to determine whether a given number makes an equation or inequality true. They also write and solve equations in the form $x + p = q$ and $px = q$ for cases in which p , q , and x are all nonnegative rational numbers. Sixth graders represent two quantities in a real-world problem that change in relationship to one another as they write an equation to express one quantity (dependent variable) in terms of the other quantity (independent variable) and use graphs and tables to analyze the relationship between dependent and independent variables and relate these to the equation.

Geometry: Sixth grade students solve real world problems involving, area, surface area, and volume. They know and use formula for the area and circumference of a circle. Students find the areas of triangles, special quadrilaterals, and polygons by composing shapes into rectangles, or decomposing shapes into triangles and other shapes.

Statistics and Probability: Sixth grade students develop understanding of statistical variability. Sixth grade students recognize statistical questions as one that anticipates variability in the data related to the question and accounts for it in answers. Students understand that data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. Students are able to summarize numerical data by reporting the number of observation, describing the attribute under investigation, including how it was measured and measurement units. Students giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

Other skills students will learn through mathematical practice are:

- make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Themes	Standards
<p>Number Sense</p>	<p>1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:</p> <p>1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.</p> <p>1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b, a to b, $a:b$).</p> <p>1.3 Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.</p> <p>1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.</p> <p>2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:</p> <p>2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.</p> <p>2.2 Explain the meaning of multiplication and division of positive fractions and per $\frac{15}{8} \div \frac{16}{8} \times$ form the calculations (e.g., $\frac{5}{16} \div \frac{5}{15} = \frac{2}{3}$).</p> <p>2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.</p> <p>2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).</p>

<p>Algebra and Functions</p>	<p>1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:</p> <p>1.1 Write and solve one-step linear equations in one variable.</p> <p>1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.</p> <p>1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.</p> <p>1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.</p> <p>2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:</p> <p>2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).</p> <p>2.2 Demonstrate an understanding that <i>rate</i> is a measure of one quantity per unit value of another quantity.</p> <p>2.3 Solve problems involving rates, average speed, distance, and time.</p> <p>3.0 Students investigate geometric patterns and describe them algebraically:</p> <p>3.1 Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = \frac{1}{2}bh$, $C = \pi d$—the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).</p> <p>3.2 Express in symbolic form simple relationships arising from geometry.</p>
<p>Measurement and Geometry</p>	<p>1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:</p> <p>1.1 Understand the concept of a constant such as π; know the formulas for the circumference and area of a circle.</p> <p>1.2 Know common estimates of π (3.14; $\frac{22}{7}$) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.</p> <p>1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base \times height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.</p> <p>2.0 Students identify and describe the properties of two-dimensional figures:</p> <p>2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.</p>

	<p>2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.</p> <p>2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).</p>
<p>Statistics, Data Analysis, and Probability</p>	<p>1.0 Students compute and analyze statistical measurements for data sets:</p> <p>1.1 Compute the range, mean, median, and mode of data sets.</p> <p>1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.</p> <p>1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.</p> <p>1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.</p> <p>2.0 Students use data samples of a population and describe the characteristics and limitations of the samples:</p> <p>2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.</p> <p>2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.</p> <p>2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.</p> <p>2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.</p> <p>2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.</p> <p>3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events:</p> <p>3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.</p> <p>3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).</p>

	<p>3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1-P$ is the probability of an event not occurring.</p> <p>3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.</p> <p>3.5 Understand the difference between independent and dependent events.</p>
<p>Mathematical Reasoning</p>	<p>1.0 Students make decisions about how to approach problems:</p> <p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.</p> <p>1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.</p> <p>1.3 Determine when and how to break a problem into simpler parts.</p> <p>2.0 Students use strategies, skills, and concepts in finding solutions:</p> <p>2.1 Use estimation to verify the reasonableness of calculated results.</p> <p>2.2 Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.</p> <p>2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.7 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual</p>

	<p>understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.</p>
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SIXTH GRADE	
English Language Arts (CORE)	
<p>Students in sixth grade, explore many different genres in writing and reading. Students begin Reading Workshop by following characters into meaning and writing becomes more elaborate as students dive into memoir during Writer’s Workshop. As every unit unfolds, the expectations and standards become more intense. Moreover, students are given choice in their reading and writing through the workshop model.</p>	
Reading	
Theme	Standards
Following Characters into Meaning	<p>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p>
Non-Fiction	<p>2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p>2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p>
Historical Fiction	<p>3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p> <p>36</p>

Analytical (Perspective Taking)	<p>2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.</p> <p>2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.</p>
Writing	
Theme	Standards
Memoir	<p>2.1 Write narratives:</p> <p>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b. Include sensory details and concrete language to develop plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, suspense).</p> <p>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>
Realistic Fiction/Social Action	<p>2.3 Write research reports:</p> <p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p> <p>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>
Persuasive Essay	<p>2.5 Write persuasive compositions:</p> <p>a. State a clear position on a proposition or proposal.</p> <p>b. Support the position with organized and relevant evidence.</p>

	<p>c. Anticipate and address reader concerns and counterarguments.</p> <p>1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>
<p>Literary Essay</p>	<p>2.4 Write responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify</p> <p><i>Evaluation and Revision</i></p> <p>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>
<p>Poetry</p>	<p>1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p>3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p>3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p>

SIXTH GRADE	
Social Science (CORE)	
<p>World History: Students in sixth grade study the people and events of the major Western and non-Western ancient civilizations, with an emphasis placed on everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures. Students consider why civilizations developed, why they became dominant, and why they declined.</p> <p>Students in sixth grade, learn about ancient civilizations and how they came to be. They explore each civilization, their role in social, political, and economic structure through timelines, research reports, primary sources, interactive fieldtrips, and fieldtrips to places such as the Getty Villa. Students study geographical maps to consider where and why civilizations settled and developed where they did. Moreover, students study and analyze interactions among the various cultures by analyzing points of view and central issues they faced.</p>	
Early Humans and the Rise of Civilization	<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
Ancient Egypt	<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Egypt.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

	<ol style="list-style-type: none"> 3. Understand the relationship between religion and the social and political order in Egypt. 4. Know the significance of Hammurabi's Code. 5. Discuss the main features of Egyptian art and architecture. 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. 7. Understand the significance of Queen Hatshepsut and Ramses the Great. 8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. 9. Trace the evolution of language and its written forms.
Ancient India	<p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. 2. Discuss the significance of the Aryan invasions. 3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. 4. Outline the social structure of the caste system. 5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. 6. Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka. 7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i>; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).
Ancient China	<p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. 6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

	<ol style="list-style-type: none"> 7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. 8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.
<p>Ancient Greece</p>	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles’ Funeral Oration</i>). 3. State the key differences between Athenian, or direct, democracy and representative democracy. 4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s <i>Iliad</i> and <i>Odyssey</i> and from <i>Aesop’s Fables</i>. 5. Outline the founding, expansion, and political organization of the Persian Empire. 6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. 8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).
<p>Ancient Rome</p>	<p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. 4. Discuss the influence of Julius Caesar and Augustus in Rome’s

	<p>transition from republic to empire.</p> <p>5. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</p>
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6th Grade	
Physical Fitness	
Physical Fitness (CORE)	
<p>The focus of instruction in sixth grade is providing students with experiences that help them transition to sport-skill learning with an emphasis on the application of movement and motor skills in games. Students are working collaboratively with partners to refine their skills. As students work with partners they learn about their own and others’ roles and responsibilities in common goals and solving problems. Students continue to learn about health-related physical fitness, assess their own fitness level, and develop a one day physical fitness plan. Physical education provides opportunities for students to learn specialized vocabulary such as terms as underhand, overhand, sidearm, aerobic, anaerobic, etc.</p>	
Standards	<p>Overarching Standards:</p> <ol style="list-style-type: none"> 1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. 2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply learning and performance of physical activities. 3. Students assess and maintain a level of physical fitness to improve health and performance 4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

SEVENTH GRADE

Life Science (CORE)

Science content in Seventh Grade focuses on Life Science and the Fundamentals of the Units of Life. Student learn about the following Concepts in Science: Cell Biology, Genetics, Evolution and Life History (Earth Science), Structure and Function in Living Systems, Physical Principals in Living Systems (Physical Science), Investigation and Experimentation.

As a basis for understanding the Fundamentals of the Units of Life students expand knowledge of living systems to include the study of cells. Students learn about genetic principles and mechanisms that account for growth and hereditary traits. Students learn about some of the rules of chemical composition and the structure of DNA. Students learn about evolution and natural selection and understand how the fossil record can be evidence for the evolution of plants and animals as linked to the environment and how the geologic record provides evidence of both the environments of the past and the plants and animals that inhabited them. Students will understand geologic evidence to better understand life on Earth, past and present. Students will learn in this standard set that the environment has changed over time. Through the inquiry and scientific processes students will engage in hands-on experiments to gain a deep understanding of the content. Students will conduct research and will focus on the specific academic and technical language in Science.

Seventh grade students also take one semester of Health Education to study human growth and development.

Themes	Standards
Cell Biology	1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept: a. Students know cells function similarly in all living organisms. b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls. c. Students know the nucleus is the repository for genetic information in plant and animal cells. d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis. e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes. f. Students know that as multi-cellular organisms develop, their cells differentiate.

Genetics	<p>2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:</p> <p>a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.</p> <p>b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.</p> <p>c. Students know an inherited trait can be determined by one or more genes.</p> <p>d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.</p> <p>e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.</p>
Evolution	<p>3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:</p> <p>a. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.</p> <p>b. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.</p> <p>c. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.</p> <p>d. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.</p> <p>e. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.</p>
Earth and Life History (Earth	<p>4. Evidence from rocks allows us to understand the evolution of life on Earth.</p>

<p>Sciences)</p>	<p>As a basis for understanding this concept:</p> <p>a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.</p> <p>b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.</p> <p>c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.</p> <p>d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.</p> <p>e. Students know fossils provide evidence of how life and environmental conditions have changed.</p> <p>f. Students know how movements of Earth are continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.</p> <p>g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.</p>
<p>Structure and Function in Living Systems</p>	<p>5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:</p> <p>a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.</p> <p>b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.</p> <p>c. Students know how bones and muscles work together to provide a structural framework for movement.</p>

	<p>d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.</p> <p>e. Students know the function of the umbilicus and placenta during pregnancy.</p> <p>f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.</p> <p>g. Students know how to relate the structures of the eye and ear to their functions.</p>
<p>Physical Principles in Living Systems (Physical Sciences)</p>	<p>6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:</p> <p>a. Students know visible light is a small band within a very broad electromagnetic spectrum.</p> <p>b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.</p> <p>c. Students know light travels in straight lines if the medium it travels through does not change</p> <p>d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.</p> <p>e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.</p> <p>f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.</p> <p>g. Students know the angle of reflection of a light beam is equal to the angle of incidence.</p> <p>h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).</p> <p>i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.</p> <p>j. Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.</p>

Investigation and Experimentation	<p>7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <ul style="list-style-type: none"> a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project. c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence. d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure). e. Communicate the steps and results from an investigation in written reports and oral presentations.
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<u>SEVENTH GRADE</u>	
Math (CORE)	
<p>In the seventh-grade content standards, students extend their understanding of proportional relationships and solve related real-world and mathematical problems. They apply their understanding of operations with fractions to add, subtract, multiply, and divide rational numbers. They are introduced to irrational numbers. Students use the properties of operations to generate equivalent expressions. Students use facts about angles to write and solve simple equations for an unknown angle and they solve problems involving the volumes of cones, cylinders, and spheres. Students extend their understanding of statistics and draw inferences about populations based on samples. They also investigate chance events and work with probability models.</p>	
Ratios and Proportional Relationships	
<p>Students analyze proportional relationships and solve related real-world and mathematical problems. Students extend their understanding of ratios to compute unit rates associated with ratios of fractions. For example, they find the walking speed of a person who walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour. Students identify unit rates in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p>	
<p>Students recognize and represent proportional relationships between quantities. They decide if two quantities are in a proportional relationship, for example, by graphing two quantities on a coordinate</p>	

plane and observing whether the graph is a straight line through the origin. They also represent proportional relationships by equations; for example, if total cost t is proportional to the number n of items purchased at a constant price p , then the relationship between the total cost and the number of items can be expressed as $t = pn$. Students use proportional relationships to solve multistep ratio and percent problems such as problems about simple interest, tax, markups and markdowns, tips, and percent increase and decrease.

The Number System

Seventh-grade students apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers, which include negative numbers. Students understand $p + q$ as the number located a distance $|q|$ from p on a number line, in the positive or negative direction, depending on whether q is positive or negative. They demonstrate that a number and its opposite have a sum of 0 (are additive inverses), and they understand subtraction of rational numbers as adding the additive inverse. Students extend multiplication of fractions to rational numbers, and they apply properties of operations as strategies to multiply and divide rational numbers. Students understand that properties of operations, such as the distributive property, apply to all rational numbers, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Students realize that each quotient of integers (with a nonzero divisor) is a rational number and if p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Ultimately, students use the four operations with rational numbers to solve real-world and mathematical problems. Irrational numbers are introduced in seventh grade. Irrational numbers, such as $\sqrt{2}$, cannot be expressed as fractions with an integer numerator and denominator; equivalently, they cannot be expressed as terminating or repeating decimals. Students use rational approximations of irrational numbers to compare the size of irrational numbers, approximate the location of irrational numbers on a number line diagram, and estimate the value of expressions (e.g., π^2).

