

Pacoima
Charter
School

2013-

2018

Founded 2003

Renewal
Petition

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Affirmations and Assurances

Pacoima Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- 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 Pacoima 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.

Additional School Assurances

- Meet all statewide standards and conduct the student assessments required pursuant to Education Code 60605, and any other statewide standards authorized in stature, or student assessments applicable to students in non-charter public schools. Ed. Code 47605(d)(3)
- Comply with all applicable portions of the No Child Left Behind Act or its replacement federal regulations.
- Consult on a regular basis with its parents regarding its educational programs. Ed. Code Section 47605 (c)
- Meet or exceed the legally required minimum of school days. Title 5 California Code of Regulations Section 11960

- Offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Be deemed the exclusive public school employer of the employees of Pacoima Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Ensure that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- At all times maintain all necessary and appropriate insurance coverage.
- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- Comply with the Public Records Act, the Family Educational Rights and Privacy Act, and the Ralph M. Brown Act.
- Pacoima Charter School accepts and understands the grounds on which a charter may be revoked.

Sylvia Fajardo, Executive Director

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.”

Education Code §47605 (b)(5)(A)

The address of the Charter School's Main Campus is 11016 Norris Avenue, Pacoima, CA 91331.
The address of Pacoima Enrichment Academy is 11187 De Foe Avenue, Pacoima, CA 91331.

The phone number of the Charter School is (818) 899-0201.
The contact person for the Charter School is Sylvia Fajardo.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is K-5.

The number of students in the first year will be: 1170 in the main campus and 240 in the Pacoima Enrichment Academy. Total of 1410 in both facilities.

The grade level(s) of the students the first year will be K-5.

The admission requirements include: Meeting minimum age for attendance requirements as set forth in the Education Code.

The enrollment capacity is: 1540. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student's residency).

The instructional calendar will be: Students attend 180 days of school on a traditional calendar.

The bell schedule for the Charter School will be:

Kindergarten 8:20 a.m. -2:30 p.m. with Tuesday's dismissal at 1:30 p.m.

Grades 1-5 8:00 a.m. - 2:40 p.m. with Tuesday's dismissal at 2:10 p.m.

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

Pacoima Charter School Projected Enrollment

Grade	Current Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Trans. K	21	20	20	20	20	20
K	239	260	260	260	260	260
1	226	250	260	260	260	260
2	235	240	260	260	260	260
3	218	220	250	260	260	260
4	189	190	230	250	250	250
5	224	230	200	230	230	230
Total	1352	1410	1480	1540	1540	1540

Introduction

The Pacoima Charter School community is submitting their second renewal request and reaffirms the commitment of the school staff, students, and parents to continue the mission and vision initiated in the original petition. of July 2003.

During these last 10 years of conversion, charter status has given us the ability to design innovative practices and implement strong research based curriculum that otherwise would not have been possible. The impact of this freedom is evident by the improved student progress, increased parent involvement, access to successful interventions and the ability to direct resources to the needs of our student population.

Description of Pacoima Charter School

Pacoima Charter School is located in the Northeast section of the San Fernando Valley in the City of Pacoima at 11016 Norris Avenue. Pacoima Grammar School was erected in 1915 and since then, many changes have occurred within the community and the school. The community has transitioned into a densely populated neighborhood with a U.S. Department of Housing and Urban Development (HUD) complex across the street from the school and multiple families residing in single family dwellings. In the years prior to charter status, the school struggled with low student achievement, low parent involvement, low teacher morale, low attendance rate, a high number of emergency credentialed teachers, high student transiency, and high poverty: most importantly the reputation of being a “throw away” school and the worst school in the cluster, where children were not learning, teachers were not teaching and administrators were not present.

Student Enrollment and Demographics

Pacoima Charter School is a traditional calendar school currently serving 1352 students in grades K-5. The following statistics continue to identify us as an at-risk student population. Pacoima Charter School

receives Title 1 Program funding and we have met our AYP and API targets 3 out of 4 years. Pacoima Charter School is **NOT** in Program Improvement (PI) status.

Ethnicity	Students
African-American	2%
Hispanic/Latino	96%
White	1%
Other	1%
Socioeconomically-disadvantaged	100%
English Learners	77%
Students with Disabilities	7%
Gifted and Talented	2%

Accomplishments

According to SB 1448, there are six goals that charter schools must accomplish. Each of these goals is presented in terms of what Pacoima Charter School has accomplished during its second approval cycle:

1. Improved Pupil Learning

As stated in our initial Charter petition, our focus has been, and continues to be, an emphasis on the implementation and teaching of state standards and the alignment of our resources to increase academic achievement. This is demonstrated by the following:

- Not in Program Improvement Status
- API growth of 275 points since becoming a charter school.
- Strong science program (64% Proficient or Advanced)
- Involvement in various pilot and research studies further delineates the proactive nature to enhance and increase student achievement and innovative practice (Yale, Johns Hopkins University, Sesame Street, etc.)

- Partnership with community organizations and agencies through our Pacoima Community Initiative, which meets at Pacoima Charter School once a month. The partnership has been, and continues to be, an additional layer to empower our parents and community.

2. Increased learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving:

- Extended Learning Program (ELP) is offered for all students
- Reduced class size in all grades
- Five computer labs (two mobile) to increase students' time with research-based digital Courseware that addresses the full range of learner's needs.
- Positive-Solutions Facilitator assists teachers and parents in addressing student behavior issues that may cause problems in the classroom and interrupt student progress
- Science Specialist works specifically with 4th and 5th grade classes to provide a hands-on approach in learning the Science Content Standards.
-

3. Encourage the use of different and innovative teaching methods

- Distributive Leadership was developed to build capacity amongst the staff and create small learning communities to enhance instruction and increase student achievement. The Grade Level Coordinators facilitate articulation, monitor enrollment, oversee the implementation of the schoolwide curriculum, and provide support to the classroom teachers.
- Success Maker, which is a research-based digital courseware that addresses the full range of learner's needs through its standards-based, targeted curriculum, has been implemented and is accessible throughout the school on any of the 300 computers located in labs and classrooms.
- Schoolwide Calisthenics is conducted every morning for ten minutes and again during the weekly psychomotor time with the aim of promoting good health, reducing obesity, and complying with the 100-minute Physical Education requirement. Students and teachers engage in the series of exercises based on input from physical and occupational therapists.

4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

- The school promotes professional growth by funding registration for teachers to attend and participate in local, state, and national conferences, workshops, and seminars.
- Teachers participate as members of the policy councils.

- Collaboration meetings take place after school where teachers exchange and design standards based lessons to further the understanding of concepts and differentiate instruction to meet student needs.
- National Board Certified teachers work with newly hired teachers and other teachers working on BTSA, and provide peer assistance to new teachers.

5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the school system

- Parents serve a 30-hour commitment directed specifically to increase the Parent-child relationship. A list has been developed that enumerates a variety of ways that parents can be involved in educationally focused activities with their child.
- Parent education opportunities through the Parent Center.
- Family Learning Nights are held throughout the year to train parents in the reading, math, and science curriculum. Staff presents topics and facilitates activities on how parents can work with their child.
- The Parent Leadership Advisory Committee (PLAC) was designed to increase the level of knowledge and awareness of school policies and provide a forum for parent input.
- The Pacoima Community Initiative meets once a month and is composed of various community, health, and law enforcement agencies meeting to develop strategies to improve community relations.
- General Informational Meetings for Parents are conducted throughout the school year and pertain to testing, program improvement, and change in school schedules.
- The Network Council develops and plans events during the year to increase parent involvement.

6. Hold the schools established under SB 1448 accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems

- Under the provisions of SB 1448, we have made progress in the years as a charter school as illustrated in the charts and tables below. The data demonstrates how Pacoima Charter School has shown growth in different comparisons. Pacoima Charter School is the only school in the area that is **not** in PI status.

Pacoima Charter School's Academic Progress Since Last Renewal

Year	API	AYP	State Ranking	Similar School Ranking
2008	687	No	2	6
2009	729	Yes	2	7
2010	756	Yes	3	7
2011	783	Yes	4	9
2012	787	No	N/A	N/A

Academic Achievement of Surrounding Schools (2012)

	#of students tested	API	Program Improvement	State Ranking	Similar School Ranking
Pacoima Charter	788	787	No	4	9
Sarah Coughlin	371	742	PI- Year 1	3	4
Broadous	462	737	PI-Year 5	4	8
Telfair	622	730	PI-Year 4	1	1
Haddon	519	788	PI-Year 5	3	3

Demographics of Surrounding Schools

School	# students	% Free/reduced Lunch	% of Special Ed. Students	% of ELL's	% Hispanic	% African-American
Pacoima Charter	1276	100	7	67	96	2
Sarah Coughlin	667	87	9	50	95	3
Broadous	780	90	12	52	95	3
Telfair	984	92	11	47	98	0.4
Haddon	888	92	11	46	97	0.2

Our Mission

The Mission of Pacoima Charter School is to create an environment that fosters high academic achievement among our large low socio-economic urban population of K to 5th grade students who are

predominantly English Learners. To meet the demands of the 21st Century, our students will possess essential skills in literacy, English proficiency, mathematics and technology.

Our Vision

Our vision is to become a vibrant community where teachers and parents are empowered with the knowledge and ability to positively impact the education of our children. The Pacoima Charter School learning community is committed to nurturing a strong foundation for academic success and a joy for learning. We will intensify our standards-based instruction, research based curriculum and English Language Development strategies by utilizing different modalities of learning, cooperative groupings thereby meeting the needs of students. Every stakeholder will share the responsibility of enabling students to demonstrate a strong sense of character and self worth.

An Educated Person of the 21st Century

Pacoima Charter School recognizes that to be an educated person of the 21st century, our students need to possess the knowledge, skills and habits of mind necessary to work and live in the 21st century global environment. We developed Pacoima *Charter School's Expected Student Learning Results (ESLR'S)* to give our students a strong foundation that will allow them to be successful in the higher grades, college and their future careers.

Expected Student Learning Results (ESLR'S)

Pacoima Charter School students are expected to be:

1. **Academic Achievers** who meet or exceed the academic standards.
2. **Effective Communicators** who master English language skills to fully access all educational, social, cultural, and employment opportunities of mainstream society.
3. **Great Citizens** who demonstrate positive social behavior with a strong sense of responsibility towards their peers, home, and community.
4. **Effective Users of Technology** with the ability to use a multitude of digital tools for communication, presentation, and data analysis.

How Learning Best Occurs

The majority of our student population comes from poverty. Factors often used to identify "at risk" population continue to describe Pacoima students. Pacoima Charter School understands that students will learn best when their basic needs are met and has allocated resources to address the needs of the "whole child".

1. **Early Childhood Education-** We understand the importance of early childhood education and have allocated space and resources for a licensed state preschool and school readiness groups. We have partnered with LAEP, YPI, and First 5 LA to provide services such as Baby University for our families and future students.
2. **Nutrition-** We realize that children who lack nutritional meals will have difficult time learning. Pacoima Charter School contracts with a sous chef to plan and prepare healthy meals throughout the day. Many of our ingredients come straight from the farm. Students have three choices for an entree as well as a fruit and a salad bar.
3. **Health-** The health of our students is a priority at our school. The health office is staffed by a full-time medical doctor and a full-time nurse's aide. They provide routine auditory and vision checks and contract with a local dentist to provide dental screenings. They serve as advocates for our children and assist their families in navigating the health care system.
4. **Clothing-** We have partnered with various community agencies who provide free clothing and uniforms to all students in need. The school also has a uniform recycling program in which students donate uniforms which they have outgrown.
5. **Shelter-** We assist parents in completing applications to the housing authority and navigates them through the process. In addition, when in an emergency situation, they are linked with temporary shelters until long term assistance can be provided.
6. **Emotional Well-Being-** Our in-school counseling services consist of a full-time school psychologist, full-time social worker, social work interns, and a part-time school counselor. They provide emotional support through individual and group counseling. Furthermore, this team facilitates a variety of workshops and classes for all parents. We established partnership with mental health agencies who send clinicians to provide services to our students.
7. **Safety-** Pacoima Charter School maintains a closed campus to provide safety for all staff and students. We have placed security cameras at strategic locations throughout the campus. We have adequate supervision before, during, and after school. We conduct regular drills and participate in the Great California Shakeout. Our school crisis team assesses and responds to all threats. Our school has zero tolerance for bullying. We have a partnership with both LAPD and Gang Reduction and Youth Reduction (GRYD) to prevent and respond to any outside threats.
8. **Parent Engagement-** Pacoima Charter School recognizes the impact of parental involvement in the students' academic achievement. As a result, we require all parents to attend two parent-teacher conferences a year and provide 30 hours of educational enrichment to their children's life. Our school project coordinator, parent center director, and social worker act as a liaison between the school and the parents ensuring that parents are given meaningful opportunities to become involved.
9. **Education-** Only when all the basic needs are met are our students prepared to learn. We provide a rigorous curriculum and consistently monitor the academic progress of all students to identify and address learning gaps.

Self-Motivated, Competent, and Life-Long Learners

Pacoima Charter School recognizes that students learn best when they feel hopeful and confident about themselves and those around them. At Pacoima Charter School, students learn to become self motivated, life-long learners alongside a rigorous academic curriculum.

- Students learn empathy and personal responsibility through the *Mutt-i-grees* program, provided through our partnership with Yale University and the Cesar Millan Foundation.
- Students practice positive communication, conflict resolution, and increase their self esteem through daily use of the "*Vines of Kindness*" and the "*Peace Path*" independently and confidently.
- Teachers serve as positive role models for our students, as professional, caring, nurturing individuals, guiding their students on their journey of learning and in the adventure of becoming fully motivated contributors to their community.
- Our teachers relentlessly promote a college going culture, through the use of "*College Corner*" which promotes their teacher's university and, through "*College and Career Week*". In addition, our 5th graders participate in "*College Experience*" which consists of visiting local universities and an overnight stay at the dormitories.
- Families, teachers, and students have access to the *Positive Behavior Lab* and to the Positive Behavior Facilitator, who serves to ensure violence and bully free experience at home and at school.
- Our families are offered a number of classes that deal with positive parenting, healthy choices and academic support throughout the year in an effort to serve the whole child in developing as self motivated life-long learners.

