



**Charter Middle School**

**&**



**Charter Early College High School**

**PUC COMMUNITY CHARTER MIDDLE SCHOOL**

**&**

**PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL**

**A School Within  
Partnerships to Uplift Communities  
Lakeview Terrace**

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## Assurances, Affirmations, and Declarations

**PUC Community Charter Middle School and PUC Community Charter Early College High School** (also referred to herein as “PUC CCMS and PUC CCECHS” or “PUC CCMS” or “PUC CCECHS” and “Charter School”) shall:

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

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

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

**ELEMENT 1 – THE EDUCATIONAL PROGRAM**

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

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

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

<b><u>GENERAL INFORMATION</u></b>	
• The contact person for Charter School is:	<i>Claudio Estrada (MS) Monique Hernandez (HS)</i>
• The contact address for Charter School is:	<i>11500 Eldridge St. Sylmar, CA 91342</i>
• The contact phone number for Charter School is:	<i>818-485-0952(MS) 818-485-0940(HS)</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>Northeast San Fernando Valley</i>
• This location is in LAUSD Board District:	<i>6</i>
• This location is in LAUSD Local District:	<i>NORTHEAST</i>
• The grade configuration of Charter School is:	<i>6-12</i>
• The number of students in the first year will be:	<i>820</i>
• The grade level(s) of the students in the first year will be:	<i>6-12</i>
• Charter School’s scheduled first day of instruction in 2019-2020 is:	<i>August 12, 2019</i>
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	<i>820</i>
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>MS: 8:00 a.m. to 3:30 p.m. HS: 8:20 a.m. to 3:50 p.m.</i>
• The term of this Charter shall be from:	<i>July 1, 2019 to June 30, 2024</i>

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

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

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**



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

### **Special Education Program**

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

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

### **SELPA Reorganization**

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



### **Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- **Dropout**

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

- **Monthly SESAC and Suspension data**

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

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

## 1.1 Community Need for Charter School

### *Overview & Introduction:*

Community Charter Middle School, the first startup charter school in the San Fernando Valley, was founded twenty years ago by long time LAUSD educator Jacqueline Elliot, 100 families from the Northeast San Fernando Valley, and 4 teachers. In a community that had a very high dropout rate from the local middle and high schools and a very low college entry and graduation rate, the group believed there was a need to provide the families who lived in and around the community of Pacoima with a smaller, more nurturing middle school option that would counteract these troubling statistics. Source: McMillen, M., Kaufman, P, and Klein S. (1997, July). Retrieved from <http://nces.ed.gov/pubs/dp95/97473-3asp>.

The small middle school was designed to better meet the needs of individual students within an environment characterized by mutual respect, high expectations and academic rigor in which the students would develop a strong sense of community and pride in their school. Engaging the students in a plethora of learning experiences that included an extended day program, their goal was to inspire their students with a love of learning that would result in all of them committing to graduate from high school and college. Their belief was that with the achievement of their vision, the community they served would be revitalized and uplifted.

In the opening year, the 6<sup>th</sup> grade students began on the campus of California State University Northridge. This had such a profoundly positive effect on the students' vision of their future as college students that every year thereafter the school decided to begin their incoming 6<sup>th</sup> grade students on that same university campus. Consequently, for the 20<sup>th</sup> year in a row, the incoming 6<sup>th</sup> grade students this year just spent their first week of middle school on the university campus and were deeply inspired by a vision of future college graduation as were the predecessors.

The school was so successful in its first year of operation that it instantly became popular in the community. Seats were in high demand and waiting lists continued to grow. As a result, more middle schools with the same model and vision were founded to meet the parent and community demand.

Based on overwhelming numbers of parent requests for a high school that continued the vision and model of the small middle school, Community Charter Middle School added 9<sup>th</sup> grade in 2004 which led to the founding of Community Charter Early College High School in 2005, providing the students with a direct pipeline to college.

In 2014, in order to ensure that students graduating from 8<sup>th</sup> grade from Community Charter Middle School were able to feed directly into the 9<sup>th</sup> grade of Community Charter Early College High School, with the support and approval of Los Angeles Unified School District both schools were merged under a single charter.

The community's need and demand for the school has been made evident by the extensive waiting lists that have been the norm for both Community Charter Middle and Community Charter Early College High School every year since each of them opened.

Partnerships to Uplift Communities (aka PUC schools) was established in 2003 to encompass Community Charter Middle School and the other schools that had already been or would be established with the same model and vision. Partnerships to Uplift Communities is a 501c3 non-profit corporation that embodies the belief that as students fulfill the vision of the schools, the community will be uplifted and revitalized. The organization is grounded in 3 Commitments: Increase the college graduation rate by 5 times in the communities we serve; Students will become proficient within four years in PUC; and Students will commit to uplift our communities now and forever.

On this 20<sup>th</sup> anniversary of the opening of Community Charter Middle School, there is much to celebrate regarding student outcomes. Many have graduated from college, many are now outstanding professionals, and many are now teaching or serving in other support roles in the same schools they attended as middle or high school students.