Expressions and Equations

Seventh-grade students use the properties of operations to generate equivalent expressions. Students begin to simplify complex linear expressions with rational coefficients, such as $7 - 2(3 - 8x)$. Students add, subtract, factor and expand linear expressions, and they realize that rewriting an expression in different forms can help them solve problems. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.” Students solve multistep, real-life mathematical problems with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), and they assess the reasonableness of their answers. They use variables to represent quantities and construct simple equations and inequalities to solve problems. Students solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ and inequalities of the form $px + q > r$ or $px + q < r$, where p , q and r are rational numbers. Students graph the solution set of the inequality and interpret it in the context of the problem. Students use square root and cube root symbols and evaluate the square roots of small, perfect squares (e.g., $\sqrt{25}$) and cube roots of small, perfect cubes. Building on concepts learned in earlier grades, students use numbers multiplied by powers of 10 to estimate and compare very large and very small quantities.

Geometry

Students in seventh-grade work with various geometric figures. Students solve problems involving scale drawings of geometric figures; they compute lengths and areas and reproduce a scale drawing at a different scale. Students work with three-dimensional figures and relate them to two-dimensional figures by examining cross-sections that result when three-dimensional figures are split. Students also describe how two or more objects are related in space (e.g., skewed lines and the possible ways three planes might intersect). Students review concepts introduced in sixth grade, including how to draw geometric shapes with given conditions (such as triangles from three measures of angles) and the formulas for calculating the area and circumference of a circle.

Students use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations to find an unknown angle in a figure. Students extend their understanding of area as they solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Students also solve problems involving the volume of cones, cylinders, and spheres.

Statistics and Probability

In seventh grade, they extend their work with single data distributions to compare two data distributions and address questions about differences between populations. Seventh-grade students begin informal work with random sampling. They use data from a random sample to draw inferences about a population with an unknown characteristic. For example, they predict the winner of a school election based on randomly sampled survey data. Students also use measures of center and variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, they decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. Students investigate the concept of chance to develop, use, and evaluate probability models. Seventh-grade students learn that the probability of a chance event is a number between 0 and 1 (a probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event). Students collect data related to a chance process and predict the approximate, relative frequency given the probability. For example, when rolling a number cube 600 times, students predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. Students develop and use probability models to find the probabilities of events. They use organized lists, tables, tree diagrams, and simulations to find the probabilities of compound events.

Other skills students will learn through mathematical practice are:

- make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others

	<ul style="list-style-type: none"> • Model with mathematics • Use appropriate tools strategically • Attend to precision • Look for and make use of structure • Look for and express regularity in repeated reasoning
Themes	Standards
Number Sense	<p>1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:</p> <p>1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.</p> <p>1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.</p> <p>1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.</p> <p>1.4 Differentiate between rational and irrational numbers.</p> <p>1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.</p> <p>1.6 Calculate the percentage of increases and decreases of a quantity.</p> <p>1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.</p> <p>2.0 Students use exponents, powers, and roots and use exponents in working with fractions:</p> <p>2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.</p> <p>2.2 Add and subtract fractions by using factoring to find common denominators.</p> <p>2.3 Multiply, divide, and simplify rational numbers by using exponent rules.</p> <p>2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.</p> <p>2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.</p>

**Algebra and
Functions**

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).

1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x^2 + 5)$.

1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.

1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.

1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to

3.0 Students graph and interpret linear and some nonlinear functions:

3.1 Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in y -value) per unit of horizontal change (change in x -value) is always the same and know that the ratio (“rise over run”) is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

	<p>4.0 Students solve simple linear equations and inequalities over the rational numbers:</p> <p>4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.</p> <p>4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation</p>
<p>Measurement and Geometry</p>	<p>1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:</p> <p>1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).</p> <p>1.2 Construct and read drawings and models made to scale.</p> <p>1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.</p> <p>2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:</p> <p>2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.</p> <p>2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.</p> <p>2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.</p> <p>2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or $[1 \text{ ft}]^2 = [144 \text{ in}]^2$, 1 cubic inch is approximately 16.38 cubic centimeters or $[1 \text{ in}]^3 = [16.38 \text{ cm}]^3$).</p>

	<p>3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:</p> <p>3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.</p> <p>3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.</p> <p>3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.</p> <p>3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.</p> <p>3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.</p> <p>3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).</p>
<p>Statistics, Data Analysis, and Probability</p>	<p>1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:</p> <p>1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.</p> <p>1.2 Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).</p> <p>1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.</p>

<p>Mathematical Reasoning</p>	<p>1.0 Students make decisions about how to approach problems:</p> <p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.</p> <p>1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.</p> <p>1.3 Determine when and how to break a problem into simpler parts.</p> <p>2.0 Students use strategies, skills, and concepts in finding solutions:</p> <p>2.1 Use estimation to verify the reasonableness of calculated results.</p> <p>2.2 Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.</p> <p>2.4 Make and test conjectures by using both inductive and deductive reasoning.</p> <p>2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.8 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.</p>
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SEVENTH GRADE	
English Language Arts (CORE)	
Building on the skills acquired in sixth grade, students in seventh grade, begin Reader’s Workshop by investigating characters across a series, where in Writer’s Workshop, they develop elaborate memoirs with deeper meaning.	
Reading	
Theme	Standards
Investigating Characters across Series	<p>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p>3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</p>
Non-Fiction	<p>2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</p> <p>2.2 Locate information by using a variety of consumer, workplace, and public documents.</p> <p>2.3 Analyze text that uses the cause-and-effect organizational pattern.</p>
Analytical (Perspective Taking)	<p>3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p> <p>3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p>3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p>
Writing	
Theme	Standards
Memoir	<p>2.1 Write autobiographical narratives:</p> <p>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p>

	<p>b. Develop complex major and minor characters and a definite setting.</p> <p>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</p>
Realistic Fiction/Social Action	<p>2.1 Write fictional or autobiographical narratives:</p> <p>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p> <p>b. Develop complex major and minor characters and a definite setting.</p> <p>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</p>
Persuasive Essay	<p>2.4 Write persuasive compositions:</p> <p>a. State a clear position or perspective in support of a proposition or proposal.</p> <p>b. Describe the points in support of the proposition, employing well-articulated evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p>
Literary Essay	<p>2.2 Write responses to literature:</p> <p>a. Develop interpretations exhibiting careful reading, understanding, and insight.</p> <p>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</p> <p>c. Justify interpretations through sustained use of examples and textual evidence.</p>
Poetry	<p>1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p>
Summary Writing	<p>2.5 Write summaries of reading materials:</p> <p>a. Include the main ideas and most significant details.</p> <p>b. Use the student’s own words, except for quotations.</p> <p>c. Reflect underlying meaning, not just the superficial details.</p>

SEVENTH GRADE	
Social Science (CORE)	
<p>Medieval and Early Modern Times: Students in seventh grade explore the technological changes that occurred in Europe, Africa, and Asia in A.D. 500-1789, as well as the history and geography of great civilizations that were developing throughout medieval and modern times. Moreover, students study the Enlightenment Philosophy, the natural rights of human beings, the divine right of kings, experimentalism in science, and the natural right of kings.</p>	
Roman Empire	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news). 2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. 3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.
Islam in the Middle Ages	<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Identify the physical features and describe the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. 3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. 4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

	<p>5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.</p>
China in the Middle Ages	<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. 2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods. 3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods. 4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. 5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.
Medieval Africa	<p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. 3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. 4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa. 5. Describe the importance of written and oral traditions in the transmission of African history and culture.
Medieval Japan	<p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan. 2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign. 3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i>, <i>daimyo</i>, and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.

	<ol style="list-style-type: none"> 4. Trace the development of distinctive forms of Japanese Buddhism. 5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i>. 6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.
Medieval Europe	<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe. 2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. 3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order. 4. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England). 5. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. 6. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population. 7. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
The Renaissance	<p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). 2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas. 3. Understand the effects of the reopening of the ancient "Silk Road"

	<p>between Europe and China, including Marco Polo’s travels and the location of his routes.</p> <p>4. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</p>
The Reformation	<p>7.9 Students analyze the historical developments of the Reformation.</p> <ol style="list-style-type: none"> 1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences). 2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale). 3. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent). 4. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map. 5. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).
The Age of Exploration, The Enlightenment, and The Age of Reason	<p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p> <ol style="list-style-type: none"> 1. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent. 2. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers. 3. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity. 4. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders). 5. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

SEVENTH GRADE

Physical Education (CORE)

The seventh grade physical education curriculum exposes students to a lifestyle that includes sportsmanship, health/fitness knowledge, and continued skill development. Our goal is to instill the knowledge that will allow students to lead a productive and healthy life. 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 are evaluated in three areas: effort, participation, and sportsmanship. Students should be prepared to exercise by wearing appropriate (non-restrictive) clothing, which includes athletic shoes. In the middle grades, there is an emphasis on working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

Standards

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

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

EIGHTH GRADE**Physical Science (CORE)**

Science Content in the eighth grade focuses on Physical Science. Students study topics in physical sciences, such as motion, forces, and the structure of matter, by using a quantitative, mathematically based approach similar to the procedures they will use in high school. Earth, the solar system, chemical reactions, the chemistry of biological processes, the periodic table, and density and buoyancy are additional topics that will be treated with increased mathematical rigor, in anticipation of high school courses. Students should begin to grasp four concepts that help to unify physical sciences: force and energy; the laws of conservation; atoms, molecules, and the atomic theory; and kinetic theory. Those concepts serve as important organizers that will be required as students continue to learn science. Through the inquiry and scientific processes students will engage in hands-on experiments to gain a deep understanding of the content. Students will conduct research and will focus on the specific academic and technical language in Science.

Themes	Standards
Motion	<p>1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:</p> <ul style="list-style-type: none">a. Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.c. Students know how to solve problems involving distance, time, and average speed.d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object.e. Students know changes in velocity may be due to changes in speed, direction, or both.f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.
Forces	<p>2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:</p>

	<p>a. Students know a force has both direction and magnitude.</p> <p>b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.</p> <p>c. Students know when the forces on an object are balanced; the motion of the object does not change.</p> <p>d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.</p> <p>e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).</p> <p>f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.</p> <p>g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.</p>
<p>Structure of Matter</p>	<p>3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:</p> <p>a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.</p> <p>b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.</p> <p>c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.</p> <p>d. Students know the states of matter (solid, liquid, gas) depend on molecular motion.</p> <p>e. Students know that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.</p> <p>f. Students know how to use the periodic table to identify elements in simple compounds.</p>
<p>Earth in the Solar System (Earth Sciences)</p>	<p>4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:</p> <p>a. Students know galaxies are clusters of billions of stars and may have different shapes.</p> <p>b. Students know that the Sun is one of many stars in the</p>

	<p>Milky Way galaxy and that stars may differ in size, temperature, and color.</p> <p>c. Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.</p> <p>d. Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.</p> <p>e. Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.</p>
Reactions	<p>5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:</p> <p>a. Students know reactant atoms and molecules interact to form products with different chemical properties.</p> <p>b. Students know the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.</p> <p>c. Students know chemical reactions usually liberate heat or absorb heat.</p> <p>d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.</p> <p>e. Students know how to determine whether a solution is acidic, basic, or neutral.</p>
Chemistry of Living Systems (Life Sciences)	<p>6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:</p> <p>a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.</p> <p>b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.</p> <p>c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.</p>

Periodic Table	<p>7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know how to identify regions corresponding to metals, nonmetals, and inert gases. b. Students know each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus. c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.
Density and Buoyancy	<p>8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know density is mass per unit volume. b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume. c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced. d. Students know how to predict whether an object will float or sink.
Investigation and Experimentation	<p>9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <ul style="list-style-type: none"> a. Plan and conduct a scientific investigation to test a hypothesis. b. Evaluate the accuracy and reproducibility of data. c. Distinguish between variable and controlled parameters in a test. d. Recognize the slope of the linear graph as the constant in the relationship and apply this principle in interpreting graphs constructed from data. e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables. f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed =

	<p>distance/time, density = mass/volume, force = pressure \times area, volume = area \times height).</p> <p>g. Distinguish between linear and nonlinear relationships on a graph of data.</p>
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<u>EIGHTH GRADE</u>

Algebra (CORE)

Eighth-grade students build on their understanding of proportional relationships and solve related real-world and mathematical problems. They apply this understanding to graphing and solving linear equations and systems of linear equations. Students comprehend the concept of a function and use functions to describe quantitative relationships. They describe and analyze two- and three-dimensional figures using their knowledge of distance, angles, similarity, and congruence. Eighth-grade students understand and apply the Pythagorean theorem. They work with irrational numbers, representing them with radical expressions and approximating them with rational numbers. Students' work with line plots in earlier grades progresses into the graphing of measurement data with scatter plots in eighth grade. Students construct and interpret scatter plots to discover associations between measured variables.