A Typical Day

A typical day at Pacoima Charter School begins with staff and students eager and enthusiastic to begin their day at school. Every day at Pacoima Charter School begins by meeting the basic needs of students and staff.

6:00-7:15 a.m. The Stage is Set for Learning

The **READY, SET, GO** Program opens the auditorium to receive children. The plant and cafeteria managers are the first to arrive and set the stage for learning. As early as 6:10 a.m., children are dropped off by parents needing early supervision due to their job hours. Children assemble in the auditorium supervised by two assistants.

The plant manager makes his rounds, inspecting the campus for safety and cleanliness. The cafeteria manager fires up the ovens, and prepares a selection of 2 hot entrees and 3 cold cereals for students to choose from. Likewise, the cafeteria staff prepares the staff dining room with the warmth and smell of fresh food and hot coffee.

At 7:00 a.m., the office manager and two office assistants arrive and open the school's office for business.

7:15-8:00 a.m. Healthy and Safe Mornings

Teachers arrive at 7:30 and prepare their classrooms for a productive day. Students are drawn to the cafeteria by the smells of fresh breakfast options. After breakfast they are ushered to a designated area of the playground, where they are safely monitored by supervision staff.

Additional players join the cast of staff keeping watch over our students. Outside, parent volunteers don their safety uniforms, lay out street cones, and welcome students to school through our LAPD Valley Traffic Division Valet Program. Each student is greeted with a smile and a kind word before he/she even steps out of their car. Inside, our campus security aide arrives and joins the crew of parent and supervision workers watching over our students. Administrators and coordinators are present and facilitating the educational programs for the day.

Students arrive either by walking or through the Valet drop off.

8:00-8:10 a.m. Calisthenics for a Fresh Start

The school's almost one hundred year old bell chimes 8 times, signaling the official start of the academic day. Promptly, the teachers join their class on the playground and the Assistant Director's voice is heard as he directs the whole student body through a 10 minute calisthenics routine, designed by occupational/physical therapists. During this routine, designed to stimulate the body's developmental readiness for learning, students are reminded of our three school-wide rules: *SAFETY*, *RESPECT*, and *RESPONSIBILITY*. This daily routine provides a time for our large student body to prepare themselves, mind and body, for a productive day of learning.

8:10-8:20 Instructional Day Begins

The day begins with the teacher taking roll, settling in, and conducting a patriotic activity.

8:20-8:25 Transition Music begins

A classical music selection is heard coming from the PA system and the students begin to transition to their SFA reading class.

8:25-9:55 a.m. SFA Reading Time

This time is specifically set aside for the successful learning of reading strategies. Directors and coordinators "Monitor By Wandering Around" (MBWA).

9:55-10:00 Transition Music signals the end of SFA reading time

10:00 a.m.-12:00 p.m. Recess and Instruction

After a 90 minute period of Reading instruction, several activities or time blocks are planned to support the learning of students.

- Recess is utilized as a time of recreation and rejuvenation, and a second chance breakfast is offered for those who missed eating the first time around. The other children are monitored and encouraged to participate in active play.
- The Science Teacher conduct classes and provide standards based instruction in their specific content.

- Classroom instruction continues and is focused on grade level standards and instruction driven by data analysis.
- Interventions throughout the day
 - Daily tutoring is provided, one on one, for a solid twenty minutes for students reading below grade level by the SFA tutors.
 - Our full time positive behavior facilitator checks in and sees students in need of positive behavior intervention
 - Special education students receive their interventions through full inclusion.
 - Success Maker, our computer based math and literacy intervention that is individually leveled for each child, is implemented in two computer labs, the library and the classrooms.
 - Family Support Teams (FST), Student Success Team (SST), and Individual Education Plan (IEP) meetings take place with specific staff to discuss the regular and/or special education needs of students in our community.
 - Intersession classes transition to a classroom where students are provided quality individualized instruction for enrichment or intervention.
 - Library programs are offered to all students once a week.

12:00-1:30 p.m. Power Lunches and Instruction

After a reenergizing recess and a healthy dose of instruction, children continue with their day.

- 3 healthy options for lunch are provided to the students. We believe that the more healthy lunch choices students have, the more likely students will eat their lunch.
- Classroom instruction continues and is focused on grade level standards and instruction driven by data analysis.

1:30-2:10 p.m. Physical Education and Instruction

- A structured, standards-based Physical Education program is implemented once a week for each grade level by a classroom teacher and P.E. personnel. During this P.E. period the specific grade level meets for grade level articulation.
- Classroom instruction continues and is focused on grade level standards and instruction driven by data analysis.

2:10-2:40 p.m. Extended School Focus (Monday, Wednesday, Thursday, Friday) and Dismissal

- Classroom instruction continues with an emphasis on integrating additional English Language Development and specially designed academic instruction in English.
- All interventions continue.
- On Tuesdays, student instructional day ends at 2:10 and teaching staff attend grade level or faculty meetings.

2:40 Dismissal (Monday, Wednesday, Thursday, Friday)

- Teachers transition students to end the day.
- Students are walked to the assigned dismissal gate.
- Administrators and coordinators report to dismissal gate to supervise a safe exit.
- Students participating in after school programs line up with the assigned playground worker at the specified dismissal gates.

2:40-6:00 p.m. After School Programs, Planning, and Interventions

- Two after school programs offer safe havens for some 450 students enrolled in LA's BEST and 21st Century Kids.
- Council meetings are held on Tuesdays and Wednesdays.
- After school interventions take place in the library.
- The Science teacher meets with the students in afterschool clubs.

6:00-10:30 p.m. The Closing Act

- Afterschool program personnel wait for children to be picked up that are left after the close of the program.
- Building and Ground Workers clean classrooms and finish preparing the site for another day of learning, before securing the site and leaving for the evening.

Kinder Daily Schedule

Time	Activity	Minutes
8:20-8:35	 Greetings, Readings & Writings	15 minutes
8:35- 9:15	 Gathering Circle, Theme Exploration, and Rhyme Time	40 minutes
9:15-9:35	 STaR	20 minutes
9:35-9:55	 Recess	20 minutes
9:55-10:10	 15 Minute Math	15 minutes
10:10-10:35	 Math Mysteries	25 minutes
10:35-11:10	 Stepping Stones	35 minutes
11:10-11:30	 Let's Daydream	20 minutes
11:30-12:10	 Lunch	40 minutes
12:10-12:40	 Write Away	30 minutes
12:40-12:50	ABC ELD 	10 minutes
12:50-1:10	 Psychomotor	20 minutes
1:10-1:30	ABC ELD 	20 minutes
1:30-2:10	 Learning Labs 	40 minutes
2:10-2:30	 Let's Think About It	20 minutes

Sample Daily Schedule Grades 1-5

8:00 - 8:10 Calisthenics
8:10 - 8:20 Class Business/Patriotic Activity
8:20 - 8:25 SFA Transition
8:25 - 9:55 SFA
9:55 - 10:00 SFA Transition
10:00-10:20 Recess
10:20-11:50 Math
11:50-12:30 Lunch
12:30-1:30 Writing/ELA
1:30 -2:10 ELD
2:10 - 2:40 Science/Social Science/Health/Arts

- * Tuesdays 2:10 Dismissal
- * Wednesdays 1:30 – 2:25 Physical Education
- *Computer Lab (varies by classroom)

Instructional Program

Pacoima Charter understands that teachers have a tremendous impact on student achievement. Our teachers will continue to guide and support their instructional practice by incorporating two major, research-based teaching and learning models:

- ***The California Standards for the Teaching Profession*** (CSTP's), which provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice.
- Lauren Resnick's ***Nine Principles of Learning***, which are used to help our teachers analyze the quality of their instruction and opportunities for student learning. Although there are nine principles, Pacoima Charter School will continue to focus on three major Principles: Clear Expectations, Accountable Talk, and Academic Rigor.

Pacoima Charter School teachers are committed to cooperative learning. It is one of the most powerful tools teachers have in providing the level of *engagement, academic, and social support* their students need to be successful. The benefits of cooperative learning are well researched and documented:

- Higher grades
- Increased retention of information
- Better relationships with peers
- Greater intrinsic motivation

- Better ability to stay on task
- Improved attitudes toward school

Pacoima Charter School teachers believe in designing lessons to support cooperative learning in order to best use both teacher time and student learning time. The basic framework for this design is:

- Teach - Teachers prepare students for learning through questioning and modeling, and lead students through the new content.
- Team - During this part of the lesson, students take control of their learning, working as partners or teams while teachers circulate through the room checking with individuals, or small groups of learners to monitor comprehension and to clarify misunderstandings. This is a teacher's chance to meet with students one-on-one for targeted instruction.
- Test - Takes place both formally and informally across the weekly cycle of instruction. Formal assessments take place at the end of each cycle. Informal assessments occur on a daily basis as teachers circulate around the classroom, as well as through the daily products that students or teams complete.
- Team Recognition - Teams earn daily points throughout the cycle for working cooperatively and meeting behavioral objectives, they receive formal recognition and rewards at the end of the cycle based on academic improvement of individual team members and team cooperation.

Pacoima Charter School will offer, at minimum, the number of minutes of instruction set forth in Education Code 47612.5. The total number of minutes for Kindergarten classes is 56,889 minutes and for grades 1-5 is 64,428 minutes.

Curriculum, Instructional Strategies and Materials

The California Content Standards will continue to define the knowledge, concepts, and skills that students should acquire at each grade level. Starting in the school year 2014-2015, the Common Core Standards will define the knowledge, concepts, and skills that students should acquire at each grade level.

Beginning in the 2012-2013 school year, Pacoima Charter School staff will be trained in the Common Core Standards to prepare for the transition into 2014-2015. Grade level teams collaborate to develop the scope and sequence of all curricular areas.

The Curriculum and Instruction Committee is responsible for monitoring the implementation of the plan, reviewing and recommending instructional materials.

Grade	ELA	Math	Social Studies	Science	ELD
K	SFA Kinder Roots	Houghton Mifflin - Go Math	Harcourt Brace - My Neighborhood	Full Option Science System- FOSS kits	Hampton Brown- National Geographic REACH
1	SFA Roots		Harcourt Brace -A Child's Place		
2	SFA Wings 2.1-2.2		Harcourt Brace - Making a Difference		
3	SFA Wings 3.1-3.2		Harcourt Brace - Community		
4	SFA Wings 4.1-4.2		Harcourt Brace - California		
5	SFA Wings 5.1-6.1		Harcourt Brace - United States		

Instructional Materials

Each grade level has developed their own pacing plan based on the California Standards. We identified the learning objectives from each standard and used them to create a pacing plan. The lessons build on each other and are adjusted according to the results of the benchmarks.

See Attached Pacing Plans

Transitional Kindergarten

In adherence to Senate Bill 1381 and the increasingly academic demands of Kindergarten, Pacoima Charter School offers support to students who turn five years old from September 2 to December 2. This program prepares our students with the social and academic skills that will be expected of them in Kindergarten the following year and throughout their school experience. Transitional Kindergarten is the first year of a two-year Kindergarten program that uses a modified Kindergarten curriculum that is age and developmentally appropriate. It follows the same academic calendar schedule as Kindergarten. The daily schedule includes lessons and activities delivered through whole group instruction, small group instruction, and independent “hands on” opportunities.

Transitional Kindergarten gives children the opportunity to access the California Common Core Standards for Kindergarten in a classroom that implements small groups and “hands on” learning. Foundational Reading skills include: Concepts of print, Phonological Awareness with emphasis on sound awareness, sound/symbol association and manipulation of sound units), Oral Language Development, Vocabulary Development and Listening Comprehension. Math foundational skills include the academic language of mathematics, Numeric Sequence and Representation, Number Concepts (count, compare, classify and order objects), Concept of Addition and Subtraction, Sort and Classify objects based on attributes including common Geometric Shapes.

Assessments and teacher observations are used to monitor students' development and progress throughout the year. Teachers meet with parents on a regular basis to share students' progress and to discuss how parents can support their child's learning at home.

Family involvement is very important to a child's success therefore, active participation in a child's educational journey is encouraged both at school and at home. Conferences, family nights, parent trainings and other home/school partnership activities are regularly scheduled throughout the year. We recognize that communication between home and school is essential in helping children succeed therefore all efforts are exerted to encourage family involvement. This includes ensuring that all communication is provided in the home language of our students.

Kindergarten Program

SFA Kinder Corner 2 is a research-based and research-proven kindergarten program that provides children with experiences that prepare them for success in the primary grades. Kinder Corner 2 fosters the development of children's language, literacy, math, interpersonal and self-help skills, science, and social studies concepts. The focus on strong oral language skills, a love of reading, phonemic awareness, phonics, and listening comprehension with the use of interactive technology creates a solid foundation for reading.

Reading

The Success for All (SFA) Reading Program is aligned to the California Content Standards and Common Core Standards. Students are homogeneously grouped according to reading ability and are assessed and re-grouped every eight weeks. The reading textbooks being used with the SFA program are basal anthologies and core literature.

Emergent Beginning Readers

Reading Roots targets the needs of emergent beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness in randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically-focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every quarter to ensure they are receiving the most focused instruction. In addition, we use video skits and animations which promote phonemic awareness, help students make the connection between letters and sounds, learn the word blending/spelling process, develop essential reading vocabulary and fluency, and become familiar with the cooperative learning routines used in the SFA kindergarten and first grade reading curriculum designed to increase the emerging reading skills.

Proficient Readers

Reading Wings targets the needs of students reading at second grade level or above to ensure their growth as proficient readers. It teaches students comprehension strategies, such as summarization, clarification, questioning, and predicting, so that students can become confident, strategic readers. The sophisticated reading skills include vocabulary development, reading comprehension, fluency, oral language development, and written expression through both narrative and expository texts. Reading Wings is taught through Targeted Treasure Hunts used with a variety of novels or basal anthologies.

Mathematics

The Houghton Mifflin Harcourt *Go Math!* strategies are aligned to the California Content and Common Core Standards. It provides a student centered instructional program utilizing a wide variety of manipulatives to address the unique needs of students with auditory, kinesthetic or visual learning styles. This program addresses the seven strands reflective of the National Council of Teachers of Mathematics (NCTM) standards. Regular quizzes and quarterly benchmark assessments are given to all our students, and the results are used to track their overall performance and to modify our instructional plan.