With the strong emphasis that was placed during their middle school and high school education on revitalizing and uplifting their communities, the graduates demonstrate a high level of integrity, commitment to social justice, and a deep belief that as human beings we have an obligation to help and support those around us.

Even although it has been 20 years since the opening of Community Charter Middle School, and 13 years since the petition for the high school was approved, the culture, mission, and vision has remained the same. From grades 6 -12, the students know they are college bound and they are nurtured in an environment that identifies, targets, and meets their individual learning needs.

### **PUC Community Charter Middle and PUC Community Charter Early College High School TODAY:**

#### ***Summary of Student Achievement Data:***

Analysis of school wide data over the current charter period indicates that PUC Community Charter Middle and Early College High School is an achieving school, one that is recognized locally and nationally for its achievement. PUC Community Charter Early College High is the top high school in the San Fernando Valley, 76<sup>th</sup> best high school in the state, and eighth best charter high school in L.A. Unified, earning a Gold Medal.<sup>1</sup> While there are some fluctuations in achievement data year-to-year, the overall trend is that of increasing student performance and

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<sup>1</sup> [Best High Schools in the US \(U.S. News & World Report\)](#)

making progress toward achieving the goals established within the school's LCAP in alignment with State Priorities.

PUC Community Charter Middle and Early College High School demonstrated a clear pattern of growth when measured by the previous CST aligned assessment system. It should be noted that PUC Community Charter Middle School did reach an API score of 868 and the high school achieved an API of 841 in 2013, which was the last year in which the schools were assigned an API aligned to the previous CA statewide assessment system. See Chart 1.A.

<b>Chart 1.A 2013 API for CCMS &amp; CCECHS</b>				
	API	Statewide Ranking	Similar School Ranking	# of Students Tested
CCMS	868	8	10	341
CCECHS	841	9	10	329
<i>Source: DataQuest API Report</i>				

Both PUC Community Charter Middle and Early College High School outperformed the District and State on the 2013 API scores. See Chart 1.B.

<b>Chart 1.B 2013 API Comparative Scores</b>				
YEAR	CCMS	CCECHS	LAUSD	STATE
2013	868	841	750	790
<i>Source: DataQuest API Report</i>				

## Analysis of Academic Progress Over the Current Charter Term:

### *Overall 2016-17 CAASPP Performance for CCMS and Comparative/Neighboring Schools:*

Data analysis of CAASPP English Language Arts scores for 2016-17 demonstrate that PUC Community Charter Middle School outperformed all neighboring middle schools. See Chart 1.C. Forty percent of students scored either “Met” or “Exceeded” in the area of English Language Arts, equaling the performance of the District as a whole.

**CHART 1.C 2016-17 CAASPP COMPARATIVE VALLEY MIDDLE SCHOOL RESULTS**

ENGLISH LANGUAGE ARTS	MET/EXCEEDED			OVERALL
MIDDLE SCHOOL	6TH	7TH	8TH	
PUC COMMUNITY CHARTER	32%	48%	40%	40%
CHARLES MACLAY	19%	28%	33%	27%
OLIVE VISTA	38%	31%	38%	36%
SAN FERNANDO INSTITUTE OF APPLIED MEDIA	15%	42%	21%	26%
PACOIMA MS	30%	30%	29%	30%
SAN FERNANDO MS	17%	25%	29%	24%
LAUSD	37%	39%	38%	40%
STATE	47%	49%	49%	49%

Source: <https://caaspp.cde.ca.gov/sb2017/Search?lstTestYear=2017>

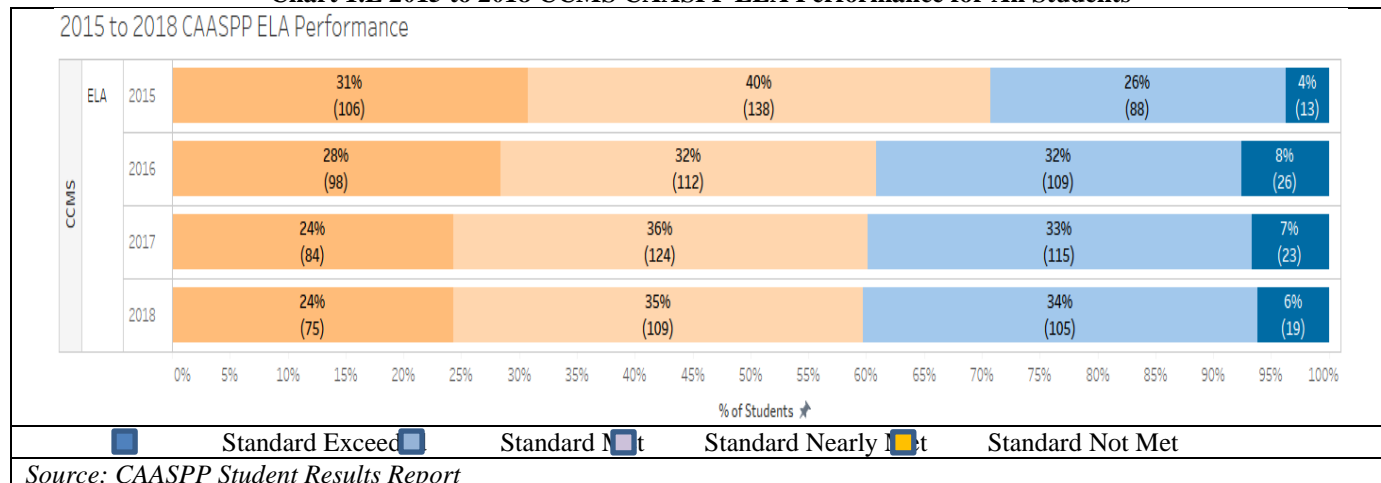
In the area of Mathematics, PUC Community Charter Middle School outperformed neighboring schools by double digits and LAUSD as a whole by five percentage points. See Chart 1.D. The gap between PUC Community Charter Middle and Early College High School and the State is even smaller with only a three percentage point difference. All neighboring schools had less than twenty percent scoring in the “Standard Met” or “Standard Exceeded” performance bands in the area of Mathematics, while thirty-five percent of PUC Community Charter Middle School’s students met or exceeded standards.