Themes	Standards
Algebra I	<p>Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.</p> <p>1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:</p> <p>1.1 Students use properties of numbers to demonstrate whether assertions are true or false.</p> <p>2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.</p> <p>3.0 Students solve equations and inequalities involving absolute values.</p>

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

14.0 Students solve a quadratic equation by factoring or completing the square.

	<p>16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.</p> <p>17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.</p> <p>18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.</p> <p>19.0 Students know the quadratic formula and are familiar with its proof by completing the square.</p> <p>20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.</p> <p>21.0 Students graph quadratic functions and know that their roots are the x-intercepts.</p> <p>22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.</p> <p>23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.</p> <p>24.0 Students use and know simple aspects of a logical argument:</p> <p>24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.</p> <p>24.2 Students identify the hypothesis and conclusion in logical deduction.</p> <p>24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.</p> <p>25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:</p> <p>25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.</p> <p>25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.</p> <p>25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.</p>
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EIGHTH GRADE	
English Language Arts (CORE)	
<p>In eighth grade, students use the skills acquired in sixth and seventh grade to deepen their understanding. Students are pushed to critically analyze and evaluate text. The first unit covered in Reader’s Workshop is Non-Fiction reading. Moreover, in Writer’s Workshop, students compose more elaborate memoirs.</p>	
Reading	
Theme	Standards
Developing Analytical Reading Practices (Interpretation)	<p>1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>2.2 Analyze text that uses proposition and support patterns.</p> <p>2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p>
Non-Fiction Reading	<p>2.1 Compare and contrast the features and elements of consumer materials from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p>2.5 Understand and explain the use of a complex mechanical device by following technical directions.</p>
Non-Fiction Research	<p>2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p>
Fantasy Book Clubs	<p>3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p>3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.5 Identify and analyze recurring themes (e.g., good versus evil) across</p>

	traditional and contemporary works.
Writing	
Theme	Standards
Memoir	<p>2.1 Write biographies, autobiographies, short stories, or narratives:</p> <p>a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer’s attitude about, the subject.</p> <p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p>
Persuasive Essay	<p>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>2.4 Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</p>
Literary Essay	<p>2.2 Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p> <p>b. Connect the student’s own responses to the writer’s techniques and to specific textual references.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</p>
Poetry	<p>1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>3.1 Determine and articulate the relationship between the purposes and different</p>

	<p>forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).</p> <p>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work.</p>
Research Report	<p>2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize</p>
Independent Writing	<p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <p>a. Present information purposefully and succinctly and meet the needs of the intended audience.</p> <p>b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p>

EIGHTH GRADE	
Social Science (CORE)	
<p>United States History Growth and Conflict: Students in eight grade explore the ideas, issues, and events that lead to the creation of the Constitution up to World War I. Moreover, students trace the development of American politics, society, culture, and economy. They study the causes, courses, and consequences of the Civil War as well as the challenges facing new nations.</p>	
The U.S. Constitution	<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <ol style="list-style-type: none"> 1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. 2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. 3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and

	<p>states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.</p> <p>4. Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.</p> <p>5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.</p> <p>6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> <p>7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</p>
<p>The American Political System</p>	<p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.</p> <p>2. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p> <p>3. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).</p> <p>4. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</p> <p>5. Understand the functions and responsibilities of a free press.</p>
<p>The Abolition of Slavery</p>	<p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p> <p>2. Discuss the abolition of slavery in early state constitutions.</p> <p>3. Describe the significance of the Northwest Ordinance in education and in</p>

	<p>the banning of slavery in new states north of the Ohio River.</p> <p>4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.</p> <p>5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).</p> <p>6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.</p>
The Civil War	<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.</p> <p>2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.</p> <p>4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p> <p>5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p>
The Consequences of Reconstruction	<p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p>1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p> <p>2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).</p> <p>3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.</p> <p>4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.</p> <p>5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p>
The Industrial Revolution	<p>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p>

	<ol style="list-style-type: none"> 1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map. 2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization. 3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. 4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford). 5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement). 6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions. 7. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).
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<u>EIGHTH GRADE</u>	
Physical Education (CORE)	
<p>The eighth grade physical education curriculum is based on exposing students to a lifestyle that includes sportsmanship, health/fitness knowledge, and skill development. Our goal is to instill the knowledge that will allow students to lead a productive and healthy life. 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 are evaluated in three areas: effort, participation, and sportsmanship. Students should be prepared to exercise by wearing appropriate (non-restrictive) clothing, which includes athletic shoes. In the eighth grade as in the other middle grades, there is an emphasis on working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.</p>	
Standards	<p>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>

	<p>Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.</p> <p>Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p>Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>
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<p>ENGLISH LANGUAGE DEVELOPMENT</p> <p>Students identified as English Language Learners (ELLs) will be required to take a supplemental ELD course as part of an extended school day. This format allows for students to participate in electives and not miss out on valuable learning experiences. Students will focus on learning academic language and focus on necessary skills in both English Reading and Writing so that they may be reclassified as English Proficient.</p> <p>The goals and objectives are based on the <i>California ELD Standards: Grades 6 – 8</i></p> <p>By successful completion of middle school students enrolled in ELD courses will:</p> <ul style="list-style-type: none"> • <i>(Listening/Speaking)</i> Continually expand their comprehension and production of oral English in ever widening contexts to participate fully in a mainstream English setting. Specifically, they will understand and speak oral English within the age-appropriate parameters as stated in the <i>California ELD Content Standards: Grades 6 – 8</i> • <i>(Reading)</i> Become readers who employ appropriate strategies and skills to construct meaning from increasingly complex English print. Specifically, they will expand their use of age-appropriate literature and familiarity with a wide variety of genre as stated in the <i>California ELD Standards: Grades 6 – 8</i>. • <i>(Writing)</i> Become increasingly skillful writers of English, able to communicate effectively in an ever widening variety of contexts. Specifically, students will fully employ the writing process and write English within the age-appropriate parameters as stated in the <i>California ELD Standards: Grades 6 – 8</i>, • <i>(Careers)</i> Develop English skills needed for a wide range of occupations and gain awareness of the variety of career choices available, especially to those with proficiency in multiple languages.
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Professional Development

A Leadership Team comprised of teachers, administrators, and other instructional support staff will meet a minimum of one time each month. The Leadership Team will be responsible for analyzing data, planning professional development, and making recommendations on instructional resources to be used to supplement the CORE. Once the middle school is expanded to include a larger number of teachers, a needs assessment will be conducted in order to identify teacher needs. Our professional development plan at PLN Charter Middle School includes how Special Education is considered in the design of our instructional practices and is based on the following ASCD principles:

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

Need: Provide ongoing professional development and support in the curricular areas identified as having the greatest need.

MEASURABLE OBJECTIVE	ACTIVITIES	TIMELINE	PARTICIPANTS	EVALUATION
based on identified need	to meet the identified need	for completing the activity	invited or required	How will results be measured?
All new teachers will be trained in the use of inquiry based instruction.	-Training will be provided three times throughout the year. This will include classroom visits. -PLC Teams will focus on improving student learning in mathematics. Much of this conversation will include the use of investigations.	2013-2014 school year	All new teachers.	An evaluation will be provided to participants at the end of each professional development session.
Math teachers in grades 6-8 will be trained in the use of cognitively guided instruction.	-Training at a summer conference on the UCLA campus will be offered to teachers in grades 6-8. -PLC Teams will focus on improving student learning in mathematics.	2013-2014 school year	-Teachers will be encouraged to participate in the summer training. -All math teachers will work together in a PLC Team.	Evaluation form used after the conference and at the end of each PLC Team Meeting.
ELA/SLA teachers will be trained in Reader's and Writer's Workshop	-Training at a summer institute at Teacher's College will be offered to all teachers in grades 6-8.	2013-2014 school year	-Teachers will be encouraged to participate in the summer training. All language arts teachers will work	Evaluation form used after the conference and at the end of each PLC Team Meeting.

MEASURABLE OBJECTIVE	ACTIVITIES	TIMELINE	PARTICIPANTS	EVALUATION
based on identified need	to meet the identified need	for completing the activity	invited or required	How will results be measured?
			together in a PLC team.	
All teachers and administrators will receive professional development on research-based ELD instructional strategies.	-A minimum of five early dismissal days and one Pupil Freed Day will be devoted to providing teachers with professional development on the following topics: SIOP, GLAD, Thinking Maps, and assessing EL students.	2013-2014 school year	-All teachers will participate in the early dismissal and Pupil Free Day trainings.	Evaluation form provided to each participant after each PD session.
All teachers and administrators will receive professional development regarding effective instructional strategies for students with special needs.	-A minimum of three early dismissal days will be devoted to this topic.	2013-2014 school year	-All teachers and administrators will participate in the early dismissal trainings.	Evaluation form provided to participants after each PD session.
Project-based Learning and STEAM	-PLN will contract with The Buck Institute and UCLA's Lab School to provide a minimum of five days of trainings that will deepen understanding of these approaches.	2013-2014 school year	-Three days of the PD Institute prior to the start of the school year will focus on PBL followed by a minimum of five early dismissal days throughout the school year.	Evaluation form provided to participants after each PD session.

MEASURABLE OBJECTIVE	ACTIVITIES	TIMELINE	PARTICIPANTS	EVALUATION
based on identified need	to meet the identified need	for completing the activity	invited or required	How will results be measured?
Child Abuse reporting guidelines, health, safety and other mandated policies will be reviewed one time each semester by all staff.	-DCFS trained staff and PLN administrators will provide these trainings.	2013-2014 school year	-One time each semester	Evaluation form provided to participants after each PD session.

Need: Provide professional development to assist teachers in the use of student assessment data.

MEASURABLE OBJECTIVE	ACTIVITIES	TIMELINE	PARTICIPANTS	EVALUATION
based on identified need	to meet the identified need	for completing the activity	invited or required	How will results be measured?
All teachers will be trained in the use of data systems and the RTI framework.	-Train new teachers. -Training as needed within grade levels.	2013-2014 school year	All teachers and School Site Council members.	-An evaluation will be provided to participants at the end of each professional development session. -Direct feedback will be given to each teacher during data chats.

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

MEASURABLE OBJECTIVE	ACTIVITIES	TIMELINE	PARTICIPANTS	EVALUATION
based on identified need	to meet the identified need	for completing the activity	invited or required	How will results be measured?
Train all teachers	-Ongoing	2013-2014	All teachers with	End of activity

MEASURABLE OBJECTIVE	ACTIVITIES	TIMELINE	PARTICIPANTS	EVALUATION
who have interactive whiteboards in their classroom.	training is optional for those who have used Smart Boards previously.	school year	interactive whiteboards in their classrooms.	evaluation.

Five Year PLN Plan for Professional Development

SCHOOL YEAR	PROFESSIONAL DEVELOPMENT
2013-2014	<ol style="list-style-type: none"> 1. Implement Professional Learning Communities. 2. Implement Project Based Learning by The Buck Institute. 3. Implement Thinking Maps to supports English Learners. 4. Create mid-semester writing assessments. 5. Enhance readers and writers workshop. 6. Introduce cognitively guided instruction in mathematics. 7. Understanding of general metrics and data analysis. 8. Supporting students with special needs. 9. Child abuse reporting guidelines, health, safety, and other pertinent policies. 10. Implementation of STEAM.
2014-2015	<ol style="list-style-type: none"> 1. Continue enhancing PLC's. 2. Revisit PBL. 3. Revisit GLAD strategies and Thinking Maps training. 4. Revise mid-semester writing assessments and anchor papers. 5. Continue to enhance readers and writers workshop. 6. Continue implementing CGI. 7. Analyze data 8. Supporting students with special needs. 9. Child abuse reporting guidelines, health, safety, and other pertinent policies. 10. Implementation of STEAM.
2015-2016	<ol style="list-style-type: none"> 1. Strengthen PLC's. 2. PBL and higher level questioning strategies. 3. Instructional supports for EL's. 4. Writing assessments and rubrics. 5. Continue developing readers and writers workshop. 6. Continue learning about CGI. 7. Analyze data. 8. Supporting students with special needs. 9. Child abuse reporting guidelines, health, safety, and other pertinent

	<p>policies.</p> <p>10. Implementation of STEAM.</p>
2016-2017	<ol style="list-style-type: none"> 1. Support PLC's. 2. Continue PBL and higher level questioning. 3. Continue researching and implementing effective EL support strategies. 4. Revise writing assessments and rubrics. 5. Readers and writers workshop. 6. Cognitively Guided Instruction. 7. Analyze data. 8. Supporting students with special needs. 9. Child abuse reporting guidelines, health, safety, and other pertinent policies. 10. Implementation of STEAM.
2017-2018	<ol style="list-style-type: none"> 1. Professional Learning Communities 2. Project Based Learning and higher level questioning strategies. 3. Strategies to support English Learners 4. Writing assessments and rubrics 5. Readers and writers workshop 6. Cognitively Guided Instruction in Mathematics 7. Analyze data 8. Conduct PD needs assessment to be reviewed by Leadership Team. Plan next steps. 9. Supporting students with special needs. 10. Child abuse reporting guidelines, health, safety, and other pertinent policies. 11. Implementation of STEAM.