Writing

At Pacoima Charter School, we believe the demands of the 21st Century require that our students possess essential skills in writing. We have intensified our standards-based instruction of the writing process by focusing on the domains and genres of writing. We are using *Thinking Maps and Write from the Beginning and Beyond* to develop proficient writing skills. The program includes both narrative and expository writing for grade levels K through 5. Students develop as writers through stages: kinder “Emerging Writers,” first grade “Developing Writers,” second grade “Focusing Writers,” third grade “Experimenting Writers,” fourth grade “Engaging Writers,” and fifth grade “Extending Writers”. Teachers build upon and extend the instruction of the previous grade level by using Improvement Rubrics and Daily Mini-Lessons and Focused Modeled Writing. Therefore, proficiency in writing is expected on state and local writing tests.

English Language Development

English Language Development (ELD) is the foundation by which English Learners build their academic and social proficiency. English Learners must be prepared to participate successfully in academic settings at the same level as the native English speakers. We provide consistent, focused, and integrated instruction that targets the receptive as well as the expressive aspects of the second language. Pacoima Charter School implements National Geographic: *REACH*, *Thinking Maps*, and *Path to Proficiency* to develop English Learner language competencies.

Social Science

Pacoima Charter School uses the *History-Social Science Framework for California Public Schools* as a guide to the eras and civilizations our students will study. These standards require students to not only acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past in its relationship to the present. The school will continue to use the Harcourt Brace Social Science series and teacher created standard based lessons.

Science

Pacoima Charter School uses the *Science Framework for California Public Schools* as a guide to teaching Science. Our students will be provided the opportunity to build connections that link science to technology and service learning projects. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. Pacoima Charter School will continue to utilize Harcourt School

Publishers *Science and FOSS Kits*. The Science Specialist will work primarily with 4th and 5th grade students to teach them to appreciate the scientific process, learn important scientific concepts, develop the ability to think critically and actively construct ideas through their own inquiry, investigation, and analysis.

Health/Social –Emotional Learning

Pacoima Charter School has created a Wellness Policy which emphasizes good health through decision making. This policy is reinforced daily and school wide through a variety of health practices and instruction. This means the education of proper nutrition and the provision of a balanced diet in the cafeteria by offering healthy choices for every breakfast and lunch through School Nutrition Plus.

We implement a smoke-free campus and programs to eliminate the use of tobacco by students and staff. The *Too Good for Drugs* program educates our students on the effects of alcohol and illicit drugs on the brain, thinking processes, other organs of the body, and behavior. The *Too Good for Violence* program addresses the most significant risk and protective factors at each developmental level to help students learn the skills and attitudes they need to get along peacefully with others. Both programs have a separate developmentally appropriate curriculum for each grade level.

In addition, the *Getting Along Curriculum* provides skills in listening and conflict resolutions which are necessary in order to give students the background required to effectively participate in cooperative groups and to reinforce the positive and healthy relationships.

Consistency Management and Cooperative Discipline curriculum, (CMCD) a research-based, classroom and school reform model builds on shared responsibility for learning and classroom organization between teachers and students. The primary goal of CMCD is to create a disciplined, caring and respectful climate, focused on active learning.

MindUP is a comprehensive, classroom-tested, evidenced based curriculum framed around lessons that foster social and emotional awareness, enhance psychological well-being and promote academic success. The MindUP classroom is an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner.

The Mutt-i-grees Curriculum is an innovative approach to teaching children social and emotional skills. The curriculum builds on the research base and program development in the areas of Emotional Intelligence and Social and Emotional Learning, which focus on facilitating children's self-and social-awareness, relationship skills, and problem-solving abilities as a way to enhance children's social and emotional competencies and related academic skills. It is also an approach to humane education, which at its core involves considering another's perspective-whether it is an animal or person- and the impact of one's actions. Together these fields share an overarching aim of fostering empathy, compassion, and responsible decision-making to support the development of confident and caring children who can make a difference in the lives of people, animals, and the environment.

We implement a school wide daily calisthenics program with exercises recommended by occupational/physical therapists.

Physical Education

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

- Daily 10 minute calisthenics routine (50 minutes weekly)
- Psychomotor program (50 minutes weekly)

Technology Strand

The demands of the 21st Century require that our students possess essential skills in technology. Technology is used as a tool for improving curriculum and instruction. Pacoima Charter School believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society. We foresee an increasingly prominent role for technology by improving the expertise of our teachers and expanding our students' learning world. Pacoima Charter School has developed a technology plan that enumerates how our school will build a solid technological foundation, and explains how we will provide essential professional development in technology.

The current status of technology in the classroom at Pacoima Charter School:

- Three fully equipped computer labs, each with at least 30 computers.
- Two mobile computer labs
- *Smart Boards* in every classroom
- Document cameras in every classroom
- *Success Maker* is implemented school wide as a management system, assessment, and curriculum resource that provides administrators, teachers, and students with the tools necessary to improve academic performance.
- Computerized tutoring through SFA's *Alphie's Alley* in Reading
- The allocation of at least 4-6 computers in every classroom
- The access to network capability in every classroom
- *Edusoft* Computer Software provides instant results to teachers. Teachers use this data to guide their instruction.

Instructional Strategies Used:

- An uninterrupted 90 minute reading block
- Students placed in homogeneous reading groups
- Use of SFA strategies such as Think-Pair-Share, cooperative learning, etc.
- Use of Explicit Direct Instruction (EDI) strategies such as checking for understanding to verify that students are learning while teachers are teaching.
- Implementation of Bloom's Taxonomy
- Interactive white boards and document cameras in all classrooms
- Thinking Maps
- Cooperative Learning

- ELD strategies such as TPR, realia, visuals
- Math Manipulatives
- Rubrics/Criteria Charts
- Grade level collaboration and lesson sharing
- Reading incentive programs
- Data analysis to guide instruction
- Parental involvement in reading homework

Meeting the Needs of English Language Learners

The goal for all English Learners is a steady, natural progression towards language proficiency, in order to bring them to a level of English competency comparable to that of their native English-speaking peers. Our objective is to continually monitor the progress of students through work samples, ELD portfolios, EL Monitoring Rosters and Transition Assessment so that students reach reclassification level by the fifth grade. EL students will progress from EL status to reclassified Fluent English Proficient (RFEP) using the California English Language Development Test (CELDT), CST scores, progress report scores, and grade level proficiency in ELA and Math. Pacoima Charter School created the Master Plan for English Learners using the LAUSD plan as a model.

GUIDING PRINCIPLES FOR EDUCATING ENGLISH LANGUAGE LEARNERS (ADAPTED AND EXPANDED BY LAUSD FROM GEORGE WASHINGTON UNIVERSITY)

PRINCIPLE 1

English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the field of second language acquisition. Recognizing that the education of an EL student is multi-faceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.

PRINCIPLE 2

English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. Pacoima Charter School recognizes that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.

PRINCIPLE 3

English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. Pacoima Charter

School further recognizes that students who participate in an alternative program are provided the same challenging content in all academic areas.

PRINCIPLE 4

English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. Pacoima Charter School recognizes that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. Pacoima Charter School further recognizes the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.

PRINCIPLE 5

English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.

PRINCIPLE 6

The academic success of English learners is a responsibility shared by all educators, the family, and the community. Pacoima Charter School, in partnership with the families and community, must take interest and responsibility for the education of EL students. The *English Learner Master Plan* strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

The Enrollment Process

The enrollment process begins when a parent takes his/her child to the neighborhood school. The main office of each school is designed to be a warm and welcoming place for parents and children. Each school office should have a certificated staff member available to provide consistent information about the instructional program options offered to ELs. All information is to be provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. Included with the Parent Handbook is an explanation of the Uniform Complaint Process to ensure that all parents understand how to address any potential concerns with staff.

Home Language Survey

Upon initial enrollment, parents complete the Home Language Survey (HLS) section in Pacoima Charter School's Student Enrollment Form, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is *not* used to determine a student's language classification or immigration status. However, if the parent's response to the first three questions on the HLS is English,

and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English. The survey is completed by the parent or guardian upon the student's initial enrollment at PCS. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the Los Angeles Unified School District's Student Information System (SIS) and the student's Master Plan Folder, located in the child's cumulative record.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

English Only (EO) If the answers to the four questions on the HLS are "English", the child is classified as English Only.

Possible English Learner (EL) If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.

Parent Notification of Instructional Program Options

After completing the HLS, parents must be informed of the instructional program options available to students, as well as of their right to apply for a Parental Exception Waiver. Program options information is to be provided orally and in writing, using language and materials designed to be readily understandable to the parent.

NOTE: If a parent makes no selection at the time of enrollment, the child will be placed in the Structured English Immersion (SEI) program.

To inform parents of the instructional program options, Pacoima Charter School must provide a copy of the *Initial Notification of Enrollment in Instructional Programs for English Learners Parent Brochure* as well as an opportunity to view the *Instructional Programs for English Learners* video/DVD.

After receiving program option information, parents must also be informed of their right to apply for a Parental Exception Waiver. A parent who wishes to place his/her child in an alternative program, one that utilizes instruction in English and another language, must request such a program by means of a *Parental Exception Waiver*. A full description of the various alternative program options is found in Chapter 2.

Parental Exception Waivers

Parental Exception Waivers are required when a parent selects an alternative program in which the language of instruction is English, paired with another language. Parental Exception Waiver forms are available upon parent request, and at orientation meetings for kindergarteners and newly enrolled students. To request a waiver, parents must personally visit the school *each year* to apply for and complete the waiver.

If parents of 20 or more students at a given school and grade level have been granted waivers, the school must offer an alternative program. If parents of fewer than 20 students at a given school and grade level have been granted waivers, the home school must provide the parent with a list of schools in the surrounding area that provides the selected program. The parent has the right to transfer their child to another school to participate in that program. The parent must be informed that transportation to another school will not be provided by the PCS. *California Education Code Sec. 310-313*

Pacoima Charter School must grant Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as from formal assessments, that the alternative program requested by the parent would not be in the best interest of the overall educational development of the student. If a waiver is denied, the reasons for doing so must be well documented and provided to the parent in writing. Parents may appeal the school's decision following the process defined in Appendix A.

All schools are required to keep a record of the number and the grade level of students whose parents request waivers. This record of waiver requests is kept at each site on the Waiver Request Log. The purpose of this log is to maintain a list of parents who have requested an alternative program, to record the number of waivers requested, and to provide these parents with information regarding the status of their request. The Waiver Request Log is to be maintained at every school site and must be made available for review upon request.

Kindergarten Orientation and Enrollment

Prior to the beginning of the school year, Pacoima Charter School will hold an orientation meeting for parents of newly enrolled Kindergarten students. The purpose of the orientation meeting is to provide parents with information that will assist them in making meaningful decisions about instructional program placement for their children, with translation/interpretation services provided as needed. These meetings are to provide families an opportunity to receive parent-friendly brochures and view information that describes instructional program options, the minimum progress expectations benchmarks, and the curricular materials used in each

program.

Language Proficiency Assessments

English Language Proficiency Assessment – Initial Identification

Pacoima Charter School is required to timely identify potential English Learner students 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), Pacoima Charter 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 Pacoima Charter School's own English Learner Instructional/Master Plan. If Pacoima 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)

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

Pacoima Charter School shall administer the CELDT annually. Pacoima Charter 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.

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

NOTE: In accordance with *Education Code (EC)*, initially-enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment.

The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English. In California, at the time of this publication, the CELDT is the state-adopted language proficiency assessment.

Based on a student's overall performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the CELDT until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient (RFEP).

Prior to CELDT administration, all test examiners (certificated personnel) must obtain annual certification by completing the LAUSD's online CELDT administration professional development.

Schools may provide support to teachers during testing for the individually administered Speaking (K-12) and Listening (K-1) components of the CELDT that require one-to-one administration. Refer to the District's CELDT Administration Instructions for guidance regarding support during CELDT testing.

Initial CELDT assessments must be hand-scored at the school site so that an *interim* language classification can be identified for each student assessed. This score is used to determine appropriate program placement for students identified as ELs. The overall proficiency level must be communicated to the parent using the *Initial Parent Notification of Language Test Results and Confirmation of Program Placement* letter within 30 calendar days of initial enrollment. At the end of the testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides the District with official CELDT results. The CELDT results are to be accurately and permanently recorded in the District's SIS.

NOTE: If there is a discrepancy between the unofficial hand-scored results and the official score provided by the test vendor, the official score overrides the unofficial hand-scored results.

ELs with disabilities must be assessed with the initial or annual CELDT. ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student's IEP any accommodations or modifications used, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the CELDT annually after they have been identified as ELs.

ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

English Language Proficiency Assessment – Annual Assessment

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*. PCS ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school, using the *Annual Parent Notification of Language Test Results and Confirmation of Program Placement*. The official CELDT assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the CELDT results is available in various languages. Parents may request a meeting to discuss the assessment results.

Classification Status

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the CELDT. Based on the performance level, a student may be classified as follows:

English Learner (EL) The overall performance level on the initial CELDT is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early Intermediate in Listening and Speaking (grades K and 1), or in Listening, Speaking, Reading or Writing (grades 2-12).

Initial Fluent English Proficient (IFEP) The overall performance level on the initial CELDT is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for native-English and fluent-English speakers.

Annual Language Classification Status

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Primary Language Assessment

Students designated as ELs on the basis of initial CELDT results are not automatically assessed in their primary language. ELs enrolling in one of the alternative instructional program models are to be assessed in their primary language. On a case by case basis, all other EL students *may* be given a primary language assessment at any time (i.e., at enrollment or thereafter). The decision to administer the primary language assessment is made at the recommendation of the EL coordinator, counselor, administrator, teacher, IEP team or parent.

While the primary language assessment is not a criterion for identifying a student as an EL, assessing the primary language proficiency of an identified EL can provide important information to instructional staff. It is especially important for students in alternative programs. A high primary language proficiency level (particularly in reading and writing) may indicate that the student has had formal education in the home language. A low score could indicate limited or interrupted formal schooling prior to entering the U.S., or it could simply be the result of a child who is shy with the text examiner. School staff should take great care when interpreting the results of these assessments, especially when administered to very young children.

Site administrators will report primary language assessment results to parents who have requested placement in an alternative program within 30 days of administration. The child's teacher(s) will receive the results via the EL Master Plan roster within the first four weeks of the school year (or of student entry if during the school year) to inform instruction.