**CHART 1.D 2016-17 CAASPP COMPARATIVE VALLEY MIDDLE SCHOOL RESULTS**

MATHEMATICS	MET/EXCEEDED			OVERALL	
MIDDLE SCHOOL	6TH	7TH	8TH		
PUC COMMUNITY CHARTER	37%	36%	33%	35%	
CHARLES MACLAY	16%	14%	22%	17%	
OLIVE VISTA	19%	16%	19%	18%	
SAN FERNANDO INSTITUTE OF APPLIED MEDIA	9%	21%	5%	12%	
PACOIMA MS	15%	11%	17%	14%	
<i>SAN FERNANDO MS</i>	15%	18%	25%	19%	
LAUSD	28%	28%	27%	30%	
STATE	36%	37%	36%	38%	
Source: <a href="https://caaspp.cde.ca.gov/sb2017/Search?lstTestYear=2017">https://caaspp.cde.ca.gov/sb2017/Search?lstTestYear=2017</a>					

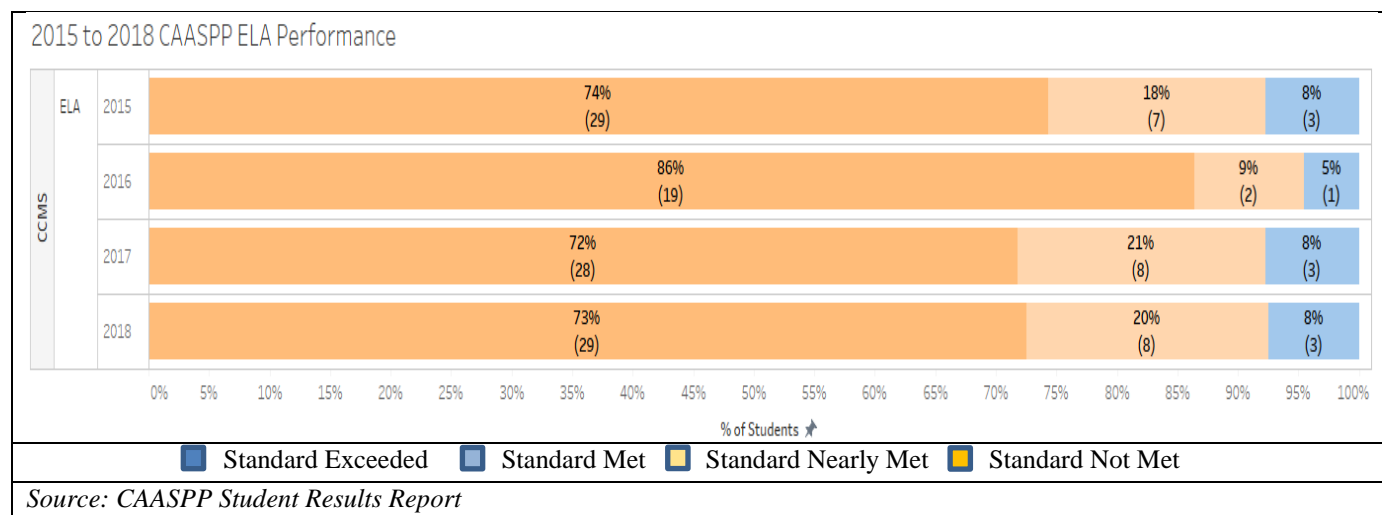
**Overall School English Language Arts CAASPP Performance for CCMS:**

As indicated in Chart 1.E, PUC Community Charter Middle High School's four-year data demonstrates overall progress in English Language Arts. The performance levels are Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. Students scoring "Standard Exceeded or Standard Met" increased 10 percentage points from 2015 and 2018, going from 30% to 40%. Moreover, from 2015 to 2018 there was a decrease of students performing in the area of "Standard Not Met" by 7 percentage points. Meaning more students moved up at least one band from bottom performance band.