Subject-Specific Curricula

The California Content Standards

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

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

[Para los Niños Common Core Standards Transition Plan](#)

	IMPLEMENTATION PLAN	ACTIVITIES/TIMELINE	ASSIGNMENTS/RESOURCES
COMMUNICATION	<p>Develop strategic communication plan for staff, students, parents, the community:</p> <ul style="list-style-type: none"> -Ensure clear, consistent messaging regarding CCS. -Engage all stakeholders. -Help develop a solid understanding of CCS by providing access to available resources. -Publish PLN roadmap for implementation. 	<ul style="list-style-type: none"> -PLN Board Mtg.: 1/12 -Leadership Team Mtg.: 2/12 -School Site Council: 2/12 -Post info. about CCS on PLN Facebook tab/Newsletter: 6/12 	<p><u>Navigating Implementation of the Common Core Standards</u> (Reeves, et. al.)</p> <p>-cde.ca.gov/c/cc</p> <p>www.corestandards.org</p>
INITIATIVE INVENTORY	<p>Align current PLN initiatives with CCS:</p> <ul style="list-style-type: none"> -Identify school-wide initiatives and programs. -Assess rigor of initiatives and programs with CCS. -Remove ineffective programs. 	<ul style="list-style-type: none"> -Conduct needs assessment with Leadership Team: 3/12 	<ul style="list-style-type: none"> -PLN Charter -PLN scope & sequence -PLN curricular maps
LEARNING CONTEXT	<p>Assess and consider rethinking:</p> <ul style="list-style-type: none"> -Staffing patterns. -School schedules. -Instructional materials and resources. -Technology -Structure for collaboration. 	<ul style="list-style-type: none"> -Leadership Team to conduct instructional materials inventory. Identify areas of gap and wish list of items to order. 	<ul style="list-style-type: none"> -PLN charter -PLN Curriculum Library
PROFESSIONAL DEVELOPMENT	<p>Consider needs for PD in the</p>	<ul style="list-style-type: none"> -Leadership Team Mtg. : 3/12, Task to identify PLN 	<ul style="list-style-type: none"> -Institute for

	IMPLEMENTATION PLAN	ACTIVITIES/TIMELINE	ASSIGNMENTS/RESOURCES
	<p>following areas:</p> <ul style="list-style-type: none"> -Effective Data Teams. -Sufficient depth in content expertise. -Literacy across all content areas. -Creating exemplars for each grade level. -Increasing non-fiction writing across the curriculum. -Increasing level of rigor and thinking strategies. -Differentiating instruction. -Assessment literacy. -Creating performance assessments. -Other staff needs that arise. 	<p>expertise in content area. Also, identify organizations who can support PLN areas of need. Also, identify conferences that can support areas of need.</p>	<p>Learning</p> <ul style="list-style-type: none"> -Carnegie Mellon standards -PLN charter -Knox Education
CURRICULUM DESIGN	<p>Build the foundation:</p> <ul style="list-style-type: none"> -Develop scope and sequence. -Cluster standards when appropriate. -Develop curriculum maps. <p>Design units of study:</p> <ul style="list-style-type: none"> -Review deconstructed standards and create student friendly targets. -Create unit assessments. 	<ul style="list-style-type: none"> -Curriculum Coordinator to identify overlap of current PLN scope and sequence with CCS: 3/12 -Plan PD time for teachers to review CCS in literacy and math 	<ul style="list-style-type: none"> -Teachers College CCS on-line resources -Knox Education -University partnerships

	IMPLEMENTATION PLAN	ACTIVITIES/TIMELINE	ASSIGNMENTS/RESOURCES
	-Design formative assessments.		
QUALITY INSTRUCTION	<p>Implement standards-based instructional practices:</p> <ul style="list-style-type: none"> -Focus on clearly designed standards. -Implement engaging learning experiences in student centered classrooms. -Engage student thinking through higher level questions. -Conduct frequent formative assessments to monitor learning, refine instruction, and plan intervention. 	-Leadership Team Mtg.: 3/12, Task to prioritize PD and plan accordingly.	<ul style="list-style-type: none"> -Institute for Learning -Carnegie Mellon standards -PLN charter -Knox education
ACCESS AND ACCELERATION	<p>Ensure differentiation:</p> <ul style="list-style-type: none"> -Design structures and strategies for access and acceleration for all sub-groups including English Learners, students with special needs, and economically disadvantaged students. 	<ul style="list-style-type: none"> -Leadership Team Mtg.: 5/12, Task to identify resources for acceleration, PD to support EL's, intervention structures. -PLN Board mtg. to share LT's findings referenced above: 6/12 	<ul style="list-style-type: none"> -School data -Drowne Foundation intervention data
ASSESSMENT INVENTORY	<p>Create a balanced assessment program:</p> <ul style="list-style-type: none"> -Ensure alignment of current assessments with the core standards, noting inconsistencies and gaps. -Understand status and growth metrics. 	<ul style="list-style-type: none"> -Leadership Tem Mtg. to review school-wide assessment data: 5/12 -PD on growth metrics 	<ul style="list-style-type: none"> -DIBELS Next -SP literacy assessments -Dean Gallagher of USC
EFFECTIVE	-Use Data Teams to monitor student progress and	-Principal to plan Data Team meetings for next school	-PLN assessments

	IMPLEMENTATION PLAN	ACTIVITIES/TIMELINE	ASSIGNMENTS/RESOURCES
FEEDBACK	<p>effectiveness.</p> <ul style="list-style-type: none"> -Ensure teachers understand effective feedback strategies as a critical component of formative assessment. -Promote student self assessment of meeting academic targets. 	<p>year.: 6/12</p>	
ACCOUNTABILITY	<ul style="list-style-type: none"> -Follow the PLN data analysis protocol. -Identify target students and develop a plan to meet those students' needs. -Act upon the evidence. 	<ul style="list-style-type: none"> -Conduct PD data analysis with teachers: 8/12 -Share data with SSC: 9/12 -Share data with PLN Board: 9/12 	<ul style="list-style-type: none"> -PLN Data Analysis Protocol -RTI resources
SYSTEMIC ALIGNMENT	<p>Ensure PLN charter alignment with:</p> <ul style="list-style-type: none"> -Supervision and evaluation policies and practices. -Assessment policies and practices. -Funding sources. -Systemic focus of time, effort, and resources. 	<ul style="list-style-type: none"> -Principal to create classroom observation checklist: 6/12 -Revise PLN teacher evaluation to reflect CCS: 6/12 	<ul style="list-style-type: none"> -CSTP's -PLN HR Vice President -LACOE HR -CALSA Leadership Conference

Matrix adapted from Navigating Implementation of the Common Core State Standards (Reeves, et. al., 2011)

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

Content Area	State-Adopted Materials	Supplementary Materials
English Language Arts	PLN does not use state adopted Materials for Language Arts. Teachers utilize Authentic Literature to teach Language Arts through the Workshop approach.	Classroom Leveled Reading Libraries Teachers College Reading and Writing Units of Study DIBLES Shared Reading
English Language Development	High Point	

Mathematics	CPM Math	
Science	It's About Time: 3 Year Middle School Inquiry Science	University Elementary School (UCLA) Critical Thinking Institute Science Trade Books, reference books, expository text materials; primary resources
Social Studies	Teacher's Curriculum Institute	University Elementary School (UCLA) Critical Thinking Institute Materials Social Studies trade books, reference books, expository text materials; primary resources, TCI History Alive

***Special Education Program**

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student

otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

CBEDS, which is due at the end of October of Each School Year.

All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District's Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

The MCD requires charter schools to implement the District's Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

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

English Learner Instruction

Para Los Niños Charter Middle School is required to identify potential English Learner students on a timeline consistent with all state and federal regulations and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Para Los Niños Charter Middle School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan *or* implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

How ELs' needs will be identified;

What services will be offered;

- How, where and by whom the services will be provided;
- How the program for ELs is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Para Los Niños Charter Middle School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Para Los Niños Charter Middle School shall administer the CELDT annually. Para Los Niños Charter Middle School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

English Language Learners

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

CELDT Testing

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

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

In order to address the individual needs of English Learners, the PLN Charter Middle School carefully monitors performance of students in classroom assignments and on standardized testing. Students scoring in the lowest levels of the CELDT are provided targeted English instruction in small group settings. Targeted instruction focuses on skills, functional vocabulary, and information that support students throughout the school day. The goal is to ensure a quality instructional program that enables English Language Learners to attain English proficiency,

achievement in all academic subject areas, and to have full access to the educational opportunities offered at the school.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, , all of the following:

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

After receiving the CELDT results each year, the CELDT coordinator will notify the Language Appraisal team of students meeting criteria to reclassify. Parents are then notified in writing of their child's eligibility to reclassify. The Language Appraisal Team along with the Parent will determine if student reclassifies. The members of The Language Appraisal Team consist of: an administrator, CELDT Coordinator, and the classroom teacher.

Strategies for English Learners and Intervention

All teachers front-load all academic lessons with the introduction and review of academic vocabulary. All PLN Charter Middle School teachers have been trained in GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol). Teachers collect, analyze, and reflect on data such as CELDT, CST, ELD Portfolios, Reading Levels, and Writing samples to set goals for students. Middle School teachers are encouraged to utilize multiple modalities while teaching to insure that students are accessing the curriculum. All English Learner students will have to enroll in the additional course. Students will take this course at the end of the day so that they may continue to participate in enrichment electives. Teachers will continue to use middle school English Language Development portfolios to measure the progress of ELs. Students who are not making progress will participate in intervention such as tutoring or Saturday classes that focus on English Language Development.

Para Los Niños Middle School students demonstrate growth towards meeting the AYP targets in 2011 and did not meet AYP target in 2012. It is important to note that PLN Charter Middle School has been

exiting its 6th grade cohort due to space constraints. As the PLN Charter Middle School is currently housed at the PLN Charter Elementary, the middle school has had to send students to other schools at the end of their sixth grade year. The 2011 6th grade cohort and the 2012 6th grade cohort is representative of two different groups of students. Many of the students that we serve are second language learners and we acknowledge this is an area of continued need. As a middle school we are also challenged by students who enter Para Los Niños Middle School from other local elementary sites who are not meeting grade level proficiency. We understand that English Language Proficiency supports the academic success of students and we are constantly refining our programs and taking a deeper look at best practices and incorporating these into our school program to provide access to all students learning in our classrooms. Para Los Niños Charter Middle School is committed to continue working with our content teachers and providing professional development to support the language needs of our second language learners.

Socioeconomically Disadvantaged Students

The environment, curriculum, and activities at the PLN Charter Middle School are specifically designed to address the needs of an economically disadvantaged population. In addition to developing a strong academic base that enables students to close the achievement gap with their LAUSD peers, the school integrates specific strategies for working with students classified as economically disadvantaged. Students are identified as economically disadvantaged through the free and reduced lunch program or if they qualify for other public assistance. Other supports that benefit these students are teaching assistants assigned to each classroom. The role of the teaching assistant is to support students in the classroom. Teaching assistants may work with an assigned group of students to review concepts and to practice concepts taught in class. Students are carefully monitored by the collection of data at several intervals during the school year. The Curriculum Coordinator monitors the collection of data and analyzes group data and works with teachers to plan intervention in class. Other opportunities for intervention may be to be referred to tutoring or to attend Saturday class. The physical environment of school is welcoming and safe, includes stimulating and varied materials, and is aesthetically beautiful. Safe School activities promote a safe place for children whose home neighborhoods are often characterized by chaos, violence, or both. Students have ample opportunity to play and work outside. As most students spend their entire day (7 a.m. to 6 p.m.) at our school, nutritious breakfast, lunch and snacks are provided. Children also have the opportunity to play safely outdoors — an opportunity they might not have in their own neighborhoods. A full spectrum of nutritious food is offered during Breakfast, Lunch, and Nutrition. Our Integrated Service Delivery Model and Response to Intervention and Instruction system ensures that all our students and families have access to any needed social, family, or mental health support services necessary to ensure opportunities for optimal academic development.

Gifted Students

California Education Code, Sections 52200-52212 permits a LEA to develop its own identification criteria for determining the eligibility of students as gifted/talented. The following criteria will be used by PLN to identify students as intellectually gifted: a) A score of 95 or higher percentile on a standardized intelligence test administered by a PLN school psychologist;

b) Scaled scores of 445 or above on the English Language Arts portion of the California Standards Test and 450 or above on the mathematics or Algebra I portion of the same test; c) Grade point average of 3.5 or above; d) a signed referral form by a PLN teacher and consent form signed by the student's parent/guardian.

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

Students Achieving Substantially Below Grade Level

Students who are achieving substantially below grade level are not meeting grade level benchmarks. Students scoring at intensive levels in assessments are identified as achieving substantially below grade level. Should a student be achieving below grade level, by scoring in the FBB, BB or Basic bands of the CST, teachers provide targeted interventions to assure that the student's needs are addressed. Daily, teachers have the opportunity to work in smaller group settings with students in need of targeted intervention. Teachers work with students to create measureable growth goals in the areas of need. Teachers also utilize progress monitoring tools to measure student growth. Students who are achieving substantially below grade level is able to participate in intervention classes on Saturday or may be referred to tutoring. Students who are struggling in math will also be invited to attend Saturday School. Through our unique partnership with CFY, students also have access to a computer and software program that can support their learning at home. Through sites such as mylearning.com, teachers can create syllabus that will connect students with learning opportunities in their home. This site also provides the teacher feedback by reporting on student performance on assigned work. PLN Charter Middle School also utilizes Jiji Math from the MIND Institute. Teachers have access to timely reports on student progress and can use multiple measures to determine next steps for students

ELEMENT 2- MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. *Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607*

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

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

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

Knowledge

Students enrolled at the Para Los Niños Charter Middle School have access to a rigorous, standards-based curricular program that will prepare them to enter a rigorous college prep program in high school. We understand that, in order to be academically successful in high school and beyond, our charter school is responsible for ensuring that all students build a foundation for standards-based academic content in middle school and beyond.

- A. We expect all students to achieve grade-level proficiency in the California Content Standards and the California Common Core Standards
- B. We expect that all students will develop and be able to use content area specific vocabulary appropriately
- C. We expect that all students will be able to articulate and demonstrate their understanding of key concepts in each content area using a variety of methods and tools.

Skills

Student enrolled at the Para Los Niños Charter Middle School will participate in classroom, school, and community based activities designed to foster the development of skills critical to academic and personal success. We understand that in order for students to be successful in school and in life, they need the ability to access, organize, process, and apply the information presented as part of a standards-based curriculum. Furthermore, we understand that 21st century activities require successful citizens to negotiate relationships and interactions with a global community. The stakeholders of PLN will work in concert to ensure that students are able to meet the following expectations:

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

Character and Community

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

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

Additional Outcomes

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

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

Other Key Indicators and Metrics for Strategic Priorities

Para Los Niños Charter Middle School is committed to closing the achievement gap for children up to age 14 by measuring the success of its strategic priorities by the following:

- A. Conducting asset mapping focus groups
- B. Distributing parent and student satisfaction surveys each year and analyzing the results.
- C. Ninety percent of parents accessing school resources.