Whenever possible, a primary language assessment is conducted by a trained person who is fluent in the student's primary language. The district-adopted primary language assessment instruments are the preLAS[®] 2000, Español for Kindergarten students, the LAS Links Español for students in Grades 1-12, and an informal language assessment protocol for non-Spanish speakers. Refer to District policy for additional information.

Results of the primary language assessment are placed in the student's Master Plan Folder and permanently recorded in the SIS. This information may be used as one indicator of the student's level of literacy development in the primary language.

Parental Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** CELDT must receive official notification, within 30 calendar days, informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP

Parent Confirmation of Program Placement

After parents have been informed of the initial CELDT results and selected an instructional program for their child, the *Initial Parent Notification of Language Test Results* and *Confirmation of Program Placement* letter is to be returned to the home school with the parent's signature. By signing the letter, the parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter or to select a different instructional program. The signed letter is to be filed in the student's Master Plan Folder located in the cumulative record.

California *Education Code Sect. 310* requires that all ELs receive instruction that is "overwhelmingly in English" for the first 30 calendar days following a student's initial enrollment in a California public school.

LAUSD places students whose parents have requested an alternative program in a designated bilingual classroom and the instruction for the first 30 days is delivered overwhelmingly in English. After the initial 30 days of instruction, the instructional program is to be implemented as designed.

NOTE: Students will not be required to change classrooms or teachers after the first 30 calendar days of instruction in order to participate in an alternative program.

At all times, parents retain the right to have their child continue in an alternative program or may choose to have their child placed in a SEI program.

Transfer Students

Transfers between Pacoima Charter School and LAUSD schools

The school generates the Pupil Accounting Report (PAR), or transfer document, with student information needed for the receiving school. The PAR is given to the parent to be submitted to the receiving school upon enrollment.

The receiving school must request the student's cumulative record from the previous school. Upon receipt, the site principal at the receiving school is responsible for reviewing the accuracy of the student's records, including information in the Student Information System (SIS), and ensuring that the student is properly placed in the appropriate instructional program as specified in the student's current records, before approving the intra-district transfer request.

Transfers from Other California School Districts

Students transferring into the PCS from another public school district within California must present documentation verifying enrollment. Ideally, student records such as the HLS, state assessment scores, including the CELDT, and official language classification (EO, IFEP, EL, RFEP) are presented at the time of enrollment. If these documents are available at the time of enrollment, the PCS does not need to follow the initial identification and assessment process. If the parent provides the student's records, staff will enter the information into the SIS and meet with the parent to discuss instructional program placement options. If the information is not available, staff must contact the previous district to request the student's information. All student information from a previous district should be sent to the LAUSD School Information Branch for entry into the SIS.

NOTE: Due to student confidentiality requirements, student records can only be transmitted via fax or U.S. mail. *Student records cannot be sent via email.*

Transfers from out-of-state or from another country

The initial identification and assessment process is to be used for students entering the District from another state or country.

Students enrolling at Pacoima Charter School who were born in another country may have two different enrollment dates: (1) District enrollment date and (2) U.S. enrollment date.

LAUSD Enrollment Date The student's first day of attendance is the official enrollment date with the LAUSD.

U.S. Enrollment Date The student's first day of attendance in a U.S. school is the official U.S. enrollment date.

Pacoima Charter School initial enrollment procedure is followed for students entering the District who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a California school or (when appropriate) the date the student first enrolled in a U.S. school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts.

Students who initially attended a California public school, relocated out of state, and returned to attend a California public school again should have the initial identification and assessment information on file. Transfers from Private Schools. The student's district enrollment date is entered into the Student Information System (SIS) as the date the student first enrolled in a California public school. The student will be placed in the grade level that is aligned with the student's age and/or transcripts. The initial identification and assessment process is to be used for students entering the District from a private school.

Professional Development for Staff and Administrators on Initial Identification, placement, and Related Parental Rights

Pacoima Charter School provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of the *English Learner Master Plan*.

Those who must participate in the training include but are not limited to: District and site administrators, teaching staff, counselors, community liaisons, Parent Center Coordinators, staff members who work with ELs' student records, office staff members responsible for registration, EL specialists, special education teachers, paraprofessionals and specialists, and other support staff as necessary. Staff responsible for student enrollment, including all site administrators, are mandated to complete this training every year.

The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child. Training for site staff must take place at least annually, prior to or within 10 days of the opening of the schools for the year, or when new staff members have been employed.

Reclassification

Pacoima Charter School reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be

successful in the mainstream educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the CELDT, California Standards Test (CST) or California Modified Assessment (CMA) scores in English-Language Arts, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

As in the vast majority of California districts, Pacoima Charter School ELs at grades K-1 are not usually considered for reclassification. Parents or teachers may request an individual review of a K-1 student if they believe the student meets reclassification criteria and no longer requires specialized language instructional support. CELDT proficiency level, in addition to common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers. Approval for the exception to the reclassification policy for K-1 students must be made to the Multilingual and Multicultural Team.

Criteria Used for Reclassification

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California *Education Code* and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

- Score of Basic or above on the most recent California Content Standards Test (CST) or CMA in English-language arts
- English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks*
- Parent consultation and approval

*In the event that a student meets the CELDT and CST/CMA criteria but **not** the grade/ progress report mark requirements, the school's Language Appraisal Team (LAT) must meet to analyze other student data that demonstrates grade-level proficiency. The following multiple measures *may* be considered:

- Score of Basic or higher on PCS-adopted standards-based ELA assessments
- Prior CST/CMA scores
- Authentic student work samples, especially writing samples

Reclassification Process

The administrator/designee at each school site is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. The administrator/designee must generate rosters from the SIS database of EL students who have met the CST/CMA and CELDT criteria. This process begins when the official results of the CST/CMA and CELDT are released, as well as at the end of each reporting period

(elementary) or semester (secondary):

- 1 Administrators or EL Coordinators review the rosters for accuracy and missing data (e.g. missing CELDT scores for a specific language domain).
- 2 Students who have met the reclassification criteria are identified and parents are informed of their proficiency, both orally and in writing.
- 3 Parents must review and sign the *Notification of Reclassification*.

NOTE: When students have met all reclassification criteria *except* the CST/CMA, a special meeting will be held in spring (prior to the administration of the CST/CMA) for parents of ELs. They will be informed of the significance of reclassification and advised that their child need only meet the CST/CMA criterion on the next test administration to be eligible for reclassification. If the CST/CMA criterion is met, the School Information Branch will reclassify the student prior to the beginning of the next academic year. Schools must ensure that newly reclassified students are scheduled in the appropriate classes. Parents will be notified of the student's reclassification and given the opportunity to communicate with a counselor or EL Coordinator if they have questions.

Monitoring Progress of Reclassified Students

At least once yearly, a Language Appraisal Team (LAT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, EL Coordinator, the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, Title III Access to Core Coach, EL Experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of CST/CMA scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on CST/ CMA scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each reporting period (elementary) or semester (secondary) for a minimum of two years following reclassification. Additionally, at the high school level, graduation criteria checks are monitored twice a year by the student's counselor. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After school tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support class

- After-school academic support
- Intervention/Intersession classes
- Extended day and year opportunities

Refer to LAUSD’s policy for additional information on monitoring the progress of reclassified students.

Reclassifying English Learners with Disabilities

The reclassification criteria apply to EL Special Education students being considered for reclassification; however, a CMA-ELA score of Basic or higher may substitute for CST-ELA if the student takes that assessment. The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

Meeting the Needs of Socio-Economically Disadvantaged Students

All components of our educational program apply to our Title 1 students. Pacoima Charter School also adheres to all compliance requirements delineated by the Federal Title 1 Program by providing:

- Small class size in grades K-5
- A rigorous curriculum
- Early intervention for students not meeting the standards
- Enrichment opportunities for students at grade level
- Use of technology as a teaching and learning tool
- School Psychologist and two resource teachers to assist students with identified IEP goals or other social needs
- Medical Doctor and a Nurse Assistant to address health needs
- Social Worker/Attendance Officer to monitor attendance, identify attendance problems, and improve attendance
- Mental Health Counselor to provide an intervention for students with socialization issues
- Grade Level Coordinators to coach and monitor program implementation
- Positive Behavior Facilitator to assist in behavior management issues
- Librarian to provide enrichment activities
- Computer Technician to support the teachers
- Family Center classes, referrals to services in the community
- Field Trips to enhance the curriculum
- Computers in all classrooms, library and computer labs
- Culturally relevant literature in all classrooms and library
- After School programs, 21st Century Kids and LA’s Best
- State Pre-school for 3 and 4 year olds to promote school readiness
- Reading is Fundamental (RIF) Program for grades all grades
- **Lee Connigo/Read with Me Backpack** Reading Program for pre-k and kindergarten students
- Tutoring during the school day (individual and small group)
- Solutions Team to work closely and proactively with school staff, families, and community members to increase attendance, deepen family involvement, and add community resources to prevent and solve problems which lead to poor student achievement.

Meeting the Needs of Gifted and Talented (GATE) Students

Pacoima Charter School is committed to working diligently to provide a variety of strategies that identify and support gifted and talented students. Pacoima Charter School will continue to implement a variety of strategies to identify and support gifted and talented students. Pacoima Charter offers the following opportunities:

- Success Maker computer program which individualizes instruction to the specific needs of each student
- Differentiation in the classroom to meet the specific needs of students
- School Psychologist to assess and identify students
- Identification through LAUSD
- Saturday School to sustain Proficient and Advanced students
- Placement of students in gifted/high achieving clusters
- Communication with and development of positive relationships with the student's parents

Meeting the Needs of Students Achieving Below Grade Level

Students who are not achieving grade level standards receive additional support through a series of intervention options. Pacoima Charter School offers the following interventions:

- Tutoring for students in grades 1-3 who are reading below grade level using the SFA *Alphie's Alley* computerized program. Students receive 20 minutes of one-on-one tutoring daily. This tutoring program is designed to foster beginning readers' phonemic awareness, phonics, fluency, and comprehension skills.
- *Success Maker* (computer program) employs a variety of instructional strategies provides multiple opportunities for students to master concepts.
- Extended Learning Program for those students who are struggling to meet grade level standards
- Extended day in all grades. The additional time is utilized to increase learning and provide opportunities for our students to achieve mastery of grade level standards and further address the needs of EL students to reclassify.
- After school programs provide additional opportunities for learning through the following programs: LA's Better Educated Students for Tomorrow (LA's BEST), and 21st Century Kids.
- Small class size in all grades.

Meeting the Needs of Special Education Students

Intervention

Intervention requests are generated by the general education teacher, when a student starts to struggle with academic content. The Intervention gate keeper reviews the request for completeness and schedules an Intervention Meeting. The grade level coordinator, general education teacher, resource specialists, school psychologist and tutoring specialist attend the meeting. The grade level coordinator and the general education teachers bring assessment data results for the team to review. The team agrees on two areas of concern and brainstorm ideas based on data results and area of concern. Suggested strategies are implemented in the general education classroom for 3-4 weeks. Implementation of the strategies is monitored by the grade level coordinator and reviewed at the end of the implementation period by the team.

We have a very strong Response to Intervention (RTI) in place

- Reading tutoring for 20 minutes a day 5 times a week for students not making progress in reading in 1st and 2nd grade.
- Kindergarten tutoring
- Homogeneous groupings in reading schoolwide
- Homogeneous groupings in math in some classrooms
- Early childhood interventions- Baby University for infants, play groups for toddlers, school readiness for 2 and 3 year olds and State Preschool for 3 and 4 year olds.
- Academic interventions- afterschool programs, tutoring and Saturday School
- Morning and afternoon library programs
- Student Study Team for academic issues
- Family Support Team for behavior and outside of school issues
- Support personnel- Two resource teachers, six special education paraprofessionals, one school psychologist, one school social worker with seven interns working under his supervision, one full-time and one part time speech pathologist, one part time adapted P.E. teacher, one part time occupational therapist and one full time behavioral specialist.

Student Study Team (SST)

The students that do not respond positively to Interventions are referred to the Student Success Team (SST). The Student Success Team includes the general education teacher, the grade level coordinator, the resource specialists, the psychologist, and parent. The team meets to review data and further determines the possible next step(s) to remediate the challenge. When assessment is recommended by the SST, an assessment plan is generated.

Individualized Educational Program (IEP)

Once an assessment plan is generated, the IEP team begins the assessment process. After eligibility is determined, special education support is provided in the general education classroom. The support given is dependent on each student's individual needs. Reading support is provided in homogeneous groupings and students are placed strategically in a small group setting. Special education support for written language and math is provided in the general education classroom and/or in small groups inside or outside of the general education setting. The small groups consist of students with and without special needs. Students with special needs are strategically grouped according to their needs.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 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.

Compliance with Child Find Activities for Conversion Schools

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

Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the 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.

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.

Attendance and School Day/Year

Pacoima Charter School will offer, at minimum, the number of instructional days set forth in the Education Code 47612.5. Pacoima Charter students currently receive 180 days of instruction a year.

Pacoima Charter School will offer an extended school day to provide additional time for instruction in the areas of English Language Development and English Language Arts.

Grade K 8:20 a.m. - 2:30 p.m.

Grade 1-5 8:00 a.m. - 2:40 p.m.

Tuesdays- Shortened days for staff development and grade level collaboration. Students in grades 1-5 are dismissed at 2:10 p.m. and kindergarten students are dismissed at 1:30 p.m.

Pacoima Charter School reserves the right to extend the instructional minutes if and when the school's financial situation can cover expenses without putting the school in financial jeopardy.

Federal Regulations Related to Student Achievement

Pacoima Charter School will adhere to all compliance requirements delineated by the Federal Title 1 Program and all provisions of the No Child Left Behind Act (NCLB) or replacement regulations.

Teacher Recruitment and Credentialing

Pacoima Charter School will meet all requirements set forth under NCLB or its replacement regulations, including, but not limited to teacher credentialing. Pacoima Charter School will recruit candidates from the local university and in-house.

Professional Development

Pacoima Charter School's professional development focuses on The National Staff Development Council's Standards for Staff Development and is guided by three questions:

- What are all students expected to know and be able to do?
- What must teachers know and do in order to ensure student success?
- Where must staff development focus to meet both goals?