**Chart 1.E 2015 to 2018 CCMS CAASPP ELA Performance for All Students**

***Sub-group CAASPP English Language Arts Performance:*****EL STUDENTS:**

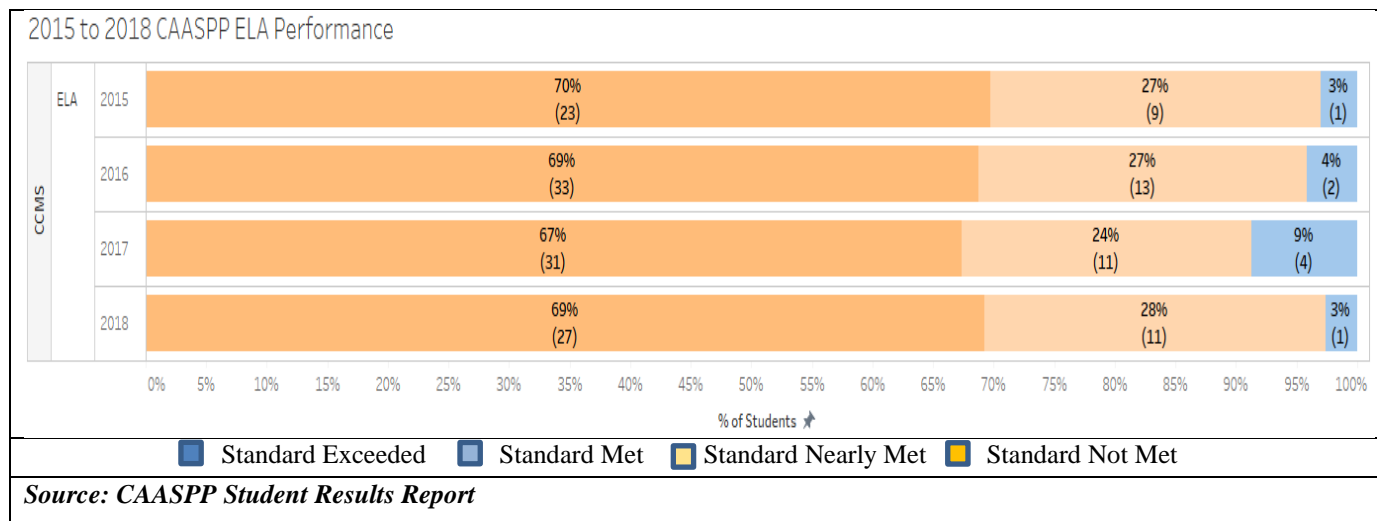
Chart 1.F demonstrates that progress is happening in the school's subgroup of English Learners (ELs) as well. During the four-year period between 2015 and 2018, the percent of students scoring at the "Standard Nearly Met" performance level increased by two percentage points and the school maintained the percentage of those scoring at the "Standard Met" performance level. It is anticipated that EL's will show greater growth in future years after the implementation of targeted EL instruction in 2018-19.

**Chart 1.F 2015 to 2018 CCMS CAASPP ELA % for EL Students**



**SPECIAL EDUCATION STUDENTS:**

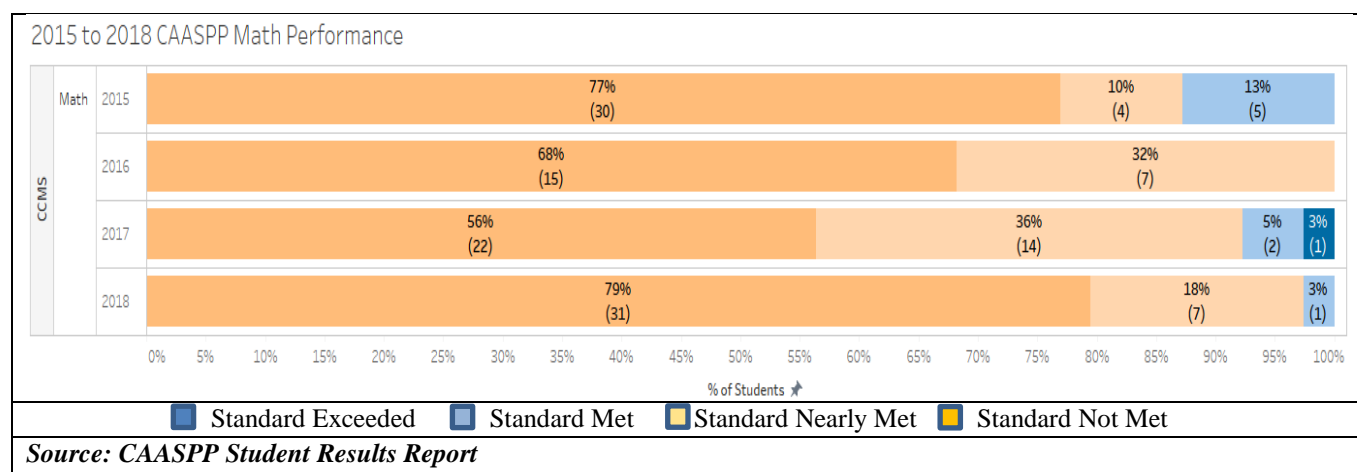
PUC Community Charter Middle School's Special Education student subgroup has also shown slight progress from 2015 to 2018, with nine percent scoring at "Standard Met" in 2017 and then a reversal back to three percent in 2018.