Para Los Niños Charter Middle School will comply with all applicable provisions of the No Child Left Behind Act.

When and How Pupil Outcomes will be assessed

Para Los Niños Charter Middle School utilizes a variety of assessments to measure student learning and progress. Assessments align with PLN Charter Middle instructional program and support our student goals and outcomes. These multiple measures may include assessment of academic core skills through means such as observation of students, production of meaningful work, classroom examination, and school benchmark assessments. We will also utilize STAR test data to assess student growth.

The matrix below provides a detailed explanation of the multiple measures utilized by Para Los Niños Charter Middle School to determine the achievement of student outcomes:

Para Los Niños Charter Middle School Assessment Matrix				
Assessment	What does it assess?	Who takes it?	When is it administered?	Goal
STAR	Attainment of grade level content	All students in	Annually	Meet API of 800 or above each

Para Los Niños Charter Middle School Assessment Matrix

Assessment	What does it assess?	Who takes it?	When is it administered?	Goal
California Standards Test	standards in English Language Arts, Mathematics, Science and History for 8th grade	grades 6-8		year with 89% or more of students meeting Proficient or Advanced AYP targets for all sub groups with increments of 10% each year until 100% is achieved.
Smarter Balanced Assessments	Attainment of grade level Common Core standards in English Language Arts, Mathematics,	All Students in grades 6-8	Annually starting in 2014-2015 school year	Each student achieving a minimum score of the 70 th percentile.
CELDT	California English Language Development Standards and Proficiency in English	All English Learners in grades 6-8	Annually	<p>Meet all three AMAOs for each year.</p> <p>At least 80% of English Learners will demonstrate annual progress in proficiency levels</p> <p>80% of students re-designated English Proficient by end 8th grade</p> <p>Maintain a reclassification rate that is similar</p>

Para Los Niños Charter Middle School Assessment Matrix

Assessment	What does it assess?	Who takes it?	When is it administered?	Goal
				to LAUSD.
Standards Plus	Attainment of grade level skills in English Language Arts	All students in Grades 6-8	Weekly assessments	At least 80% of students demonstrate mastery of grade level standards in English Language Arts by the end of the year.
DIBLES Next	English Language Arts Content Standards	All students in grades 6	Three times a year and progress monitoring for students not meeting benchmark every two weeks	At least 80% of students meeting benchmark by the end of the year
DEVELOPMENTAL READING ASSESSMENTS DRA	Identify level of text student can read independently with analysis of comprehension, miscues, and fluency (levels J and above)	All students in 6-8	Three times a year Beginning, Middle, End of year	At least 80% of students at grade level in reading assessments by the end of the year.
Words Their Way	Assess knowledge of each students stage of spelling development	All students in grades 6-8	Beginning and end of year as needed for student progress monitoring	At least 80% of students will score in the developmental range that is appropriate to their grade level by the end of the year.
Teacher Created Writing Assessments	Mastery of grade level writing	All students in grades 6-8	Three times a year Beginning, Middle, End of	At least 80% of students will score a 3 or 4 on a

Para Los Niños Charter Middle School Assessment Matrix

Assessment	What does it assess?	Who takes it?	When is it administered?	Goal
	standards		year	rubric that assesses grade level writing skills by the end of the year,
English Language Development Portfolios	Progress towards mastery of CA English Language Development Standards and English Language Proficiency	All English Learners in grades 6-8	Continuous assessment reported three times a year	At least 80% of English Learners will demonstrate annual progress in proficiency levels by the end of the year.
Harcourt Math Benchmark Test	Mathematics Content Standards	All students in grades 6-8	Four times a year	At least 80% of students will meet grade level standards in number sense, measurement and geometry, data analysis and probability, algebra and functions, and mathematical reasoning by the end of the year, *Students will demonstrate algebra readiness by the time they reach 8 th grade
Harcourt Math Test	Math Content	All students in	At the end of each	At least 80% of students will meet

Para Los Niños Charter Middle School Assessment Matrix

Assessment	What does it assess?	Who takes it?	When is it administered?	Goal
	Standards	grades 6-8	unit	grade level standards in number sense, measurement and geometry, data analysis and probability, algebra and functions, and mathematical reasoning by the end of the year.
MIND Institute: Jiji Math	Math Content Standards	Students in grades 6-8 who are participating in intervention	At the end of each unit	100% completion of the MIND program by the end of the school year. Students cannot advance in curriculum unless they demonstrate mastery of concepts in each unit.
Curriculum Science Test	Science Content Standards in Life Physical, Earth and Investigation and Experimentation	All students in grade 6-8	At the end of each science unit	At least 80% of students will meet grade level standards in life, earth, physical science, and investigation skills by the end of the year.
Science Journals	Science Content Standards in Life Physical, Earth and Investigation and	All students in 6-8	During each science unit	At least 80% of students will meet grade level standards in life, earth, physical

Para Los Niños Charter Middle School Assessment Matrix

Assessment	What does it assess?	Who takes it?	When is it administered?	Goal
	Experimentation			science, and investigation skills by the end of year.
Social Studies	<p>Social Studies Content Standards integrated with other CA Content Standards in Language Arts/Math/Science</p> <p>California Visual and Performing Arts Standards integrated with Social Studies Content Standards</p>	All students in grades 6-8	During each unit	At least 80% of students will score a 3 or 4 on a rubric that assesses grade level content standards, and California standard for Visual and performing arts by the end of the year
Physical Fitness	California Physical Fitness Test: Fitnessgram	All students in grade 7.	Student may be test-ed from Feb-May.	At least 80% of 7 th grade students will score in the Healthy Zone on the California Physical Fitness Test.

Adequate Yearly Progress

Schools are determined to have made Adequate Yearly Progress (AYP) by the state of California if they have met the criteria for 1) participation rate in standardized tests, 2) attaining the target “percent proficient” as designated by the annual measurable objectives (AMOs), 3) API growth, and 4) graduation rates. The fourth criterion is only applicable to schools administering a high school diploma. Schools that do not meet their AYP can be put into “Program Improvement” (PI) and face consequences from the state. The Para Los Niños Charter Middle School has committed to achieving Adequate Yearly Progress and remaining out of Program Improvement status for the duration of its charter.

The California Standards Test (CST) is a series of standardized tests designed to measure student achievement of the California State Standards. Students at the Para Los Niños Charter Middle School will take the CST in English Language Arts and Mathematics in grades 6-8. Moreover, eighth grade students will also be assessed by completing the science and history portion of the CST. The state has set as a goal for all students to score at or above proficiency on the CST by 2014. The chart below demonstrates how Para Los Niños Charter Middle School will meet AYP Participation and Proficiency Targets.

English Language Arts					
	2013	2014	2015	2016	2017
Participation Rate	95%	95%	95%	95%	95%
Proficiency Rate	89.2	100	100%	100%	100%
Mathematics					
	2012	2013	2014	2015	2016
Participation Rate	95%	95%	95%	95%	95%
Proficiency Rate	89.5	100	100%	100%	100%

Para Los Niños Charter Middle School has met the criteria to meet AYP for 2 of four years. There was no data for 2008 and in 2009 only 3 of 5 criteria were met. In 2012 only 2 of 2 AYP criteria were met. PLN Charter Middle School is committed to meeting our AYP criteria for 2013, through the use of data

analysis, providing good first instruction, , more frequent progress monitoring, and extended learning opportunities like Saturday school. Students who are not meeting academic benchmarks will be referred by their Advisory Teacher to a Student Success Team Meeting. At the meeting, the student’s parent, teachers, administrator, and other pertinent school support staff will develop an individual student learning plan outlining academic goals for the student.

Para Los Niños Charter Middle School CST Percent Proficient 2008-20112				
	2009	2010	2011	2012
Number of students tested	59	147	41	36
English Language Arts	28%	31.2%	57.1%	50%
Mathematics	23.5%	42.8%	76.7%	52.8%

*Source California Department of Education

One important area to consider as you review our test scores is that Para Los Niños Middle School has been housed at different sites throughout since it first opened which has directly impacted the school in terms of student enrollment. From 2008-2009 the PLN Charter Middle School was housed at the PLN Charter Elementary School and it opened with two sixth grade classrooms. From 2009-2010, PLN Charter Middle School move to the World Trade Center in Los Angeles with a total of 174 6th and 7th grade students. The school was once again relocated to the PLN Charter Elementary School for the 2010-11, 2011-12, 2012-2013 school years where it currently only serves 2 classes of sixth grade students. Students promoted to seventh grade continue on to other LAUSD schools or charter schools of their choice. We anticipate opening the new Para Los Niños Charter Middle School site by the 2013-2014 school year thereby allowing us to implement a middle school from grades 6-8.

ELEMENT 3- METHOD BY WHICH STUDENTS OUTCOMES WILL BE MEASURED

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

*** “LAUSD-Specific Language”**

Testing

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

At PLN Charter Middle School, we understand that assessment practices drive decisions about what and how we teach and what and how students learn (Shavelson, Carey, & Webb, 1990). Students and teachers, aware of the final expectations of any given academic exercise, will learn and teach the information needed to be successful. We believe that the most well-rounded and telling evaluation happens when students are assessed in many contexts and using a variety of methods. Through public exhibitions, portfolios, and conferencing and daily interactions of students with their teachers, peers, students are held accountable for making progress toward their goals. Authentic assessment practice (e.g. portfolios) has shown to affect instructional practice as teachers seek to teach to a better understanding of how students solve problems (Stretcher & Mitchell, 1996). Other research has recommended more authentic assessment practice (e.g. narrative evaluations and exhibitions) as a way to focus instruction on teaching critical thinking skills and improving student achievement (e.g. Wiggins, 1989). We believe that through guided and structured self-evaluation and the consideration of outside evaluation (e.g. teacher feedback, parent conferencing, and peer critique) that directed progress can be made. Through rigorous guided self-evaluation, students identify areas of strength and areas in which they need to improve.

Para Los Niños Charter Middle School is committed to using data to help guide instruction as well as professional development. Research indicates that educators who make informed decisions based on student data experience greater academic gains (Johnson, 1999). As mentioned previously, a component of Para Los Niños Charter Middle School method of assessing pupil progress is the Response to Instruction and Intervention (RtI²) “*Problem Solving Process*” (see diagram in Element 1). As educators, we recognize the importance of balancing formative assessments along with summative. PLN Charter Middle School teachers and administrators share a commitment to utilize and analyze multiple measures to determine where we need to:

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

Formal Assessments

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

- CST results (tracking growth of students by cohort as they move through the program), including API, AYP and subgroup data
- CELDT Test results
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next), Grade 6
- Developmental Reading Assessments (DRA2)
- Curriculum based pre-assessment, end of unit assessments, and post assessments in Math, Science and Social Studies
- The *Standards Plus* English Language Arts assessment is administered to students every 5-10 days. The *Standards Plus* assessments are aligned to the California State Standards and provide teachers with reports on how students are progressing towards mastery of the state standards.
- MIND Institute data on spatial and temporal reasoning. Data is provided at the end of each class session as to how student is progressing towards completion of program and grade level standards mastery. Grade 6
- English Language Development Portfolios for students who have not re-designated as English Proficient
- Administrators will attend professional development sessions provided by LACOE about SMARTER Balanced Assessments and disseminate the information learned to teachers, parents, and other school PLN Middle School stakeholders.
- Physical Fitness Test for all 7th grade students

Methods: Data Protocols

PLN Charter Middle School does not utilize a data platform. The school maintains excel files regarding individual student progress. The Curriculum Coordinator facilitates the collection of data and has created a system to track progress.

CST Data Analysis Protocol

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

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

Disaggregating Data

Currently, our significant sub-groups are Economically Disadvantaged, English Learners, and Latinos. The Principal and the Curriculum Coordinator monitor the timely submission of student assessment results and facilitate meetings where next steps and student needs are discussed. The Principal and Curriculum Coordinator meet with teachers periodically to monitor the academic progress of our significant sub-groups to ensure that their needs are being met.

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

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

Procedures for Analyzing Test Scores and other Achievement Data

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

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

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

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

- Constant flow of visitors escorted by our CEO or Superintendent of Schools

Total Quality Improvement

- The principal is responsible for submitting annual goals to increase student academic achievement. The Chief Executive Officer and Para Los Niños School Board facilitate quarterly meetings to review progress towards meeting the academic goals.

- We participate in an annual review conducted by The Los Angeles Unified School District's Charter Division. A team of educators from the Charter Division visits the school to meet with

the principal for an overview of the school, conduct classroom observations, review pertinent documents, and facilitate focus group meetings with various school stakeholders.

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

Grading Policy

The Para Los Niños Charter Middle School formally reports student progress to parents three times a year using an internally developed report card. (See Sample Report Card, Appendix D.) Parents of students who are not meeting grade level expectations are required to conference with the teacher during the first month of school to establish an Individual Learning Plan that contains goals for academic success. While the teacher is required to execute the plan, parent(s) are required to attend two follow-up meetings to determine progress or request a Student Study Team meeting.