Staff development standards and, most importantly, data analysis provide direction for designing a professional development experience that ensures that our teachers acquire the necessary knowledge and skills. Our professional development includes presentation of theory, demonstrations of the strategies and methods, hands-on practice and sample lessons.

Pacoima Charter School has redesigned its school calendar in order to provide collaborative planning and reflection time for teachers.

- Teaching staff meets on a weekly basis to collaborate. In addition, they have a three-hour collaboration period every 5 weeks.
- The number of grade level planning opportunities has been increased by decreasing the number of faculty meetings.
- Grade Level Coordinators have received extensive training in curricular areas which qualifies them to train other teachers.
- Teaching staff is provided the opportunity to attend one conference of their choice per school year. Registration is paid by the school.
- Teaching staff is provided a stipend which may be used to purchase professional literature, subscribe to professional periodicals, or to take professional coursework/trainings.
- Staff trainings occur on Saturdays, after school and summer to protect the instructional time.

- Refreshers are conducted regularly to ensure proper implementation of the instructional programs.

Throughout the year, coordinators conduct additional in-service presentations on such topics as instructional pacing, data analysis, reciprocal teaching and cooperative learning.

Implementation Plans

Pacoima Charter School recognizes that full implementation of the Common Core State Standards must be accomplished by the 2014-15 school year. Pacoima Charter School will adhere to the Common Core State Standards and the required implementation timeline. All references in the charter to adherence with the California State Content Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation.

ELEMENT 2: MEASURABLE STUDENT 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”

Education Code §47605 (b)(5)(B).

Pacoima Charter School Goals*

Goal 1: Students will strive to master the rigorous academic content of the California State Content and Common Core Standards.

Measurable Outcomes:

Goal #1: Pacoima Charter School will meet or exceed all student achievement growth targets as measured by the state adopted assessment system aligned with the Common Core State Standards (CCSS) the majority of years of the charter.

Measurable Outcomes:

1. Pacoima Charter School will work toward a goal of at least an API of 825 at the end of the charter term.
2. All significant subgroups identified at Pacoima Charter School will meet or exceed their established API targets the majority of years of the charter.
3. By end of the charter term Pacoima Charter School will work toward a schoolwide goal of at least 65% proficient in ELA and 75% proficient in Math on the state tests.
4. Pacoima Charter School will meet annual student achievement targets in Language Arts/English on the state adopted assessment system aligned with the CCSS using the Safe Harbor model. In the majority of years of the charter, Pacoima Charter School will reduce by 10% the number of students scoring below proficient in Language Arts/English compared to the previous year.
5. Pacoima Charter School will meet annual student achievement targets in Math on the state adopted assessment system aligned with the CCSS using the Safe Harbor model. In the majority of years of the charter, Pacoima Charter School will reduce by 10% the number of students scoring below proficient in math compared to the previous year.

Goal #2: All English Language Learner (ELL) students will meet or exceed student achievement targets set and measured on the Annual Measureable Achievement Objectives (AMAOs) in the majority of years of the charter.

Measurable Outcomes:

1. 60% or more of ELL students will make Annual Progress in Learning English (AMAO-1) as measured by the CELDT each year of the charter.
2. The number of ELL students in a language instruction education program for fewer than 5 years that meet the English Proficiency level on the CELDT (AMAO-2), will increase by 3% annually in the majority of years of the charter.
3. The number of ELL students in a language instruction education program for 5 years or more that meet the English Proficiency level on the CELDT (AMAO-2), will increase by 3% annually in the majority of years of the charter.
4. Pacoima Charter School will meet or exceed ELL student achievement targets in English Language Arts/English on the state adopted assessment system using the Safe Harbor model a majority of the years and a minimum of 2 years in a row during the five year charter term.
5. Pacoima Charter School will meet or exceed ELL student achievement targets in Math on the state adopted assessment system using the Safe Harbor model a majority of the years and minimum of 2 years in a row during the five year charter term

- Meet or exceed yearly Academic Performance Index (API) growth targets.
- Meet Annual Measurable Objectives (AMOs) as demonstrated by the CST in the majority of years covered by this renewal contract.
- Increase in the percentage of students scoring Proficient or above on the State tests in the majority of years covered by this renewal contract.
- Decrease in the percentage of students scoring below Proficient on the State tests in the majority of years covered by this renewal contract.
- Increase in the percentage of 5th graders passing the California Physical Fitness Test in the majority of years covered by this renewal contract.
- Maintain accreditation by the Western Association of Schools and Colleges (WASC).

Goal 2: Students will master English Language Skills to positively integrate into all educational, social, cultural and employment opportunities of mainstream society.

Measurable Outcomes:

- English Language Learners will increase individual CELDT scores in the majority of years covered by this renewal contract.
- Increase in the reclassification rate of English Language Learners in the majority of years covered by this renewal contract.

- Increase in the percentage of students advancing ELD levels on the ELD Portfolios in the majority of years covered by this renewal contract.

Goal 3: Students will demonstrate pro-social behavior with a strong sense of character and self-worth toward their peers, families and larger community.

Measurable Outcomes:

- Decrease in the percentages of suspensions.
- Decrease in the percentages of behavior referrals.

Goal 4: Pacoima Charter School will strive to involve families and the community in supporting student achievement.

Measurable Outcomes:

- Increase in participation to school functions as measured by sign-ins.
- Increase in the number of referrals to outside agencies.
- Increase in attendance rates as reported on P1P2 and annual report.
- Increase in partnerships with support providers.

Goal 5: Pacoima Charter School will conduct goal driven staff development which is based upon a shared vision and analysis of student data.

Measurable Outcomes:

- Monthly collection and analysis of student data by leadership team and classroom teachers to evaluate effectiveness and to modify instruction.
- Implementation visits from outside consultants to monitor implementation of programs.

* These goals are the Expected School-wide Learning Results (ESLRs)

ELEMENT 3: METHOD FOR MEASURING PUPIL PROGRESS

“The method by which pupil progress in meeting those pupil outcomes is to be measured”

Education Code §47605 (b)(5)(C).

We will continue to disaggregate data and analyze the results to guide instructional decisions that will affect student outcomes. Most importantly, tests, exams, and classroom assessments will be aligned to the standards.

Pacoima Charter School will use multiple measures including standardized test scores to ensure that all statewide standards are met, to collect evidence of improved student learning and to provide information for instructional improvement.

Methods of Assessment

- ***Edusoft*** is a tool used to create standards-based tests in all curricular areas. Scores and item analysis reports can be printed immediately after scoring. The item analysis report shows the student score, percent correct/incorrect, and the selected answers. It also provides classroom and individual re-teaching sheets for standards which were not mastered.
- ***Reading Assessments***, provided by Success for All Reading Program, are formative, summative, standardized and authentic. Data received is used to evaluate student progress in reading, place students at the appropriate literacy level, focus teaching on the necessary language arts standards, and design staff development in areas of our pupil’s needs. Each student’s individual progress is documented and kept on file on a database. SFA Assessments include: Standardized Quarterly Assessments, Weekly Story Tests, Weekly Team Score Sheets, Weekly Phonics Assessments (in 1st grade levels), and Daily Dictations (in 1st grade levels).
- ***Math Portfolios*** for K- 5th Grade math portfolios are in place and consist of all the math standards for each particular grade level. Each student’s progress in math is recorded in the portfolio along with work samples.
- ***Writing Assessments*** (Performance Assignments) are scheduled three times during the school year to monitor the students’ progress in writing.
- ***English Language Development (ELD) portfolios*** are reviewed regularly as well as at the end of each reporting period to monitor the students’ progress in the ELD standards. Students not making adequate progress are then referred to the Language Appraisal Team (LAT).
- ***The Implementation Self-Assessment Guide (ISAG)*** is used to connect teacher instruction and student learning. It provides information on the desired student and teacher outcomes that should result from the instruction and learning activities.

Benchmarks

- **4Sight Predictive Benchmark Assessments** predict the students’ reading achievement on a quarterly basis. These predictions allow time to revise instructional strategies, identify areas of difficulty and help teachers effectively target instruction.
- **Edusoft system** allows teachers to analyze benchmark assessments for student’s strengths and weaknesses and provides student lists based on item responses. Re-teach material or assessments can then be printed for the lowest scoring standards on the tests.
- **English Language Development portfolios:** Students’ progress toward the ELD standards is monitored using the portfolios. Teacher meets with the grade level coordinator to review the student progress and make the decision to promote the student to the next ELD level.
- **Success Maker** assesses and reports data to identify student areas of difficulty and assists teachers to effectively target instruction.
- **Math Quarterly Assessments** are scored using the **Edusoft** technology. The results are used to monitor student progress and address the lowest scoring standards on the tests.

Benchmark Assessments

ELA	Math	Science	Writing	4-Sight*	Roots **	ELA/Math Quizzes
ELA # 1	Quarter 1	Earth Science	Performance Assignment #1	Baseline	Baseline	Weekly
ELA # 2	Quarter 2	Life Science	Performance Assignment #2	Quarter 1	Quarter 1	Weekly
ELA # 3	Quarter 3	Physical Science	Performance Assignment #3	Quarter 2	Quarter 2	Weekly
	Quarter 4			Quarter 3	Quarter 3	Weekly
				Quarter 4	Quarter 4	Weekly

*4-Sight is an English Language Arts assessment that is given by grade level to 2nd – 5th graders.

**Roots is a reading assessment given to students reading at 1st grade level.

State Mandated Assessment

Pacoima Charter School will follow the State Testing schedule regarding the California Content and Common Core Standards Test.

Testing

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

Use of Assessment Data

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

Pacoima Charter School will use data to analyze student performance to determine effective plans in meeting state content and common core standards provide information on program effectiveness and evaluate the success of our instructional programs. Data meetings will be conducted monthly to disaggregate and analyze data compiled from various sources. Compilation of the data will be shared and reviewed with teachers and parents/guardians to further investigate and discuss instructional practices.

In addition, assessment data (state and in-house) will guide us to make continuous improvement. The data will be used to:

- Analyze grade level strengths and areas of concern
- Establish goals and targets
- Compare year to year growth
- Plan intervention programs

Communicating Performance Expectations and Results to Staff members

Performance expectations and results are communicated to the staff through faculty meetings, weekly grade level meetings, professional collaborations, and/or council meetings. These meetings are direct result of the continuous monitoring of data received from assessments and benchmarks. These meetings will share and receive suggestions for improvement to all interested parties. These meetings will be followed by staff development.

Communicating Performance Expectations and Results to Parents

Families and Community will continue to be informed about the accomplishment of standards that children are expected to achieve. We will continue to hold parent meetings to explain the California and Common Core Standards, show examples of proficient student work and communicate grade level expectations.

Monthly reports will be provided to the Parent Leadership Advisory Committee (PLAC) on the continuous monitoring of our school’s educational program using data from assessments and benchmarks. Parents will in turn communicate any concerns and/or suggestions to the appropriate Council.

At the Back-to-School Night event, teachers will inform parents about the concepts and skills that students are expected to learn and the criteria that are used to evaluate student performance.

During Parent-Teacher conferences, parents will be informed on how their child is progressing toward the achievement of the standards.

The on-line progress report system will be used to record student progress and communicate expectations for learning.

ELEMENT 4: GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”

Education Code §47605 (b)(5)(D)

Purpose

Pacoima Charter School will continue to operate as an independent public charter school and a non-profit organization.

As the first 10 years as a charter school end, the school community is keenly aware and understands the responsibility of fiscal independence. Councils will be inclusive of all facets of the community including parents, all staff members, and members of the community. Pacoima Charter School continues to build on a governance structure that allows every staff member, and encourages every parent and community member, to fully participate in the school improvement efforts.

In an effort to create an environment of autonomy and participation, a condition of employment at Pacoima Charter School requires every certificated staff member to participate in a council. These governance meetings are in addition to any faculty, staff development, and grade level meetings.

Non Profit Public Benefit Corporation

Effective July 1, 2012, the Charter School will operate as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval by the District.

The Charter School will continue to operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Special Governance Board

The Charter School will be governed by a corporate Board of Directors (“Board” or “Special Governance Board”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have at least five (5) and no more than nine (9) directors. All directors shall be disinterested parents of currently enrolled children (measured at the beginning of the director’s term) or members of the community. The Board will recognize three (3) non-director teacher advisory representatives, who will provide updates and input during Board meetings. All directors shall be appointed by the Board, based upon nominations received by a nominating committee. Parents and employees may submit candidate recommendations directly to the nominating committee.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been elected as required in the bylaws.

Terms for the initial Board of Directors, to begin July 1, 2012, shall be seven (7) seats for a term of either one (1) or two (2) year(s). The terms of the initial Board of Directors shall be staggered, with three (3) members serving for one (1) year and four (4) members serving for two (2) years. The staggering of the initial directors' terms of service will be determined by consensus agreement among initial Board members.

Board members will ideally have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of Directors.

Order of Business

- The Special Governance Board and all Council meetings are open to any stakeholder and will follow Government Code Section 54950 et seq. (Brown Act).
- Each Council shall post their agenda in a public location within seventy-two (72) hours prior to their scheduled meeting.
- Robert's Rules of Order for conducting meetings will be followed to the extent that it is consistent with the Brown Act.
- Meetings will be conducted twice a month or more often as needed.
- Minutes of each meeting are taken and posted within 72 hours in a public location.
- Each Council shall select a Chairperson, Alternate Chairperson and a Secretary.
- Requests to have an item added to the Council's meeting agenda may be done by any stakeholder. Requested item additions will be addressed in the order received. Urgent situations will be dealt on an individual basis.

Responsibilities

The Board shall perform the following duties to set the strategic direction and provide oversight in finances, operations, curriculum and policies of the school, in a manner that is in the best interest of Pacoima Charter school community:

- Follow the District and Pacoima Charter School conflict of interest policy.
- Review, revise and adopt school-wide mission and vision statement.
- Evaluate the Executive Director.
- Adopt school wide goals.
- Recruit and train new Board members.
- Responsible for the regular review and selection of directors and assistant directors with the input from Policy Councils and Leadership Team.
- Review and approve the annual budget, ensure fiscal health, and make short term and long term investments.
- Ensure that Pacoima Charter School is fair and inclusive in its hiring and promotion policies for all Board, administrative, and employee positions.
- Ensure that Pacoima Charter School promotes positive working relationships among staff, parents, administrators, the Board and the community.
- Monitor the work of the Policy Councils to ensure that fundamental principles and general policy guidelines are translated into effective operational programs and procedures.
- Serve as an Appeal agent related to personnel matters.
- Review, Revise, and adopt policies related to student suspension & expulsion.
- Determine school organization and administrative structure.
- Review facilities request & negotiate facilities contracts over \$25,000.