**Chart 1.G 2015 to 2018 CCMS CAASPP ELA % for SPED Students*****Overall School Mathematics CAASPP Performance:***

As indicated in Chart 1.H, PUC Community Charter Middle High School's three-year data show overall progress in Mathematics. The performance levels are Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. Students scoring "Standard Exceeded" or "Standard Met" increased eight percentage points from 2015 and 2018. Moreover, from 2015 to 2018 there was a decrease of students performing in the area of "Standard Not Met" by seven percentage points.

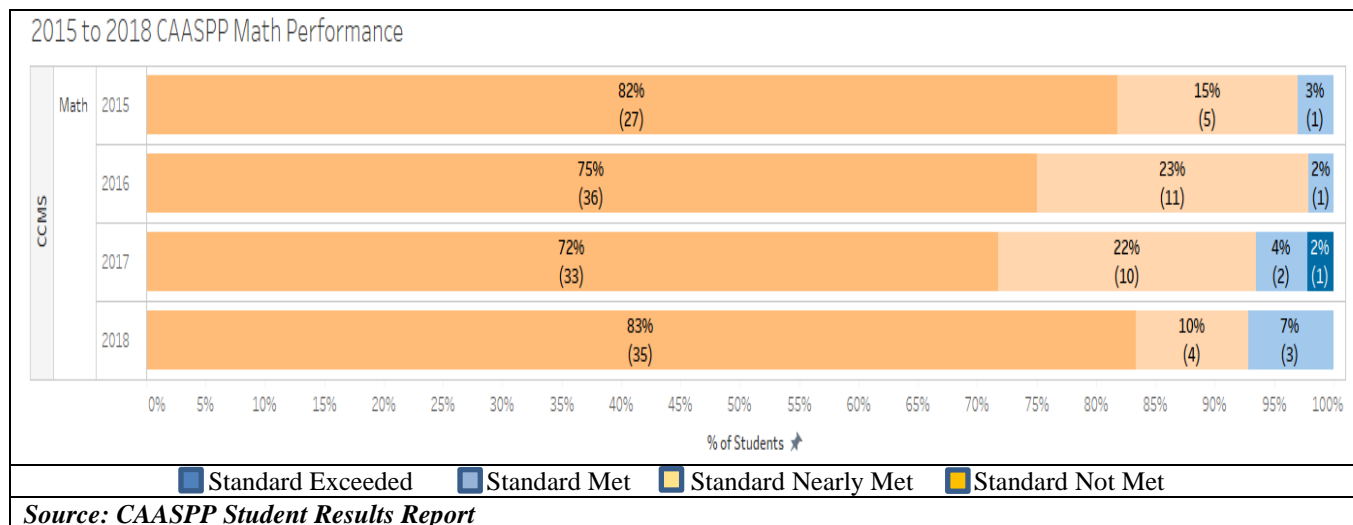
***Sub-group CAASPP Mathematics Performance:*****EL STUDENTS:**

Data indicates that although there was a decline in English Learners scoring at “Standards Met” from 2015 to 2017, there was more students that moved out of the “Standard Not Met” band and into “Standard Nearly Met” band. In addition, in 2015, seventy-seven percent scored in the “Standard Not Met” and in 2017 that declined to fifty-six percent. That is a twenty-one percentage point drop. In 2018, EL student achievement dipped. See Chart 1.I below. As this is an area of growth for the school, a targeted ELD instruction program has been implemented in 2018-19 to ensure the distinct instructional needs of this sub-group are being addressed strategically.

**Chart 1.I 2015 to 2018 CCMS CAASPP Mathematics % for EL Students**

**SPECIAL EDUCATION STUDENTS:**

Analysis of the data below (Chart 1.J) shows that Special Education students made improvement in the area of math from 2015 to 2018. There was a steady decline in the number of students scoring the “Standard Not Met” band. In addition, there was an increase of four percent of students with disabilities scoring in the “Standard Met” performance band.

**Chart 1.J 2015 to 2018 CCMS CAASPP Mathematics % for SPED Students**

### ***Overall 2016-17 CAASPP Performance for CCECHS and Comparative/Neighboring Schools:***

Data analysis of CAASPP English Language Arts and Mathematics scores for 2016-17 demonstrate that PUC Community Charter Early College High School outperformed all neighboring high schools as well as LAUSD and the state as a whole. See Chart 1.K and Chart 1.L. Seventy-eight percent of PUC Community Charter Early College High School students scored either “Met” or “Exceeded” in the area of English Language Arts, exceeding the 55 percent for LAUSD.

In the area of Mathematics, PUC Community Charter Early College High School also outperformed their neighboring schools by double digits, including LAUSD and the State. All neighboring schools scored in the low thirties and below, while 45 percent of PUC Community Charter Early College High School’s students scored at “Met” or “Exceeded.” This gap is biggest between the PUC Community Charter Middle and Early College High School and Sun Valley High.