Students in grades 6-8

Students in grades 6-8 receive reports cards three times during the school year and are graded on performance on a scale of 1 through 4 in Language Arts, Math, Social Studies, Science, Physical Education, ELD and the Arts. Technology is not graded as an independent subject but rather integrated in various content areas. The following are the evaluation codes used on the PLN Achievement Report Card: 4 -Advanced, 3-Proficient, 2-Developing, 1-Emerging. The PLN Achievement Report Card is also used to evaluate and provide parents with input regarding their child's work habits and citizenship. These are also graded on a scale of 1-4. The following evaluation codes are used on that portion of the report card: 4-Always, 3-Usually, 2-Sometimes, and 1-Rarely/Never.

Analysis, Reflection, and Goal Setting

Every year the PLN Leadership Team plans a week long professional development for teachers as a means to improve student learning and teacher practice. This is done prior to the beginning of the school year. PLN faculty and staff analyze CST results to identify trends across the grade levels and discuss implications for teaching and learning. During the summer professional development, school-wide instructional goals are decided upon by the staff taking into considerations strengths and needs across the content areas. Once the goals have been identified, each content area team must create a plan of action as

to how they will meet the school-wide instructional goals. PLN Charter Middle School 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 Charter Middle students create goals with their teachers at the beginning of the school year that supports their needs as learners.

Throughout the school year, assessment in different areas is discussed during whole-staff meetings to ensure continuity and building of skills as students move from one grade level to the next. At the beginning of the school year, teachers analyzed student CST scores and utilized multiple measures to identify groups of students to target for intervention or enrichment. Teachers submitted these groups of students to the Principal and Curriculum Coordinator. The Principal and Curriculum Coordinator will check in periodically with teachers to see how students are progressing and to identify next steps.

Stakeholder input

- The Para Los Niños Board monitors achievement in order to assess the performance of the Principal and staff, and approves salary increases, bonuses, and budget allocations for professional development and grade level budgets.
- Recruitment and Retention Committee evaluates the school's ability to prepare, educate, retain, and involve families at Para Los Niños.
- The principal sponsors informal monthly meetings for parents to get feedback, address their needs and concerns and answer questions.
- The Parent Council monitors communication between teachers and parents about the academic program and have made suggestions for increased communication. Additionally, they maintain volunteer records and promote increased participation in the classroom.
- Consultants from the Los Angeles County Office of Education who monitor the progress of Title III programs have provided valuable advice and feedback on the progress of the English Learners.

Data Dissemination

- Board reviews student achievement data at annual meeting
- The principal must formulate measurable academic goals and provide quarterly progress to the Para Los Niños Chief Operating Officer and the PLN School Board.

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

ELEMENT 4- GOVERNANCE

Governance Structure

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

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

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

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

The Advisory Board will be responsible for making recommendations to assist the school in accomplishing the vision and goals defined in the charter petition. In partnership with the superintendent of schools, principal, and in accordance with the charter, the PLN Educational Advisory Board will make recommendations for the following: instructional program, operational matters,; the procurement and use of grant funds; and selection of curricular materials.

Process to ensure parental engagement

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

Selection of Board Members

Nomination of prospective board members: Pursuant to the by-laws of Para Los Niños as a non-profit California corporation and as the governing body of the PLN Charter Middle School, the Executive

Committee shall serve as the nominating committee for prospective new members to the Board of Directors, as outlined in Article IV, Section 4.

Election of board members: Article III, Section 4, of the Bylaws of Para Los Niños specifies: “The directors then in office shall elect their successors, with approximately one-third of the total authorized number of director elected each year, at the annual meeting or as soon as practical thereafter.” In order that approximately one-third of directors’ terms expire each year, the board may designate an initial term of one, two or three years for new directors; subsequent elections shall be for a three-year term.

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

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

Board Meetings

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

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

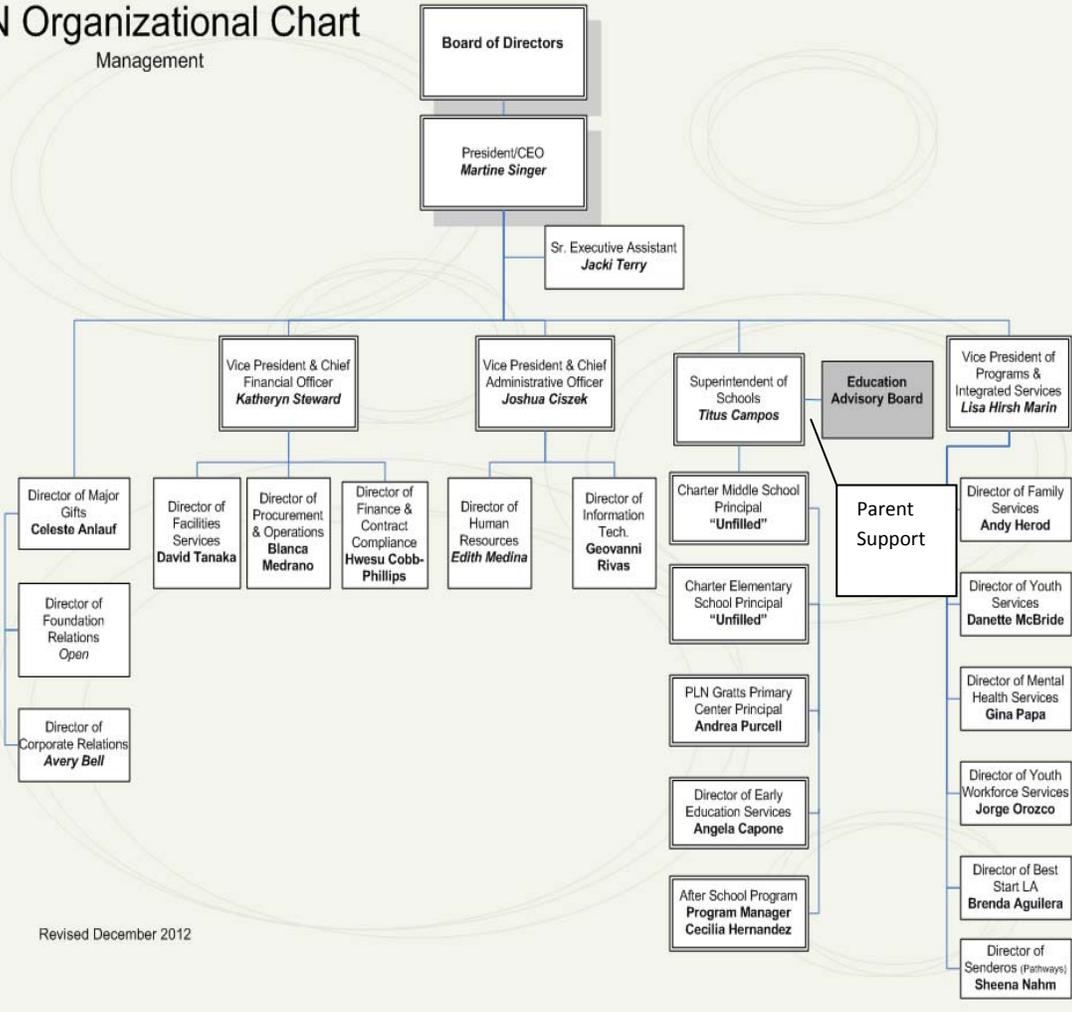
- Posting in English and Spanish on the PLN – Charter School campus (ADA compliant)
- Posting in both languages on the Para Los Niños website

Organizational Chart (reflects current organizational structure)

(Please see next page)

PLN Organizational Chart

Management



Revised December 2012

Board of Directors

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

Assurances

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

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

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

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

* "LAUSD-Specific Language"

Grievance Procedure for Parents and Students

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

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

The PLN Charter Middle School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

* “LAUSD-Specific Language”
LAUSD Charter Policy

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

* “LAUSD-Specific Language”
Responding to Inquiries

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

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

* “LAUSD-Specific Language”
Notifications

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the PLN Charter Middle School.

ELEMENT 5- EMPLOYEE QUALIFICATIONS

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

* “LAUSD- Specific Language”

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

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

The PLN Charter Middle School shall adhere to all existing laws regarding fingerprinting, drug testing, safety and health. All employees are required to undergo a mandatory criminal, FBI and child abuse background checks through the Department of Justice prior to commencement of employment. Employment is contingent upon the employee being cleared by the state and federal agencies and upon successfully completing of a drug and alcohol test and tuberculosis test. Following PLN’s submission of an applicant’s live scan the U.S. Department of Justice, Bureau of Criminal Identification and Information will furnish PLN all subsequent arrest /conviction as permitted by law. Additionally, applicants are required to provide documents of legal status. Staff will comply with all mandated child abuse reporting requirements..

All hiring will follow Para Los Niños’ written procedures for recruiting, hiring and interviewing potential employees (See Employment Process Documents, Appendix C) The Superintendent of Para Los Niños is responsible for hiring the School Principal. All other employees are recommended for hire by the school’s staff selection committee led by the Principal. The PLN Board, however, has the final authority for hiring. In other school staff hiring cases the PLN Superintendent of Schools will make recommendations to the PLN Board of Directors and the latter shall have final approval in the hiring process.

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

PLN has established a grievance procedure to allow employees an opportunity to voice any concerns they may have. The purpose of this policy is to provide an avenue for the identification and solution of differences between an employee and PLN regarding work- related problems or conditions of employment which an employee believes to be unfair, inequitable, or hindrance to

his/her effective performance such as wages, hours, violation of PLN policy against discrimination based upon, race, religion, etc.

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

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

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

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

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

Information regarding all matters relevant to individual grievances will be disclosed only on a strict need-to-know basis. Para Los Niños will make every reasonable effort to maintain the confidentiality of the evidence compiled in the grievance process..

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

Charter Middle School Principal

Qualifications for the principal are a master's degree or higher, a valid California teaching credential and/or valid California Administrative Credential, experience in educational leadership, experience with and knowledge about organizational development and collaborative management, experience with and knowledge about education of low-income, language-minority students, an entrepreneurial approach to school development and program design, bilingual abilities, excellent oral and written skills, and strong interpersonal skills.

The duties of the principal include providing leadership for school governance committees; ensure that all staff fulfill the PLN vision and mission; oversee special education programs and support services; oversee the STAR Program; oversee EL programs; serve as the instructional leader; directing and evaluating staff; managing school operations and facilities; implementing school policies; managing school records, budget and expenditures; serving as liaison between the PLN Charter Middle School Advisory Board, LAUSD and the County Office of Education; and advising the Educational Advisory Board.

Teachers

The Para Los Niños Charter School will conform to the legal requirement that all charter school teachers shall hold a valid Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The school will maintain current copies of all teacher credentials, which will be readily available for inspection and procedure for monitoring credentials. All teachers will be deemed "highly qualified" under the NCLB requirements.

In addition to meeting the legal requirement for credentialing, we strongly prefer that all teachers have or, in the case of interns, are working toward BCLAD certificates. All teachers shall possess an English Learner authorization either embedded in the teaching credential or as an added authorization by CTC.

Teachers are responsible for carrying out the education program outlined in the PLN Charter Middle School petition; providing a high-quality instructional program; working collaboratively with peers to meet the social, psychological and educational needs of students; continually evaluating student performance using designated assessments and student work; working with parents as partners; and maintaining regular and punctual attendance. All are committed to grow professionally. Teachers report to the Charter School principal.

Classified Staff

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

Teacher Assistants

Under the supervision of the Principal, the Teacher Assistant is responsible for supporting classroom instruction as directed by the classroom teacher. The Teacher Assistant will implement the goals and objectives of the program through activities that are intellectually, physically, and creatively stimulating.

Qualifications for this position include: minimum of 60 general education units completed or an AA degree and enrollment in an accredited college or university or a Bachelor's Degree from an accredited college or university, experience working with children in a school setting, and Bilingual (E/S) skills preferred.

Teacher Credentials

The Para Los Niños Charter Middle School will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. The PLN Charter Middle School will maintain current copies of all teacher credentials and have them readily available for inspection. The PLN Director of Human Resources will be responsible for monitoring teacher credentials.

Teacher Recruitment

Because we are interested in educators representing the diversity of our city, we intend to recruit teachers from all over Los Angeles. We will employ teachers who meet the requirements of *No Child Left Behind* and hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which teachers in public schools are required to hold. Teachers will hold a multiple-subject credential or a single subject that enables them to teach elementary students. We strongly prefer that all teachers have BCLAD certificates (authorization to teach English learners). At a minimum, all teachers will have a CLAD certificate or the equivalent. Instructional staff will preferably have experience with this age group and familiarity with a constructivist approach to education.

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

The PLN Charter Middle School uses recruitment and selection procedures and practices that include notifying qualified PLN staff of available positions concurrent with external recruitment efforts; encouraging the hiring of former service recipients where applicable to the service; interviewing applicants personally; and obtaining three employment references. The Para Los Niños Human Resources Department maintains complete records and encourages the use of standard interview questions that comply with our employment and labor laws. The following recruitment strategies are used to recruit and attract top talent: a partnership with Teach for America, Local newspaper (Los Angeles Times), Web sites (PLN, Monster.com, CareerBuilder.com, California Association of Charter Schools, colleges with teacher education programs, www.teacher.com), job fairs, word of mouth, personal contacts, and applicant files. All hiring will follow Para Los Niños' written procedures for recruiting, hiring and interviewing potential employees (See Employment Process Documents, Appendix C)

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

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

Compensation

Employee compensation will closely compare to that of employees in other Los Angeles Unified School District public schools.

Child Abuse Reporting Guidelines

Suspected child abuse reporting procedures shall be included in all staff employment processing and reviewed with all staff each semester.