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

Pacoima Charter School shall comply with the Brown Act.

Pacoima Charter School will comply with the LAUSD conflict of interest code as applicable to the Charter School.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Pacoima Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Pacoima Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Policy Councils and Advisory Committee

Finance and Business Council

- Review and recommend to Special Governance Board a yearly budget plan based on schoolwide survey & current needs
- Review fund distribution
- Review and monitors ADA
- Oversee Mandated Cost Reimbursement Program
- Determine personnel needs
- Write grants
- Recruit and select new certificated (teachers and substitutes) staff members
- Develop employee job descriptions
- Monitor maintenance needs and safety assurances
- Investigate needs for and plans for additional housing and real estate
- Review facilities request & negotiates facilities contracts under \$25,000
- Determine furniture needs & equitable distribution
- Respond to facilities surveys and inspections

Curriculum and Instruction Council

- Insure the implementation of State Content and common core Standards for all content areas
- Monitor the implementation of the school-wide programs
- Monitor differentiated instructional plan for all students, ELL, Gifted, Title I.
- Monitor ongoing implementation of the Technology Plan
- Oversee Special Education Program
- Review student outcomes annually and designs action plans related to STAR (CST), AMOs, API, AYP, CELDT, 4-Sight, Edusoft
- Schedule and plan staff development
- Review and adopt instructional materials and texts
- Insure that articulation among grade levels is ongoing
- Work in collaboration with Operations & Finance Council to access grant awards
- Monitor and review suspension/ expulsion procedures and data
- Annual notification of discipline rules to parents
- Implement student attendance & discipline/behavior policies
- Monitor schedules of curricular trip destinations
- Draft school calendar and daily schedules
- Monitor grade level articulation mtgs. for ongoing articulation among teachers
- Implement student attendance & discipline/behavior policies

Network and Partnerships Council

- Schedule & plan school wide instructional and support events
- Monitor implementation of school uniform policy
- Monitor home/school compact
- Coordinate community services & health fairs
- Coordinate family referrals
- Coordinate participation of business partners
- Participate in the Pacoima Charter Community Initiative meetings
- Coordinate & encourage community activities
- Recruit volunteers (parents/community members)

- Coordinate Parent Recognition Assemblies
- Organize & monitor parent volunteer hours
- Develop and plan parent classes
- Interface with Parent Center Director
- Participate in the Parent Leadership Advisory Committee

Parent Leadership Advisory Committee (PLAC)

Parent Leadership Advisory Committee's purpose is to involve parents in the policy-making process and provide updates from the policy councils.

- Advise on decisions
- Provide input on policy
- Assist in increasing parent involvement
- Develop a Parent Involvement Plan (*No Child Left Behind* requirement)
- Become knowledgeable of school operations, curriculum and finances

Councils and PLAC Member Composition

In order to provide representation of all stakeholders to any council or the PLAC, the following applies

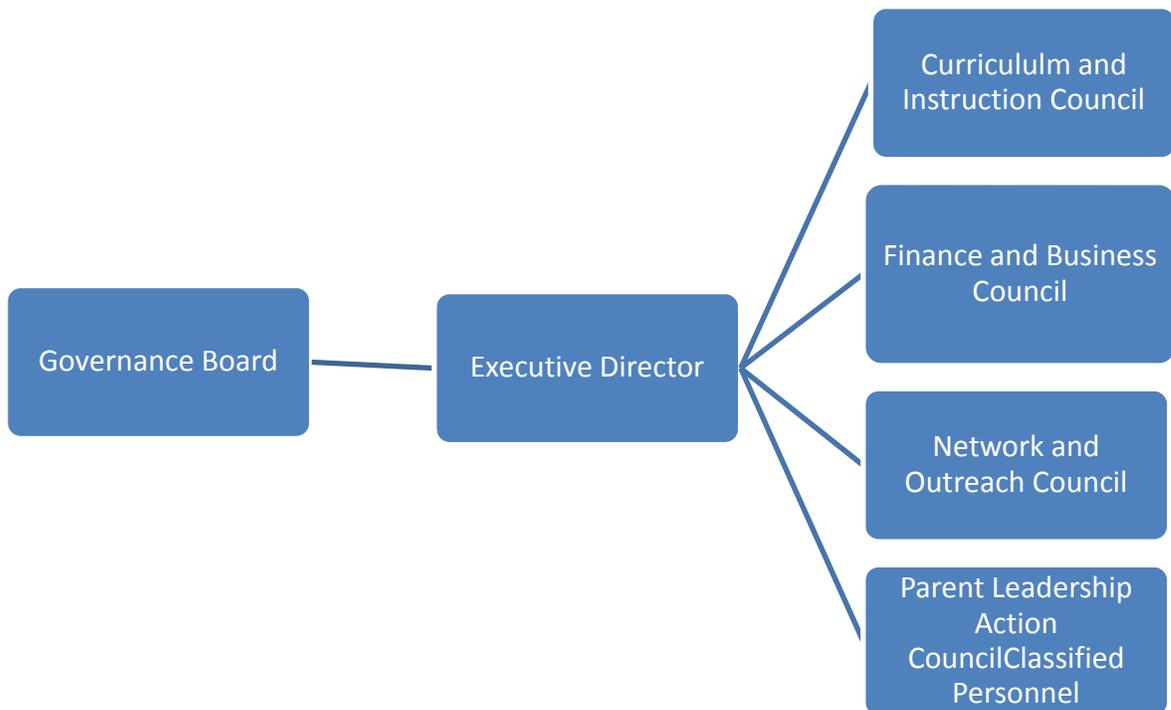
- The Parent Leadership Advisory Committee is open to all parents who wish to join. There are no requirements for membership.
- Members in each council can be faculty, parents and community members, but may only serve as a voting member on one council.
- Each full-time employee must be a participating member of a council (new teachers are exempt for their first year). All other employees will be encouraged to participate.
- For continuity and to create consistency, all members of each council serve a two year term on the same council.
- Eligible staff members apply and indicate their preference for a specific council every year.

Council Officers

Minimum requirements:

- Two years of active participation at Pacoima Charter School
- One year of active participation on the council for which the individual is nominated
- Employee members must have fulltime status

Pacoima Charter School Governance Structure



Governance

The Charter 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.

Pacoima Charter School will comply with the Brown Act.

Members of Pacoima Charter School's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit 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).

Responding to Inquiries

Pacoima Charter 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. Pacoima Charter 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.

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 Pacoima Charter School.

Grievance Procedure for Parents and Students

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

Pacoima Charter 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.

Pacoima Charter 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 Charter Policy

The Charter 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.

Conflicts of Interest Policy and Standards of Ethics

Pacoima Charter School employees should avoid situations where one's actions may affect or appear to affect one's private interests, financial or non-financial. Pacoima Charter School will comply with the LAUSD conflict of interest code as applicable to the Charter School.

Conflicts of Interest Policy

If a conflict of interest exists, the staff member must be “disqualified”. They must abstain from making, participating in making or attempting to use their position in any way to influence any Board’s decision that might affect that personal interest.

If disqualification on a meeting agenda item is required, you must publicly disclose the interest which is the subject of the potential conflict as well as the fact that you are disqualifying yourself from any participation in the decision. The disclosure may be made orally at the meeting and/or in writing to the Board Secretary and must be made a part of Pacoima Charter School official records (e.g. meeting minutes) and the board would not enter into that financial transaction unless a non-interest or remote interest exception applies.

All potential conflicts of interests shall be disclosed by Board members whenever one arises.

Process for Material Revisions

Changes made to the charter document will be discussed and approved in the councils. The Special Governance Board will then ratify the proposed material revisions to the charter document. The Charter Division will be notified and documentation will be provided.

If a material revision is required, the Governing Board will:

- Consult with District Charter School Office to determine if a material revision is needed
- Inform the school community of the need and host at least two forums for discussion
- Contact the Charter Division Coordinator regarding District's material revision process, required language and timeline

- Adopt the material revision and submit to the District and work with Charter School office with modifications if needed

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.”

Education Code §47605(b)(5)(E)

Beliefs

We are a group of professionals committed to providing a quality educational experience for all children. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students. We are willing to extend our personal and professional selves to succeed in our duties and responsibilities as educators and those associated with educating children.

Pacoima Charter School believes that all persons are entitled to equal employment opportunity. The 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.

Pacoima Charter School is deemed the exclusive public employer of its employees and shall be solely responsible for the selection, hiring, and termination of its employees.

Code of Professionalism

Professional Responsibilities and Evaluation

The following Code of Ethics applies to all members of Pacoima Charter School Community.

Preamble

All members of Pacoima Charter School Community believe in the worth and dignity of human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice "education" according to the highest ethical standards.

Principle I. Commitment to the Student

All members measure success by the progress of each student toward realization of potential as a worthy and effective citizen. All members therefore work to stimulate the spirit of inquiry, the acquisition of

knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, all members should:

- a. Encourage the student to be independent action in the pursuit of learning and provide access to varying points of view
- b. Prepare the subject carefully, present it to the student without distortion, and, within the limits of time and curriculum give all points of view a fair hearing.
- c. Protect the health and safety of students.
- d. Honor the integrity of students and influence them through constructive criticism rather than by ridicule and harassment.
- e. Provide for participation in educational programs without regard to actual or perceived 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 or association with an individual who has any of the aforementioned characteristics - both in what is taught and how it is taught.
- f. Neither solicit nor involve students or their parents in schemes for commercial gain thereby insuring that professional relationships with students shall not be used for private advantage.
- g. Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II: Commitment to the Public

All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

- a. Have an obligation to support education and their charter school and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of Pacoima Charter School.
- b. Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- c. Ensure that institutional privileges shall not be used for private gain. Do not exploit pupils, their parents, colleagues, or the school system itself for private advantage. Do not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III: Commitment to the Profession

All members believe that the quality of their services directly influences the Nation and its citizens. All members therefore will exert every effort to raise standards, to improve service, to promote a climate in

which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions which attract persons worthy of trust to careers in education. In fulfilling these goals, all members will:

- a. Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- b. Not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
- c. Not misrepresent one's own professional qualifications.
- d. Not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.
- e. Apply for, accept, offer, and assign positions or responsibility on the basis of professional preparation and legal qualifications.
- f. Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes; not misrepresent conditions of employment; live up to the letter and spirit of contracts.

Administrators have the responsibility to enforce the code after checking the validity of the allegation and providing opportunities for representation.

Consequences of the Violation of the Code of Ethics

Consequences depend on the severity of the misconduct. Consequences include:

- Issuance of notice of unsatisfactory act which remains in the personnel file and can be forwarded upon request.
- Suspension (may be without pay, number of days depends on severity)
- Termination
- If the party involved decides to waive the right to confidentiality, he/she may appeal the matter to the Governance Board which will review the matter and make recommendations and/or decisions.

Qualifications and Selection of Staff

In order to ensure the effectiveness of our programs and success of all students in meeting learning outcomes, all school employees are committed to our collective mission and vision. Every stakeholder assumes increased responsibility and accountability for the academic and social growth of all students by providing a quality educational experience for all children. As individuals and group of learners, we foster an environment that encourages innovative practices and promotes interdependence. All employees, regardless of position, share the responsibility of promoting a learning community that builds a strong foundation for academic success for students and self.

- a. All employees shall be employees solely of Pacoima Charter School. Upon employment by Pacoima Charter School, new employees will resign from any other full-time position.
- b. All employees are fingerprinted for background clearance through the Department of Justice and must provide current TB test results. Employment offer is not valid until all background checks and medical clearance of prospective employee are cleared and charter school standards are met.

- c. All employees are required to complete an employment packet (i.e. W-2, W-9, etc.) prior to the contract offer.
- d. All employees are required to provide legal status as required by law.
- e. All employees are required to sign and uphold the child abuse, sexual harassment and drug-free environment requirements.
- f. All classroom teachers and other certificated staff must have a valid teaching credential on file with the California Commission on Teacher Credentialing and have met the criteria for “highly qualified” status according to *No Child Left Behind*.
- g. All paraprofessionals are required to be high school graduates and enrolled in college.

Qualifications of Executive Director and Directors

Directors must:

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

Qualifications of Teachers and Grade Level Coordinators

All teachers must hold:

- A valid California teaching credential from the Commission on Teacher Credentialing
- Grade Level Coordinators must have 5 years teaching experience and experience directing additional school activities (e.g. ELP, CMCD.)

Qualifications of Paraprofessionals

Pacoima Charter School will comply with the provisions of the No Child Left Behind (NCLB) as they apply to paraprofessional employees.

All paraprofessionals must:

- Be enrolled in college or university courses (3 units or equivalent per semester). Newly hired paraprofessionals must fulfill this requirement by being enrolled in courses leading to a teaching credential (Title I law).
- Paraprofessionals who work directly with students will be under the direct supervision of highly qualified teachers and will meet the following minimum NCLB requirements: hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university.

Classified Personnel: Qualifications will be specific to position

Clerical Positions

1. Graduation from high school or evidence of equivalent educational proficiency.
2. Courses in office practices and procedures, business arithmetic, and business English.

Custodial Positions

1. Knowledge of general grounds maintenance practices, machinery and equipment
2. Knowledge of methods of cleaning and use of cleaning materials

Recruitment and Selection of Highly Qualified Staff

Pacoima Charter School shall have in place well-defined hiring policies and practices in order to employ personnel that will promote and implement the mission, vision and goals of the charter. The Human Resources Department and Human Resources sub-committee (with the input of other councils when necessary) will determine the qualifications and job description for all certificated positions to ensure that the applicants can fulfill Pacoima Charter School goals and expectations.

Pacoima Charter School will select its own staff and is deemed the exclusive public employer of its employees. The selection procedure shall not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age. Staff racial-ethnic balance will continue to comply with Federal laws requiring that no teaching staff be identified as intended for students of a particular race, color or national origin. The Code of Ethics applies to all staff, full or part time.

Recruitment Procedures

The Human Resources Department will announce openings, recruit applicants, request resumes, review and verify references of all classified personnel. The Human Resources Sub-committee will announce openings, recruit applicants, request resumes, review and verify references for certificated applicants (teachers and substitutes).