**CHART 1.K 2016-17 CAASP COMPARATIVE VALLEY HIGH SCHOOL RESULTS**

<b>ELA</b>	<b>MET/ EXCEEDED</b>
<b>CCECHS</b>	<b>78%</b>
SAN FERNANDO	53%
SUN VALLEY HIGH	31%
SYLMAR CHARTER	50%
VERDUGO HILLS	48%
LAUSD	55%
STATE	60%

*Source: CAASPP Student Results Report*

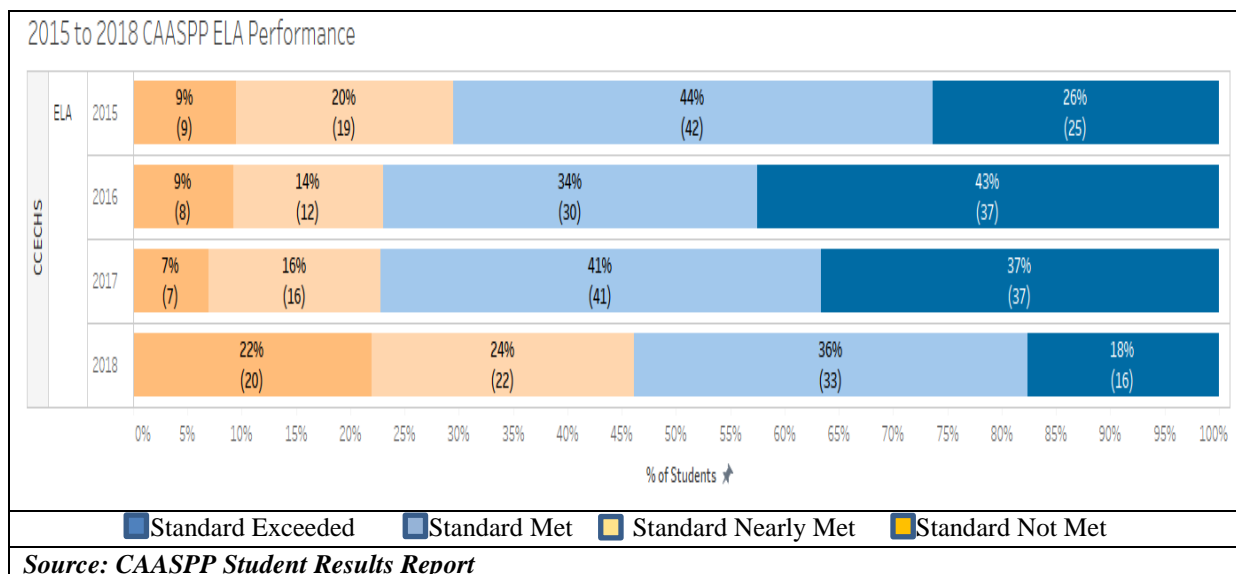
**CHART 1.L 2016-17 CAASP COMPARATIVE VALLEY HIGH SCHOOL RESULTS**

<b>MATH</b>	<b>MET/ EXCEEDED</b>
<b>CCECHS</b>	<b>45%</b>
SAN FERNANDO	21%
SUN VALLEY HIGH	2%
SYLMAR CHARTER	27%
VERDUGO HILLS	23%
LAUSD	24%
STATE	32%