ELEMENT 6- HEALTH AND SAFETY

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

Criminal Background Checks and Fingerprinting

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

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

Immunizations and Tuberculosis Testing

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

Health, Safety and Emergency Plan

The Para Los Niños Charter Middle School has developed and instituted a Health, Safety and Emergency Plan which is attached to this petition (Health, Safety and Emergency Plan,

Appendix E). For specific site based safety assignments and logistics, please refer to PLN Health, Safety and Emergency Plan Addendum also in Appendix E). In addition to the safety plan, there are a series of PLN policies included in the employee handbook that address school safety. The staff shall be trained annually on the safety plan and PLN policies which include the following:

Drug Free/Smoke Free Environment

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

Blood borne Pathogens

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

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

CPR/First Aid

All of the school staff will be CPR/First Aid certified. PLN offers this training free of charge to staff.

Sexual Harassment Prevention Training

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

* “LAUSD-Specific Language”

Insurance Requirements

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

It shall be the responsibility of PLN Charter Middle School, not the District, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and PLN Charter School’s insurance shall be primary despite any conflicting provisions in PLN Charter Middle School’s policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the PLN Charter Middle School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if PLN Charter School does not operate a student bus service. If the PLN Charter Middle School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the PLN Charter Middle School to cover all PLN Charter Middle School employees who handle, process or otherwise have responsibility for PLN Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as

named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and PLN Charter Middle School's insurance shall be primary despite any conflicting provisions in PLN Charter Middle School's policy.

* "LAUSD-Specific Language"

Evidence of Insurance

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

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

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

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

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

* "LAUSD-Specific Language"

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, PLN Charter Middle School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. PLN Charter Middle School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages,

losses and expenses arising from or relating to acts or omission of acts committed by the PLN Charter Middle School , and their officers, directors, employees or volunteers. Moreover, the PLN Charter Middle School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety and Emergency Plan

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

FERPA

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

Criminal Background Checks and Fingerprinting

The PLN Charter Middle School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

ELEMENT 7- MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

* “LAUSD-Specific Language”
Court-ordered Integration

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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

* “LAUSD-Specific Language”
No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

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

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

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

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

Community Outreach

Para Los Niños creates written documents that provide information about the school and how it responds to the community’s needs. Para Los Niños advertises in local media outlets that are regularly viewed by potential students and their families. In addition, direct outreach efforts take place in community hubs, such as farmer markets, grocery stores, parks, libraries, public pools, apartments, businesses, and churches. The PLN Charter Middle School also receives referrals from other schools and programs, and Open Houses at the school are held regularly throughout the school year and during the traditional summer vacation. All community outreach effort designed to make the community aware of our instructional program will be conducted in English and Spanish at the school, with school and PLN agency staff versed in responsive outreach to diverse demographic populations.

Enrollment Plan for Para Los Niños-9th Street Middle School:

OUTREACH STRATEGY	PLANNED ACTIVITIES	CURRENT ESTIMATE OF STUDENTS	EXPECTED NUMBER OF STUDENTS TO PLN	TIME-FRAME	PERSON RESPONSIBLE
Obtain commitment form from 5 th and 6 th grade families at FLC	<ul style="list-style-type: none"> • Office Manager to prepare commitment forms in English and Spanish • Principal to conduct outreach meetings for 	54=5 th graders 42=6 th graders	52=5 th graders 44=6 th graders	January 2013	Claudia Martinez

OUTREACH STRATEGY	PLANNED ACTIVITIES	CURRENT ESTIMATE OF STUDENTS	EXPECTED NUMBER OF STUDENTS TO PLN	TIME-FRAME	PERSON RESPONSIBLE
	families informing them of new middle school				
Disseminate information about the middle school.	Create a flier with enrollment information for PLN Middle School in English and Spanish	N/A	N/A	January 2013	Laura Silva
Disseminate fliers of The PLN Charter Middle School within a two mile radius of the school.	Hold informational meetings in English and Spanish at the PLN's Family Learning Complex inviting parents of prospective students to enroll their child at PLN Charter Middle School.	N/A	Targets: 5 th =81 6 th =91	January 2013	PLN Promotadoras and Titus Campos
Work with 9 th Street Elementary Staff (LAUSD) to ensure seamless transition from elementary to PLN Middle School.	<ul style="list-style-type: none"> Weekly meetings between LAUSD and PLN principals. Shared teacher PD Shared parent meetings 	Unknown	Unknown	August 2013- June 2014	PLN M.S. Principal and Community Liaison

* "LAUSD-Specific Language"

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, PLN Charter Middle School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. PLN Charter Middle School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. PLN Charter Middle School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and;
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

The PLN Charter Middle School also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

ELEMENT 8- ADMISSION REQUIREMENT

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

* “LAUSD-Specific Language”

McKinney-Vento Homeless Assistance Act

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

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

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

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

Public random drawing procedures

Applications for admission to the PLN Charter Middle School are accepted during a specified enrollment period starts and ends in the month of March each year. This information is posted at all PLN school sites and offices, sent home in writing to parents of enrolled students, and shared with community agencies in writing.

- If the number of applications received during the enrollment period exceeds the school’s capacity at any grade level, attendance will be determined by a public, random drawing. The rules and procedures of the drawing will be communicated to all applicants published as a written letter accompanying the lottery form. Lottery procedures will be fairly executed, and will be overseen by the PLN Charter Middle School principal to ensure that they are accurately followed. The lottery will take place at the Family Learning Complex’s multi-purpose room on a weekday publicized to applicants, at a time convenient for families to attend (evening hours). Families need not attend the

lottery to claim their child's enrollment space. The public is welcome to attend this lottery session to ensure that procedures are being fairly executed. Once the open enrollment period ends, the lottery will take place 14 business days later. All names of students interested in enrolling in PLN Charter will be placed in a container from which a designated person will pull the names and assign a lottery number. Families selected in the lottery will be notified by phone. If the parent is not reached by phone, PLN Charter School will send a written letter via registered mail, and parents will have one week from the date of the postmark to respond to an offer of admission. If offered a space, families must confirm intent to enroll within 7 days. Families selected that do not respond will be withdrawn from the list. Participation in enrollment orientation is not a requirement for enrollment.

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

- Students currently enrolled
- Siblings of children currently enrolled at PLN Charter Middle School
- Students who reside in the LAUSD will be given priority over all other categories
- Children of PLN staff, not to exceed 10% of total population
- Students who reside outside of the LAUSD

Applicants not granted an enrollment space during the lottery will be placed on a waiting list by grade level and sequence of selection. Future openings will be offered to those on the waiting list, and these openings will be communicated to families via phone and written letter by the PLN Charter Middle School's Office Manager. If the parent is reached by phone, they will have 24 hours to respond to an offer of admission. If the parent is not reached by phone, PLN Charter Middle School Office Manager will send a written letter via registered mail, and parents will have one week from the date of the postmark to respond to an offer of admission. A parent who has received an offer of admission must contact the PLN Charter Middle School's Office Manager via telephone, in writing, in person or via email within seven days of notification.

The PLN Charter Middle School will keep lottery results (including children enrolled, placed on the waiting list, and those declining enrollment) on file for five years to document the fair execution of lottery procedures.

ELEMENT 9- ANNUAL FINANCIAL AUDITS

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

* “LAUSD-Specific Language”
District Oversight Costs

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

* “LAUSD-Specific Language”
Balance Reserves

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

* “LAUSD-Specific Language”
Special Education Revenue Adjustment/Payment for Services

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

* “LAUSD-Specific Language”
Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

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

Based on their financial background experience, members of PLN's Board of Directors voluntarily sign-up to serve on the Audit Committee. The Audit Committee of Para Los Niños will annually select an independent auditor with experience in education finance to complete an annual audit of the PLN Charter Middle School. PLN's Chief Financial Officer will provide all necessary financial documents to the auditors. The audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. In addition, and in accordance with *Government Auditing Standards*, the auditors will issue a report on Para Los Niños' internal control over financial reporting and test its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

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

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

In addition:

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

ELEMENT 10- SUSPENSIONS AND EXPULSIONS

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

* “LAUSD-Specific Language”
Suspensions and Expulsions

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

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

In the event of any inconsistency between provisions in Element 10 and the Education Code statutes pertaining to suspensions and expulsions, the Education Code shall supersede this Element 10. Para Los Ninos Middle School shall abide by provisions in the Education Code pertaining to suspensions and expulsions.

The PLN Charter Middle School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

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

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

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

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed

- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
 - A) Was the misconduct caused by, or directly and substantially related to the student’s disability:
 - B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

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

* “LAUSD-Specific Language”

Outcome Data

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

General Discipline Policy

The PLN Charter Middle School prescribes rules consistent with law or with the rules prescribed by the State Board of Education. The PLN Charter Middle School abides by Section 48980 and 48981 that mandates the notification to parent or guardians of all pupils registered in the school of the availability of school rules pertaining to student discipline. The PLN Charter Middle School will comply with the parent notification requirements of Ed Code sections 48980 and 48981.

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

The discipline policies described herein will be disseminated to families and staff through the “Safe School Guidelines and Contract” These guidelines include anti-bullying and harassment

policies. The Safe School Guidelines are to be followed at school, at school-related events, and traveling to and from school. The guidelines will be reviewed on an annual basis upon return to school with parents through Back to School Night and through workshops by administration and teachers. “Safe School Guidelines and Contract” also will be given to parents at the time of enrollment. Parents will be informed of the laws and the values that support the basis for these guidelines. Strategies to teach social skills will be taught to parents so that they can support the child’s social and behavioral development at home. These procedures comply with the **California Education Code Section 35291.5** that authorizes each school to develop discipline rules and procedures. Additionally, the PLN Charter Middle School will abide by ensuring that this information is given to continuing pupils at the beginning of each school year and to any other pupils and their parents at the time of their enrollment.

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

In addition, Para Los Niños, the organization, is committed to providing training for all faculty and staff through Professional Assault Crisis Training (Pro-Act). The focus of this training is prevention of potentially injurious circumstances, crisis de-escalation, and evasion as needed as a last resort.. This training was developed by Dr. Paul A. Smith for professionals who work with individuals whose behavioral challenges are sometimes manifested in assault. In the event that PLN staff is faced with a potentially volatile behavior situation, proper skills and training will more likely de-escalate the situation and keep the child safe.

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

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

When a student has repeated difficulty meeting the behavior standards of the school, a Student Success Team (SST) will be convened by parents (guardians), teachers, Para Los Niños Family Services, Para Los Niños Mental Health Services, principal and other relevant program coordinators. The SST will develop a support plan that describes the behavioral goals, type of

assistance, modifications and interventions to be implemented to assist the student and/or family in improving student behavior during the school day and after school. The team will come to a consensus on the support plan, identify who is responsible to implement each item of the plan and create a timeline in which to achieve the goals. Suspension may be one option employed by the SST to assist in developing acceptable student conduct; however in-school suspension is considered preferable whenever possible and appropriate, in keeping with policies as outlined herein. A follow-up meeting date will be set at the initial SST meeting to ascertain progress. Failure to meet expected improvements, or repeated offenses, may lead to suspension or expulsion.

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

Suspension and Expulsion

PLN's suspension and expulsion policies and procedures shall comply with federal and state laws regarding suspension and expulsion and codified in California Education Code Sections 48925. California Education Code Section 48925 defines suspension as "removal of a pupil from ongoing instruction for adjustment purposes." A student may be suspended for no longer than five consecutive school days, but may be suspended for fewer. California Education Code Section 48925 defines expulsion as —the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel...." The Student Success Team, including the principal, school administration, teacher, Para Los Niños Family Services, Para Los Niños Mental Health Services, and other relevant program staff, is charged with ensuring the students recommended for expulsion are given a fair and impartial hearing and are afforded all due process rights. The term of an expulsion may be for the balance of the semester of expulsion, and or the following school semester or for one calendar year, depending on the violation and/or the student's social adjustment background.

Students are subject to suspension or expulsion for incidents occurring:

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

California law allows classroom teachers to suspend a student from the classroom for any of the acts enumerated in Education Code 48910.. If a student is suspended from the classroom, the teacher must immediately report the suspension to the principal for appropriate action. The principal shall then determine whether to suspend the student from school, or to allow the student to remain on campus during the term of the classroom suspension. Only the school principal or his or her designee may suspend a student from school. The term of a classroom suspension shall be no longer than the balance of the day (or class period) plus the following day. Students serving classroom suspensions must remain on campus under appropriate supervision. If such a suspension occurs, the teacher shall, as soon as possible ask the parent to attend a parent

conference, at which the school administrator and Family Services personnel and /or Mental Health Services personnel may also be present.