Administrators/Directors

New Directors will be recruited, interviewed and selected by the Special Governance Board with the input of the councils. Selection will be made by the total membership of the Special Governance Board. If any changes or revision of the position or structure of the administration needs to be done, approval of the Special Governance Board is necessary.

Certificated Teaching Staff

The Human Resources Sub-Committee will interview teacher and substitute applicants. Teacher applicants are required to conduct a demonstration lesson at Pacoima Charter School. The Human Resources Sub-Committee will follow up on the references.

Paraprofessionals

The Director or designee will oversee and monitor the recruitment, interview and selection of paraprofessionals.

Grade Level Coordinators or other Out-of Classroom Personnel

Outside applicants will be interviewed and selected by the Business and Finance Council.

The procedure for Pacoima Charter personnel applying for the position:

- Interested personnel meeting the requirements and qualifications submit an “Notice of Interest” and resume to the Administrator;
- Administrator reviews packets submitted and selects an applicant(s)
- Two lists are posted--one indicating the names of persons that submitted and the other listing the name(s) of the person(s) being submitted for staff confirmation;
- Vote of Confirmation is conducted by secret ballot, ballots counted and results are posted.

Work Basis

All work basis employees will adhere to contracts agreed upon by representative units. However, Pacoima Charter School has the right to set work schedules with comparable compensation based on student needs, staffing patterns, and fiscal capabilities. Certificated staff are required to participate on committees. Teachers that are in their first year in the teaching profession are exempt during their first year but are encouraged to attend.

Executive Director and Assistant Directors

- Supervise day-to-day operation of the school
- Oversee the instructional program
- Evaluate staff effectiveness
- Oversee the business practices of the school
- Provide opportunities for professional growth
- Attract new resources to the school
- Provide effective communication with community/families
- Assist with scheduling
- Support discipline of students
- Adhere to all Charter School policies as established by the Policy Councils

Grade Level Coordinators

- Serve designated students directly and/or indirectly according to established job descriptions (updated annually)
- Adhere to all Charter School policies as established by the Policy Councils

Teachers

- Provide a quality, enriching curriculum
- Provide continual assessment of student progress and maintain records

- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the school community
- Support discipline of students
- Adhere to all Charter School policies as established by the Policy Councils

Classified and Other Personnel

- Office personnel will perform daily school business
- Other personnel will perform daily duties as described by individual job description
- Adhere to all Charter School policies as established by the Policy Councils

Evaluation of Executive Director and Assistant Directors

The Special Governance Board will establish specific goals based on the “California Professional Standards for Educational Leaders” for each director at the beginning of the school year. The Special Governance Board will evaluate the accomplishment of all goals and make recommendations for the next school year as needed.

Evaluation of Teachers and Coordinators

All employee evaluations will be conducted by the employee’s immediate supervisor(s). The Curriculum and Instruction Council has adopted an evaluation process for certificated staff based on the California Standards for the Teaching Profession. We will abide by all collective bargaining units agreements.

Evaluation of Paraprofessionals

Paraprofessionals will have ongoing supervision and observation by teacher(s) and Assistant Directors. Paraprofessionals will receive a midpoint and a final evaluation at the end of the year.

Evaluation of Classified Personnel

All employees will be observed and evaluated by their immediate supervisor. The Assistant Directors will evaluate managers. Employees will receive a midpoint and a final evaluation at the end of the year.

Credential Monitoring

The Human Resources Department is responsible for ensuring that all teaching credentials are current. Employees will be notified via email when the expiration date is approaching.

Criminal Background Checks and Fingerprinting

Pacoima Charter School shall require all employees of the school, and all volunteers who will be performing services that are not under the direct supervision of a school employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Pacoima Charter School will maintain on file and available for inspection evidence that the 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. Pacoima 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 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.”

Education Code §47605 (b)(5)(F)

Pacoima Charter School will continue to follow established standards of health and safety as commonly practice in California Public Schools in accordance with California Education Code §47605(b)(5)(F and California Health and Safety Code, including *Education Codes 44237, 45125.1, and 45122.1*. All city, county, and state building codes will be followed.

Pacoima Charter School is committed to maintaining a safe and clean campus site. We welcome all parents and community involvement. Visitors to our campus are required to sign in and are provided a pass. Identification with a picture is required when a parent or relative takes out a student during the instructional day. The campus aides monitor and secure the site at all times by patrolling around the perimeter and through buildings. A medical doctor and nurse’s aide are available during the school day. Certificated staff, paraprofessionals, and/or supervision personnel supervise all students. The Emergency Safety Plan is reviewed yearly and revised as needed. It is maintained in the Main Office and on the website.

Safety of Staff and Pupils

Criminal Background Checks and Fingerprinting

Pacoima Charter School shall require all employees of the 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.

TB Clearance

A clearance for immunizations and current TB test must be furnished. Any offer of employment made to an individual is based on the clearance of these requirements.

Child Abuse Reporting

All employees of Pacoima Charter School are required to comply with the provisions of California Penal Code Section 11166 et al. are considered to be mandated reporters.

Pacoima Charter School employees are required by law to report any suspected child physical or emotional abuse and neglect to law enforcement or/and child protective services AND to file a written report within 36 hours.

Child Abuse reporting procedures are reviewed yearly for returning staff members. New hires are trained through the on-line training services provided through our membership in the insurance joint powers authority, ASCIP (Alliance of Schools for Cooperative Insurance Programs).

Pupil Health and Safety

Pacoima Charter School will assure that pupil health requirements are adhered to by:

- Health screening will be required for all students, especially kindergarten pupils;
- Enrolling pupils must provide records documenting immunizations
- Screening of pupils' vision and hearing will be conducted as required
- Referrals will be made to local agencies for chronic illness and treatment of communicable diseases;
- Training of staff related to preventing contact with blood-borne pathogens;
- Pacoima Charter School will maintain a safe environment for pupils by:
 - a. Maintain "Zero Tolerance" policy related to weapons on campus
 - b. Implement Title IV provisions of *Safe and Drug Free Schools and Communities* to ensure a safe, tobacco & alcohol free campus;
 - c. Report drug and alcohol related incidents;
 - d. Communicate with law enforcement and local police regarding crime around and within campus
- Monitor and update our Safe School Plan to reflect safety procedures.
- On-going and daily review of school facilities by Plant Manager.

Safe School Plan

A comprehensive safe school plan has been developed, is revised yearly and is kept on file and on the website. School staff is trained annually on the safety procedures outlined in our plan. The plan follows district format and includes:

- Contact information
- Safe school assessment
- Campus security and crime prevention
- Traffic and pedestrian safety
- Plant safety and cleanliness
- Violence prevention and intervention
- School crisis team
- Student discipline and attendance
- Disaster drills
- Evacuation plan
- Bomb threats

Safety of Facilities

In addition to the on-going and daily review of school facilities by the Plant Manager and, Pacoima Charter School remains a member of ASCIP and will participate in periodic health and safety reviews of the entire campus as part of ASCIP's risk management program. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, the food services area (kitchen and lunch pavilion), custodial storage areas and office (including storage areas for hazardous materials). The inspection of school facilities will be conducted pursuant to agreements and District policies.

The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace.

Insurance Requirements

No coverage shall be provided to Pacoima Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Pacoima Charter School shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better]] (including Joint Powers Authority, JPA, mechanisms that satisfy the requirements set forth in this section) to protect Pacoima Charter School from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be Pacoima Charter School's responsibility, not the District's, 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 Pacoima Charter School's insurance shall be primary despite any conflicting provisions in Pacoima Charter 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 Pacoima Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Pacoima Charter School does not operate a student bus service. If Pacoima Charter 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 Pacoima Charter School to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$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 is endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insurers 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 Pacoima Charter School's insurance shall be primary despite any conflicting provisions in Pacoima Charter School's policy.

Evidence of Insurance

Pacoima Charter 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 Pacoima Charter 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 Pacoima Charter School.

Hold Harmless/Indemnification Provision

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

whatsoever, arising out of, or relating to this charter agreement. Pacoima Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Pacoima Charter School, and their officers, directors, employees or volunteers. Moreover, Pacoima Charter 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

Pacoima Charter School currently has a Health, Safety and Emergency Plan in place that is reviewed yearly. The Charter School will continue to 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

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

ELEMENT 7: RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing in the territorial jurisdiction of the school district to which the charter petition is submitted.”

Education Code §47605 (b)(5)(G)

Pacoima Charter School efforts will be used to attain the racial and ethnic diversity among its pupils that reflects the general population of the district. Additionally, Pacoima Charter School will adhere to the mandates delineated in the Court Order of Crawford vs. Board of Education, City of Los Angeles. The Pacoima school community has been serving Latino and African American pupils for the last 40 years. Therefore, Pacoima Charter School will continue to address the five Harms of Racial Isolation which are: low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions.

Pacoima Charter School will continue to make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district. Recruitment efforts shall include publicizing our instructional programs at populated local venues (e.g. local shopping malls, markets, swap meets, churches, community center, etc), hosting orientation and Open House, providing school tours, postcards and ads in the newspaper. Pacoima Charter School will inform the community-at-large about its educational program and services. All written communication will be presented and prepared in English and Spanish (currently the language of the majority of our English Learners enrolled) and other languages as needed.

No Child Left Behind Public School Choice (NCLB-PSC) Traveling Students

The District and Pacoima Charter School 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”). Pacoima 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 Pacoima Charter School shall have the right to continue attending Pacoima Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Pacoima Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Pacoima Charter 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. Pacoima Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC 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 Pacoima Charter School under the NCLB-PSC program increases in subsequent years, Pacoima Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Pacoima Charter 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. The Charter school understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Pacoima Charter 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 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 schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

Court-Ordered Integration

Pacoima 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 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.

ELEMENT 8: ADMISSION REQUIREMENTS

“To the extent admission requirements are included in keeping with EC Section, the requirements shall be in compliance with the requirements of Education Code §47605(d) and any other applicable provision of law.”

Education Code §47605(b)(5)(H)

Pacoima Charter School is a neighborhood, community-based public school with no admission criteria and no tuition charged as outlined in the Education Code 47605 (d)(2)(A). All students residing in the state of California may attend Pacoima Charter School subject only to available space

As a conversion independent charter school, enrollment preference will continue to be given to children living in the former LAUSD pre-charter geographic boundary. Pupils moving out of our attendance area may continue to attend Pacoima Charter School, these students would be existing students who would be exempt from lottery and have a right to continue enrollment at the school. Conversely, students living in the former attendance area who elect not to enroll in Pacoima Charter School may enroll in any sponsoring district school that has available space and are admitted to the school. Transportation is not provided.

Pacoima Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). Pacoima Charter School will be non-sectarian in its programs, admission policies, practices and all other operations. All procedures related to the Public Records Act, the Federal Educational Privacy Rights Act (FERPA) and laws relating to minimum age for public school attendance will be adhered to.

Pacoima Charter School will actively recruit a diverse student population. Efforts will be made to recruit and enroll students of various racial and ethnic groups that reflect the district and surrounding area. Recruitment efforts shall include publicizing our instructional programs on the web page, flyers, newspaper, etc. Communication will be done in English and Spanish.

Lottery Process

In the event that there are more applicants than spaces, a public random drawing will be conducted. Each potential pupil will be assigned a number on a first come, first serve basis. The times, dates, and location of the lottery will be publicized. Documentation outlining the results of the lottery will be maintained for two years.

Waiting list will be established based on lottery results. Parents/guardians of students that have promoted off the waiting list will be notified by phone and mail with the timelines under which the parents/guardians must respond to secure admission.

Timelines and Procedures

1. Enrollment packets for all grades are available in May.
2. Pupils that are “no show” are contacted and space is held for three days.
3. Open spots are filled with applicants not living in pre-charter boundary on first come, first served basis. When applicants outnumber available spaces, a public random lottery is conducted.

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 Charter 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.

ELEMENT 9: FINANCIAL AUDITS

“The manner in which annual, independent, financial audit 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.

Education Code §47605 (b)(5)(l)

Pacoima Charter School makes every effort to maximize revenue from all sources while maximizing the effectiveness of all expenditures to provide a means to improve the instruction of our children and increase the achievement of our students. Site-based budgeting allows for the redirection of spending priorities to create fundamental change and link the budget to student outcomes. Pacoima Charter School establishes sound fiscal and operational standards to assure financial stability and assume full fiscal liability.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Pacoima Charter School not to exceed 1% of Pacoima Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of Pacoima Charter School not to exceed 3% if Pacoima Charter 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.

Balance Reserves

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

Budgets, Financial Reporting, and Audits

Per section 47635 (a) of the Education Code, the local district will transfer the appropriate percentage of funding to Pacoima Charter as part of its monthly local property tax transfer.

To estimate expenditures, Pacoima Charter will start annualizing the actual expenditures incurred through March of the current year. Adjustments will be made for inflation, and salaries will be adjusted according to expected enrollment, and any anticipated raises.

The approved expenditure budget is subject to later adjustment as expenditure estimates change.

The preliminary budget will be presented to the Governing Body for approval.

On a monthly basis, Pacoima Charter will compare the amount budgeted versus the amount actually spent. Material differences will be investigated for posting errors. Mid-year the budget will be adjusted for material variances and the revised budget will be sent to the Governing Body for approval.

Budget development will begin each year prior to the beginning of the new school year and will continually be refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Pacoima Charter School's goals as identified by the governing councils. Two interim reports and year-end estimated actuals will continue to be submitted to the District unless a different system is agreed to by all parties. Audited financial reports (for the fiscal year ending June 30th) prepared by an independent CPA at Pacoima Charter School's expense will continue to be submitted annually to the District, Los Angeles County Office of Education (LACOE) and to the California Department of Education within five and a half months following the close of the fiscal year.

The Governing Body will contract an auditor with experience in education finance and oversee the independent audit. The Administration and accountant will prepare documents for the auditors. The school's financial statements will be audited in accordance with generally accepted auditing standards. Any other audits will be at the requesting authority's expense. Pacoima Charter School's Operations and Finance Council will work with the auditor to resolve exceptions and deficiencies to the auditor's satisfaction. Audit exceptions and deficiencies will be resolved to the satisfaction of the District. Such resolution will be forwarded to the District.