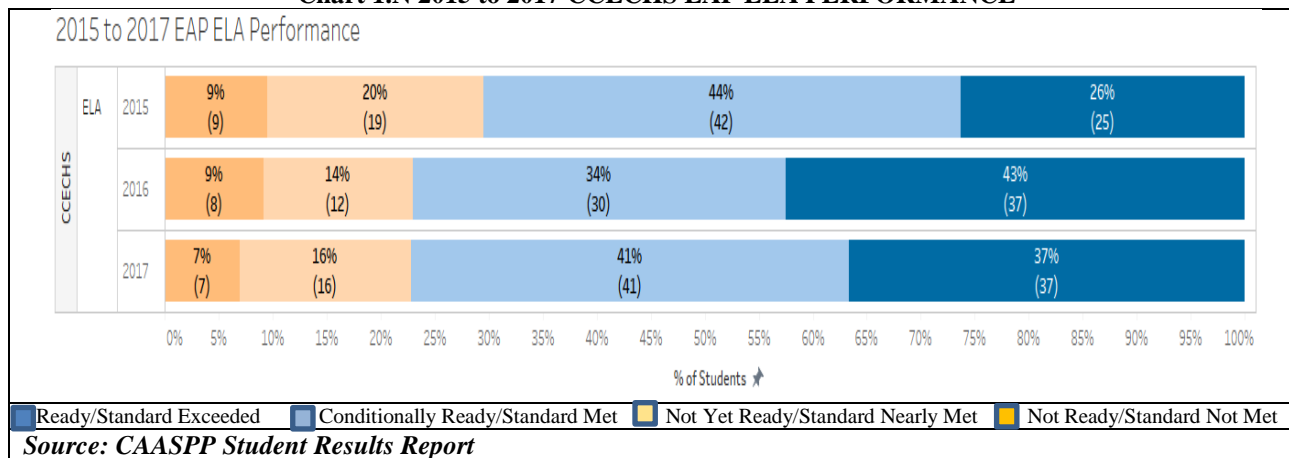
*Source: CAASPP Student Results Report*

***Overall School English Language Arts CAASPP Performance for CCECHS:***

As indicated in Chart 1.M, PUC Community Charter Early College High School's three-year official data shows overall progress in English Language Arts. In 2015, 70 percent of students scored at "Standard Exceeded" or "Standard Met" and in 2017, 78 percent scored at "Standard Exceeded" or "Standard Met." Students scoring "Standard Exceeded" or "Standard Met" increased overall by 8 percentage points between 2015 and 2017. Moreover, from 2015 to 2017 there was a decrease of two percentage points of students performing in the area of "Standard Not Met." 2018 CAASPP data indicate a drop in students in the "Standard Met" and "Standard Exceeded" performance bands from the previous year. The school will work on reversing the decline that occurred during the 2017-18 school year.

**Chart 1.M 2015 to 2018 CCECHS CAASPP ELA Performance for All Students**

In addition, the results for Early Assessment Program (EAP), which mirror the CAASPP results and indicate a student's readiness for college-level coursework in English and Mathematics and are used by the California State University (CSU) and participating California Community Colleges (CCC) to determine EAP status, show that PUC Community Charter Early College High School made great increases in the area of English Language Arts. There are four status levels: 1. Ready(Standard Exceeded), 2. Conditionally Ready (Standard Met), 3. Not Yet Ready (Standard Nearly Met), and 4. Not Ready (Standard Not Met). The data in Chart 1.N shows that seventy percent were either "Ready" or "Conditionally Ready" in 2015. In 2017, that increased to seventy-eight percent who were either "Ready" or "Conditionally Ready."

**Chart 1.N 2015 to 2017 CCECHS EAP ELA PERFORMANCE**

### ***Sub-group CAASPP English Language Arts Performance:***

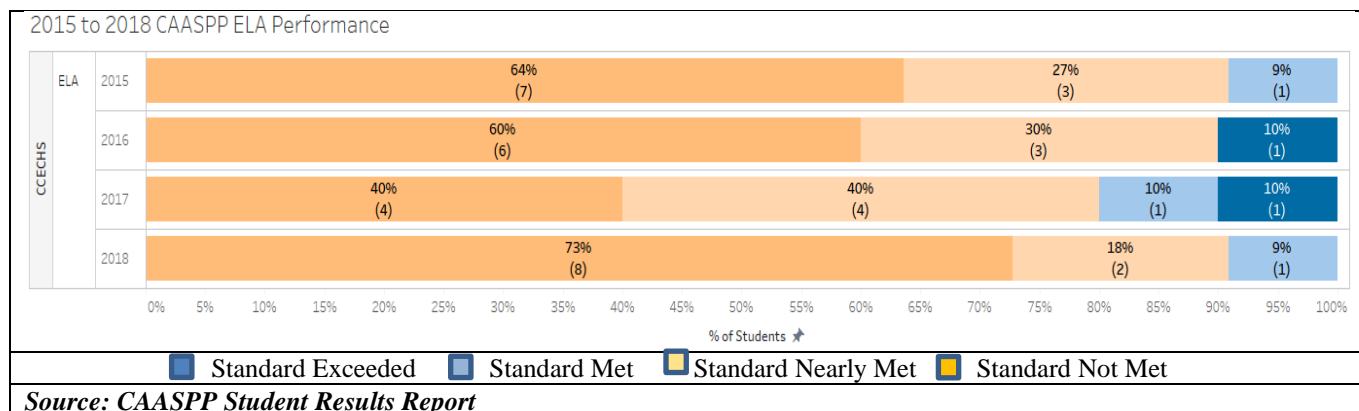
#### **ENGLISH LEARNERS:**

The English Learner population tested is very small and statistically not reportable.