Grounds for Suspension/Expulsion

Every effort will be made to avoid out-of-school suspension and expulsion, when possible. In-school suspension is preferred, due to lack of parental supervision during the school day and the anticipated at-risk nature of many PLN Charter School students. While the goal of the PLN Charter Middle School’s discipline procedures is to avoid out-of-school suspension and expulsion when possible, the procedures for suspension and expulsion from PLN Charter Middle School will follow the procedures identified in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion pursuant to all applicable sections of The Charter Schools Act and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Thus grounds for discretionary and/or mandatory suspension and recommendation for expulsion include instances when a student has:

MANDATORY SUSPENSION MANDATORY RECOMMENDATION for EXPULSION Student Offenses with No Principal Discretion	DISCRETIONARY SUSPENSION Student Offenses With Principal Discretion
N1. Possessing, selling, or otherwise furnishing a firearm. E.C. 48915(c)(1); 48900(b)	D1. Caused or attempted to cause damage to school property or private property E.C. 48900(f)
N2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	D2. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. E.C. 48900(h)
N3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the health and Safety Code. E.C. 48915(c)(3); 48900(c)	D3. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i)

<p>N4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).</p> <p>E.C. 48915(c)(4); 48900(n)</p> <p>. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.</p>	<p>D4. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties</p> <p>E.C. 48900(k)</p>
<p>N5. Possession of an explosive.</p> <p>E.C. 48915(c)(5); 48900(b)</p>	<p>D5. Knowingly received stolen school property or private property.</p> <p>E.C. 48900(l)</p>
<p>MANDATORY SUSPENSION</p> <p>DISCRETIONARY RECOMMENDATION for EXPULSION</p> <p>Student Offenses with Limited Principal Discretion</p>	<p>D6. Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.</p> <p>E.C. 48900(o)</p>
<p>L1. Causing serious physical injury to another person, except in self-defense.</p> <p>E.C. 48915(a)(1); 48900(a)(1), [maybe also 48900(a)(2)]</p>	<p>D7. Engaged in an act of bullying. “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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect [on a reasonable pupil] of one or more of the following:</p> <ul style="list-style-type: none"> (A) Fear of harm to that pupil’s or those pupils’ person or property (B) Experience a substantially detrimental effect on his or her physical or mental health (C) Experience substantial interference with his or her academic performance

	<p>(D) Interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.</p> <p>E.C. 48900(r)(1)(A-D)</p> <p>.</p>
<p>L2. Possession of any knife or other dangerous object of no reasonable use to the pupil.</p> <p>E.C. 48915(a)(1)(B); 48900(b)</p>	
<p>L3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana or the possession of over the counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.</p> <p>E.C. 48915(a)(1)(C)(ii)48900(c)</p>	
<p>L4. Robbery or Extortion E.C. 48915 (a)(1)(D)</p>	
<p>L5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code upon any school employee.</p> <p>E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)</p>	

Each year, a PLN administrator shall publish and disseminate a Parent/Student Handbook which contains Charter School rules and policies. Such rules and policies are explained at student grade-level assemblies, annual orientation meetings for parents, and letters sent to each family.

Consequences leading up to the suspension will be progressive in the level of severity and involve the active participation of the subject student, teachers, administrator, and parent/guardian. Furthermore, the PLN Charter Middle School counselors, teachers or administrators will recommend Para Los Niños Clinical Services and Para Los Niños Family Services to provide support for children and their families, in addition to suspension.

Student Suspension

There are specific situations that may require a student to be suspended from school. However, suspension should be a last resort and shall not be considered by any PLN staff member as a form of behavior intervention. Our professional development library contains many resources (e.g. books, dvd's, pamphlets, etc.) that provide research-based practices to help foster positive student behavior. PLN suspension policy and procedures shall comply with all sections of the California Education Codes, primarily 48900 and 48915 and shall be consistent with California Law.

In compliance with Education Code (E.C.) Section 48915 the principal shall immediately suspend a student and recommend expulsion when he or she determines that a student has committed any of the acts listed in the aforementioned Ed. Code. at school or at a school sponsored activity off campus, while going or coming from school, during the lunch period whether on or off campus, and during, or while going to, or coming from, a school sponsored event. A student shall be suspended and recommended for expulsion if 48915(c) offense is committed in all of the above circumstances.

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

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

The principal will advise parents that the appeal process consists of two levels: When the parent disagrees with the suspension, the first appeal shall be made to the Charter Middle School Principal. If a parent wishes to appeal the principal's decision, then the parent may submit in

writing a suspension appeal to the PLN Superintendent of Schools within three-days of the principal's decision. The appeal conference with the PLN Superintendent of Schools shall be arranged within five business days of receiving the parent/guardian request. During the appeal, the suspension remains in effect for the length of time determined by the principal.

Sample Form

PLN Charter Middle School

Student Suspension Appeal Form

Date: _____

Student Name: _____ DOB: _____

Address: _____

Parent/Guardian Name(s): _____

Phone #: _____ Cell/Work #: _____

School of Attendance: _____

Date(s) of Suspension: _____ Date of Appeal to PLN Principal: _____

Reason for Suspension: _____

Reason for appeal: _____

Please attach additional sheets if needed.

Please, submit this form (within 3 days of the appeal decision of the PLN Principal) along with the initial suspension documents, and supporting evidence for this appeal to:

PLN Superintendent of Schools, 500 S. Lucas Avenue, L.A., CA 90017

-----Office Use Only-----

Form Received by: _____ Date: _____

Follow Up Action: _____

Parent Notified: _____

Name: _____ Date: _____

The results of the appeal will include one of the following:

1. Sustaining the suspension.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the student's record.

Parent/guardian shall be notified in writing of the PLN Superintendent of Schools' appeal decision within five business days of the appeal meeting with parents. Parents will be advised that, upon request, any written objections they may have to the Superintendent's decision shall be included in the student's discipline records.

A student who is suspended shall be provided with homework by the teachers(s). If a test is being administered on the day of the suspension, the student will have an opportunity to take the test upon his/her return to school.

Mandatory Expulsion

The PLN Charter Middle School shall comply with all sections of the California Education Code Section 48915, including, but not limited, to the following: section (a)(1) 'Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of corrections would address the conduct:' and ending with 48915(h) as written below.

- (A) Causing serious physical injury to another person, except in self-defense;
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (i) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or PLN Superintendent makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (b) Upon recommendation by the principal or PLN Superintendent, or by a the governing board of may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
 - (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or PLN Superintendent shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900,

is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.
- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 - (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3¹/₂ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

The PLN Charter Middle School shall comply with all sections of the California Education Code Section 48915, and all the Sections 48900 as described below:

A pupil shall not be suspended from school or recommended for expulsion, unless the PLN superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(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 pupil or group of pupils as

defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, 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, or image.

(ii) A post on a social network Internet Web site including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the PLN superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

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

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, the PLN superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2012, Ch. 425, Sec. 2. Effective January 1, 2013.)

If a student is expelled or leaves the charter school without completing the school year for any reason, the PLN Charter Middle School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report cards, and health information.

* “LAUSD-Specific Language”

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

Gun Free Safe School

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

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

Expulsion Procedures

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

- Causing serious physical injury to another person, except in self-defense;

- Possession of any knife or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of The Health and Safety Code, except for either of the following: the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician;
- Robbery or extortion;
- Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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

Authority to Expel

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

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

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

Expulsion Procedures

“Education Code Section 48918 mandates that a pupil be invited to participate in a hearing to determine whether the evidence supports the allegations and whether that pupil should and can be expelled. Students recommended for expulsion are entitled to a hearing, if requested, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the student has committed an expellable offense. The 30-day period starts upon the date when the recommendation of expulsion is made by the principal.

The hearing shall be held in closed session.

The following actions will be completed: Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student and his or her parent(s) or guardian(s). The notice shall include:

1. The date, time, and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the PLN school’s disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

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

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

A record of the hearing shall be made and kept on file in writing at the PLN Administrative Offices.

1. Presentation of evidence: while technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

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

An expulsion panel of 3-5 members designated by the PLN Board of Directors, or 3-5 members of the PLN Board of Directors themselves shall convene a hearing within 30 days of the principal's recommendation for student expulsion. The hearing will include the following:

- A. Administrator's statement of evidence and additional findings: 1. The allegations of student misconduct upon which expulsion recommendation is made, 2. The alleged incident in which the student was involved and circumstances around the incident, 3. Describe steps of due process provided the student and his/her parent/guardian, 4. Provide direct witness testimony and documentary evidence in support of the schools allegation and the school's investigation, 5. Provide facts or information in support of additional findings when necessary, e.g. physical evidence or photograph/photocopy, student's social adjustment report, methods of communicating school rules, students cumulative record folder
- B. Remarks/statements from witnesses attending the hearing.
- C. Remarks/statements from the student and/or the student's parent/guardian.
- D. Question/answer of PLN panelist to persons in attendance

The hearing shall be presided over by the expulsion panel of 3-5 members designated by the PLN Board of Directors, or 3-5 members of the PLN Board of Directors themselves. The panel includes PLN staff who are not school employees. The panel members are assigned by the PLN Board of Directors to ensure that they are selected using the following criteria: No knowledge of the student or situation and no school employees. The expulsion panel makes a recommendation to the PLN Board of Directors based on the evidence as presented through the following:

- a. Administrator's statement of evidence and additional findings.
- b. Written statements and interview of witnesses.
- c. Written statements and interview of the student and/or the student's parent/guardian.
- d. Physical evidence or photography/photocopy.
- e. Student's social adjustment report.
- f. School's methods of communicating school rules.
- g. Student's cumulative record folder.

Expulsion hearings shall be recorded on audio as well as written transcripts.

The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Notification of the PLN Board Decision

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with Para los Niños Charter Middle School.
3. The reinstatement eligibility review date.
4. A copy of the rehabilitation plan.
5. The type of educational placement or study plan during the period of expulsion.
6. Notice of appeal rights/procedures.

The principal shall send a notice in writing to the student's parent or guardian with a decision of the expulsion hearing within ten school days in accordance with Education Code section 48918.

The principal or designee following a decision of the Board to expel shall also send written notice of the decision to expel to the student's district of residence and the County Office of Education. This notice shall include the following:

1. Student's name
2. Specific offense committed by the student.

Appeal of Expulsion

An expulsion decision may be appealed within 30 days of the expulsion date. The parent/guardian submits their written appeal to the principal or designee. The written appeal

must be received within 30 days of the expulsion date at which time the student's parent must attend a conference with the Expulsion Appeal Panel to present their appeal of the decision by the PLN Board of Directors to expel. The date of the Expulsion Panel's decision activates the start of the 30-day period. From a pool of fair and impartial representatives, an Expulsion Appeal Panel assigned by the PLN Board of Directors hears the appeal at which time the Board may choose to reconsider its decision if new or different information is brought to light that was not previously made available to the Board. There are 3-5 members on the Expulsion Appeal Panel. Panel members shall not be school employees, know nothing of the incident or student, and are not the same individuals who served on the expulsion panel.

Should the appeal panel not uphold the expulsion, the student and parent/guardian is assisted with enrollment in another appropriate setting that will support student academic success and social growth by providing opportunities in a new learning environment that is free from association and distraction with the occurrences and student conduct which led to a recommendation for expulsion. The decision of the Expulsion Panel of representatives of the PLN Board of Directors is final. In the event of a decision to expel a student from PLN Charter Middle School, the school staff will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior is communicated to the district/school to which the student matriculates. The Charter School has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students matriculate to another school.

Expelled Pupils/Alternative Education

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

* "LAUSD-Specific Language"*

Special Education Students

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

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

* "LAUSD-Specific Language"*

Rehabilitation Plans

Pupils who are expelled from the PLN Charter Middle School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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 data not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

*"LAUSD-Specific Language"

Readmission

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

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

ELEMENT 11- RETIREMENT

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

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

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

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

ELEMENT 12- PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

“LAUSD-Specific Language”
Attendance Alternatives

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

The PLN Charter Middle School is a public school enrolling students in grades 6-8. LAUSD students who do not wish to attend the PLN Charter Middle School may attend another LAUSD school. Alternatives to the PLN Charter Middle School are the same as those offered to all other students currently residing in the district.

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

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

ELEMENT 13- RIGHTS OF DISTRICT EMPLOYEES

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

* “LAUSD-Specific Language”
Rights of District Employees

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

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

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

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

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

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

ELEMENT 14- MANDATORY DISPUTE RESOLUTION PROCESS

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

*“LAUSD-Specific Language”
Mandatory Dispute Resolution

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

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

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

All Written Notifications shall be addressed as follows:

To Charter School: c/o School Director	PLN Middle School c/o President and CEO 500 S. Lucas Avenue Los Angeles, CA 90017
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To Director of Charter Schools:	Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

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

Amendments

Any amendments to this charter will be made by the mutual agreement of the governing boards of Para Los Niños and LAUSD. Material revisions and amendments shall be made pursuant to the standards criteria in Education Code Section 46705.

ELEMENT 15- EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

*“LAUSD-Specific Language”
Exclusive Public School Employer

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

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

ELEMENT 16- CHARTER SCHOOL CLOSURE

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

*“LAUSD-Specific Language”

Revocation

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

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

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

* “LAUSD-Specific Language”

Closure Action

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

Charter Renewal

PLN Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

* “LAUSD-Specific Language”
Closure Procedures

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

Documentation of Closure Action

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

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

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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

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

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

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

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

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

School and Student Records Retention and Transfer

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

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

3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. 4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. 5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. 6. The Charter School will provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable
2. and an inventory of property, equipment, and other items of material value.
3. 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.
4. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of the Charter School will be paid for by the PLN Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally

accepted accounting principles. Any liability or debt incurred by the PLN Charter Middle School will be the responsibility of the PLN Charter School and not LAUSD. The PLN Charter Middle School understands and acknowledges that the PLN Charter School will cover the outstanding debts or liabilities of the PLN Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The PLN Charter Middle School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the PLN Charter Middle School participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- 1) The return of any donated materials and property according to any conditions set when the donations were accepted.
- 2) The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- 3) The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter

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

- a) The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b) A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter. For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the PLN Charter Middle School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

PLN Charter Middle School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code. The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end PLN Charter Middle School's right to operate as a Charter School or cause PLN Charter Middle School to cease operation. PLN Charter Middle School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

* "LAUSD-Specific Language"

Facilities

X Proposed Charter School Location: 820 Towne Avenue, Los Angeles, CA 90021._

- X Names of District school sites near proposed location: Please see attached Demographic and Achievement Matrix for comparative schools
- X Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities

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

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

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

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

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or Fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable

building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

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

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