As a directly funded independent charter school, most of the school's state and federal revenue flows directly from the state. Funds flowing through the District (e.g. property taxes and any other funding generated by Pacoima students) will be transferred to Pacoima Charter School. All payroll expenditures will be drawn on the County Treasury which enables the County budgeting and accounting system to account for all revenue and payroll expenditures. Bank accounts with a local financial institution will continue to be maintained for day-to-day expenditures and as approved by the Board from the Revolving, Payroll, Staff and Cafeteria. All expenditures over \$1000 will continue to require two signatories.

Financial Reports

The following reports will be submitted to the District each year:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget- July of the budget fiscal year
- First Interim Projections – December of operating fiscal year
- Second Interim Projections – March of operating fiscal year
- Unaudited Actuals – August following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – Monthly, the Monday after close of the last day of the school month
- Statistical Report – Monthly, the Friday after the last day of the school month
- P1 – First week of January
- P2 – First week of April
- Bell Schedule – Annually by November
- School Calendar
- Other reports as requested by the District

Attendance Accounting

Pacoima Charter School will continue to use the District Student Information System (S.I.S.) to monitor and report student attendance and enrollment, unless an upgraded system is devised, to satisfy the requirements of the District, Los Angeles County Office of Education and California Department of Education. Per law, periodic certification of ADA (average daily attendance), P1, P2, P3 (Annual) certification is submitted to the District, LACOE, and CDE. Additionally, attendance accounting is required in our annual independent audit. To insure the integrity of attendance accounting, an attendance officer is employed by Pacoima Charter School to monitor attendance trends. Daily attendance and attendance accounting reports (for example classification and statistical reports) will be completed and submitted to the requesting agencies in a timely manner.

To facilitate the transfer of students from and to District schools, Pacoima will continue to input data in the District's Student Information System (SIS) and any successor system as long as the District continues to provide the system and training. Pacoima Charter School reserves the right to move to a data information system that better meets the school's needs as necessary. Pacoima Charter School will comply with the Public Records Act and the Federal Educational Rights and Privacy Act (FERPA).

Mandated Costs

In order to meet the health, safety and public accountability requirements of all public school children at Pacoima Charter School, Pacoima Charter School will comply with all state mandates and file directly for reimbursements in accordance to state regulations.

Contract Development

Pacoima Charter School will utilize effective business practices which will result in the best quality at the best price. Contracts for service, equipment and alterations/improvements will be submitted to multiple bidders. Pacoima Charter School agrees to comply with the California Public Contracts Code. All things being equal, preference will always be given to local bidders.

Administrative Services

Pacoima Charter School has contracted with the District on fee-for-service requests. We will continue to initiate requests via forms provided by the District. The actual cost or fees will be determined by the District and will be approved by Pacoima Charter School prior to the delivery of services. The District determines the actual cost or fee for the service which will be approved by Pacoima Charter School prior to delivery of service. This has been the historical practice for special education itinerant service, support personnel and gifted protocols.

Transportation

Pacoima Charter School will contract with an approved bus company or LAUSD for curricular trips or other school events. Costs will be covered by Pacoima Charter School.

Special Education Revenue Adjustment/Payment for Services

In the event that the Pacoima 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.

Audit and Inspection of Records

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

- a) Pacoima Charter School is subject to District oversight.
- b) 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 Pacoima Charter School.
- c) The District is authorized to revoke this Charter for, among other reasons, the failure of Pacoima 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 Pacoima 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:

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

Pacoima 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 the Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Pacoima Charter School will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10: STUDENT EXPULSION

“The procedures by which pupils can be suspended or expelled.”

Education Code §47605 (b)(5)(J)

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well being of all students at Pacoima Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as PCS’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments do not constitute a material change and comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent-Student Handbook which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion. Each year the Discipline Subcommittee of the Curriculum and Instruction Council revises and modifies the student behavioral policies. The student information presented includes the school’s expectations in regards to attendance, mutual respect, responsibility, safety, work habits, substance abuse, and violence. Parents are required to review the information and complete a form indicating that they reviewed and understand the policies.

Pacoima Charter School's Curriculum and Instruction Council's Discipline Subcommittee has designed a Referral Process for students who` violate the school behavior expectations. The process outlines three levels of referral indicating the staff member responsible in addressing the behavior. We also implement the Consistency Management and Cooperative Discipline (CMCD) program school-wide; it consists of four themes: Prevention, Caring, Cooperation, Organization and Community.

Positive Solutions Room (PSR) is a special classroom supervised by the Positive Solutions Facilitator for students whose behavior disrupts or endangers the child or others. The PSR is equipped with a multitude of books on various themes regarding self-esteem and bullying. The Positive Solutions Facilitator assists the staff with information and management strategies to modify various behaviors that the child is exhibiting and supports teachers in contacting and conferencing with parents.

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

The Pacoima Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director’s office.

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

Pacoima Charter 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.

Pacoima Charter 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.

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

Charter Schools 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.

Pacoima Charter 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.

Special Education Students

In the case of a special education student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School 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 Charter School's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter School's failure to implement 504?

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Pacoima Charter School or at any other school or a Pacoima Charter School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

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

- j) Caused, attempted to cause, or threatened to cause physical injury to another person.
- k) Willfully used force of violence upon the person of another, except self-defense.
- l) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- m) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- n) Committed or attempted to commit robbery or extortion.
- o) Caused or attempted to cause damage to school property or private property.
- p) Stole or attempted to steal school property or private property.
- q) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- r) Committed an obscene act or engaged in habitual profanity or vulgarity.
- s) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- t) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- u) Knowingly received stolen school property or private property.
- v) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- w) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

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

telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ff) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- gg) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

Gun Free Schools Act

Pacoima Charter School will comply with the Federal Gun-Free Schools Act.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Pacoima Charter School Governance Board following a hearing before it or by the Pacoima Charter School Governance Board upon the recommendation of an Administrative Panel to be assigned by the Pacoima Charter School Governance Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Council member of the Pacoima Charter School's Governance Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the PCS Governance Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

3. The date and place of the expulsion hearing;

4. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
5. A copy of Pacoima Charter School's disciplinary rules which relate to the alleged violation;
6. 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;
7. 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;
8. The right to inspect and obtain copies of all documents to be used at the hearing;
9. The opportunity to confront and question all witnesses who testify at the hearing;
10. 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 Offences

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Pacoima Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the 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 admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The 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, Pacoima Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Pacoima Charter School. The 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Pacoima Charter School Governance Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Pacoima Charter School Governance Board who will make a final determination regarding the expulsion. The final decision by the Pacoima Charter School Governance Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Pacoima Charter School Governance Board is final.

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

Written Notice to Expel

The Director or designee following a decision of the Pacoima Charter School Governance Board to expel shall send written notice of the decision to expel, including the Pacoima Charter School Governance 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 district in which the student seeks to enroll of the student's status with the Pacoima Charter School.

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

- The student's name
- The specific expellable offense committed by the student

If a student is expelled from the Charter 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 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?

Disciplinary Records

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

Appeal Rights

The full hearing right was provided within the procedure previously stated and meets the appeal rights of the student.

Expelled Pupils/Alternative Education

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

Outcome Data

Pacoima 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.

Rehabilitation Plans

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

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

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

ELEMENT 11: RETIREMENT PROGRAMS

“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 the federal social security.”

Education Code §47605 (b) (5) (K)

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

State Teachers’ Retirement System

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

Public Employees’ Retirement System

All full time classified employees will be members of the PERS (Public Employees’ Retirement System). Employees and Pacoima Charter School will contribute the required rate as designated by PERS. Employees will accumulate service credit in the same manner as all other members of PERS.

Federal Social Security

Social Security payments will be contributed for all qualifying PERS members.

Public Agency Retirement System

Pacoima Charter School will continue to participate in the PARS (Public Agency Retirement System) for non-PERS eligible part-time employees.

Health Benefits for Active Pacoima Charter School Employees

Pacoima Charter School will offer a comprehensive benefits package which includes health, dental, and vision insurance. Specific terms are clearly defined in Pacoima Charter Personnel Handbook. Cost projection based on staffing, personnel growth, increase of family members and benefit eligibility will be studied for effectiveness of coverage and competitiveness on a yearly basis. Pacoima Charter School reserves the right to make annual changes depending on its fiscal health and resource allocation plan.

Health Benefits for Pacoima Charter School Retirees

Coverage for Pacoima Charter School staff members who retire from Pacoima Charter School and are eligible for continuous medical benefits according to the Collective Bargaining Agreements between Pacoima Charter School and Pacoima Charter School employees.

In order to maintain coverage, retirees must enroll in Medicare at age 65 or upon becoming Medicare eligible and must continue to receive a STRS/PERS allowance.

Post retirement health benefits are offered to full time, permanent Pacoima Charter School staff members.

Pacoima Charter School will complete a long term projection on the sustainability of our post retirement medical benefit program. Coverage and/or contributions to postretirement health benefits will be delineated in the Personnel Handbook.

ELEMENT 12: ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who chooses not to attend charter schools.”

Education Code §47605 (b)(5)(L)

Pacoima Charter School is open to all students in California but will continue to give enrollment preference to the children residing within the boundaries of the former LAUSD Pacoima Elementary School area. In the event that there are more applicants than spaces, a public lottery will be conducted. The date, time and location will be publicized through flyers, banners and website. As a conversion charter school and as per current law, pupils who choose not to attend Pacoima Charter 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. Transportation is not provided.

Our school will continue to hold informational meetings for 5th grade parents to inform them of District programs available to their children (Magnets schools, SAS, Open enrollment). We will continue to work with the middle schools in the area to provide a smooth transition to middle school.

Pupils who choose not to attend Pacoima Charter 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.

Parents or guardians of each pupil enrolled at Pacoima Charter School shall be informed that the pupil has no right to admission in a non-charter District school (or program within the District) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.

ELEMENT 13: EMPLOYEE RIGHTS

“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 the charter school.”

Education Code §47605 (b (5)(M)

All employees shall be exclusive employees of Pacoima Charter School. Any employees of the sponsoring district who wish to be employed by Pacoima Charter School must resign their position at the sponsoring district, and all return rights will be governed by district policy. Additionally, new employees hired by Pacoima Charter School will resign from any other full time position.

Leave and return rights for union-represented employees who accept employment with Pacoima Charter 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.

Pacoima Charter School will abide by the Collective Bargaining Agreement between Pacoima Charter School and Pacoima Charter School employees in order to protect the rights of all its employees.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.”

Education Code §47605 (b)(5)(N)

The staff and governing board members of Pacoima Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and the 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 Pacoima Charter 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:

*Pacoima Charter School
c/o Director of Charter School
11016 Norris Avenue
Pacoima, California 91331*

To Director of Charter Schools:

*Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Ave. 20th Floor
Los Angeles, California 90017*

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.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, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, 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 either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures 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 attorney's fees, 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.

ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

“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).”

Education Code §47605 (b) (5) (O)

Pacoima Charter School is deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employee Relations Act (EERA), and shall comply with all provisions of EERA.

The certificated employees of Pacoima Charter School have chosen United Teachers Los Angeles (UTLA) as their exclusive representative (This relationship is not governed by the UTLA-LAUSD contract). Employees of Pacoima Charter School reserve the right to review, revisit, and re-examine representation status on an annual basis.

ELEMENT 16: PROCEDURES TO BE USED IF CHARTER SCHOOL CLOSES

“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 of disposing of any net assets and for the maintenance and transfer of pupil records.”

Education Code §47605 (b)(5)(P)

Revocation

The District may revoke the Charter if Pacoima Charter 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 Pacoima Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Pacoima Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Pacoima Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Pacoima Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Pacoima Charter 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 Pacoima Charter School in writing of the specific violation, and give the Pacoima Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close the Charter School either by the 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.

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 Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply 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 Charter School will be issued by the Charter 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 Charter School by registered mail within 72 hours of the decision to Closure Action. The 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 Charter School by registered mail within 72 hours of the decision to Closure Action. The 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. The 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 Charter School by registered mail within 72 hours of the decision to Closure Action. The 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 Charter School shall observe the following in the transfer and maintenance of school and student records:

- a. 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.
- b. 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.
- c. The Charter School will prepare an electronic master list of all students to the 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.

- d. 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.
- e. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
- f. The Charter School will provide to the CSD a copy of student attendance records, teacher grade books, 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.
- g. 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 Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- 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.
- An assessment of the disposition of any restricted funds received by or due to the Charter School.

This audit may serve as the Charter School's annual audit.

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

The Charter 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 grants 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 Charter 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.

The Charter 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 Charter School's employees, and anything else required by applicable law:

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- Make final federal tax payments (employee taxes, etc.)
- File the final withholding tax return (Treasury Form 165).
- 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 the Charter School's right to operate as a Charter School or cause the Charter School to cease operation. The Charter 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 the 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.

Facilities

Pacoima Charter School is currently occupying a school site that is held in trust by the District. As a result, any and all alterations, modifications, or additions must be approved in advance by the District and all such projects must adhere to District standards and policies.

A multi-year use agreement for the facility to be jointly developed by LAUSD and Pacoima Charter School, and in place before the new renewal term begins, will define various key elements for facilities use, including District responsibility and Charter School costs with respect to Maintenance and Operations Services, deferred maintenance costs, liability, etc. LAUSD also reserves the right to re-negotiate the use agreement when issues of a serious nature arise.

Pacoima Charter School will adhere to all governing laws related to facilities use in accordance with Proposition 39 which "governs provisions of facilities by school districts to charter schools under Education Code section 47614. If a charter school and a school district mutually agree to an alternative to specific compliance with any of the provisions of this article, nothing in this article shall prohibit implementation of that alternative.

District-Owned Facilities: If the 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, the 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 the Charter School will occupy and use any LAUSD facilities, the Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

The 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 the Charter School from conducting its educational programs. If the Charter School will share the use of LAUSD facilities with other LAUSD user groups, the 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. The 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 the Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to the Charter School for use. The 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 the 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.
 - Pro Rata Share. LAUSD shall collect and the 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
 - Taxes; Assessments. Generally, the Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or the Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow the 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 the Charter School.
 - Co-Location. If the 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 the 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.

- **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 the 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, the Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if the Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. The 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.

Renewal Process and Timeline

Pacoima Charter School will submit a charter renewal petition to the District in accordance with District policy. The renewal petition will be reviewed according to the standards of Education Code Section 47605 and 47607.