#### **SPECIAL EDUCATION STUDENTS:**

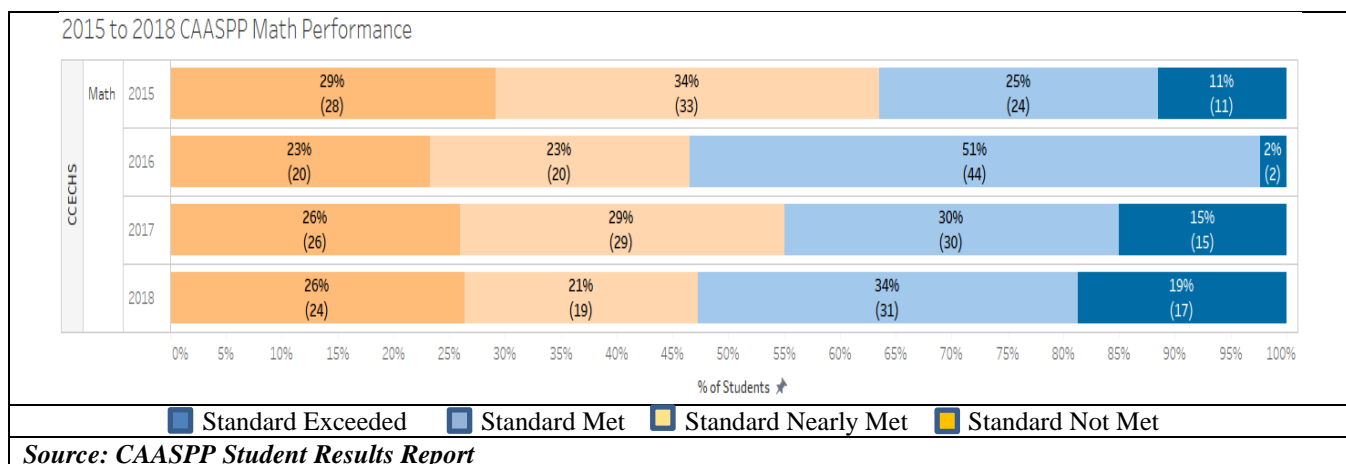
Although PUC Community Charter Early College High School has a small SPED population and only 11<sup>th</sup> grade tested, the data provided in Chart 1.O indicates progress in English Language Arts from 2015 to 2017. The number of students scoring at "Standard Exceeded" or "Standard Met" increased by one. Also, during the same period there was a decrease of students scoring in the "Standards Not Met" band. In 2018, one fewer students scored at the "Standard Exceeded" and Standard Met" performance level.

**Chart 1.O 2015 to 2018 CCECHS CAASPP ELA % for SPED Students**

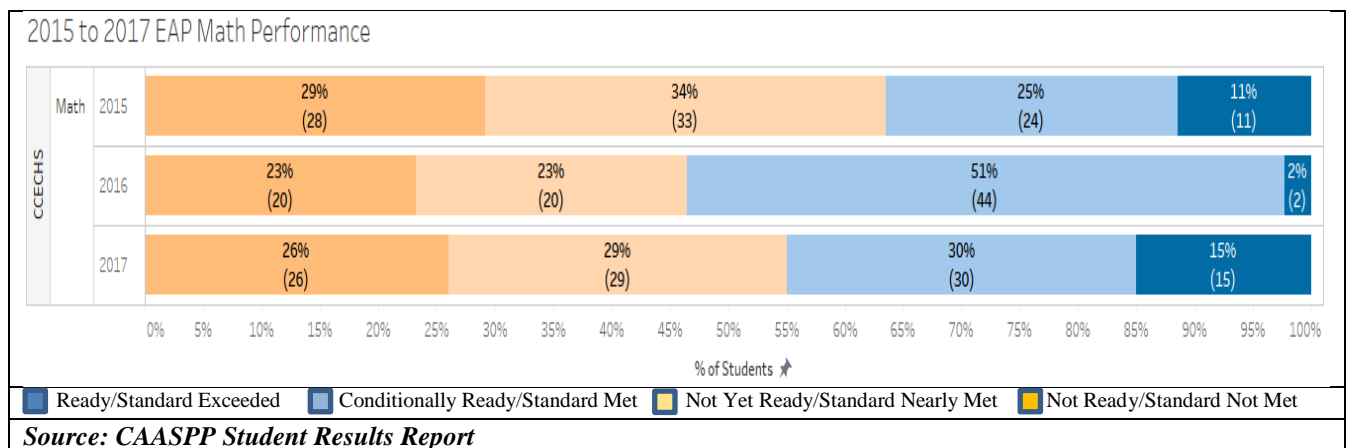


### ***Overall School Mathematics CAASPP Performance:***

As indicated in Chart 1.P, PUC Community Charter Early College High School's four-year official data show overall progress in Mathematics. Students scoring "Standard Exceeded" or "Standard Met" increased seventeen percentage points from 2015 to 2018. The school's 2018 CAASPP Mathematics performance was 53 percent scoring either "Standard Exceeded" or "Standard Met." Even more telling is the increase of eight percentage points of students scoring at "Standard Exceeded" over the same period. Moreover, from 2015 to 2018 there was a decrease of students performing in the area of "Standard Not Met" by three percentage points.

**Chart 1.P 2015 to 2018 CCECHS CAASPP Mathematics Performance for All Students**

As previously explained the EAP performance mirrors the CAASPP performance and is designed as an indicator of college-readiness. Chart 1.Q below demonstrates that PUC Community Charter Early College High School's mathematics performance also increased over the same period. In 2015, 36 percent were either "Ready" or "Conditionally Ready." In 2017, that increased to 45 percent who were either "Ready" or "Conditionally Ready." That is a 9 percent increase. This demonstrates that the school not only focused on improving English Language Arts but also maintained a strong focus on mathematics.

**Chart 1.Q CCECHS 2015 to 2017 EAP MATHEMATICS PERFORMANCE**



### ***Sub-group CAASPP Mathematics Performance:***

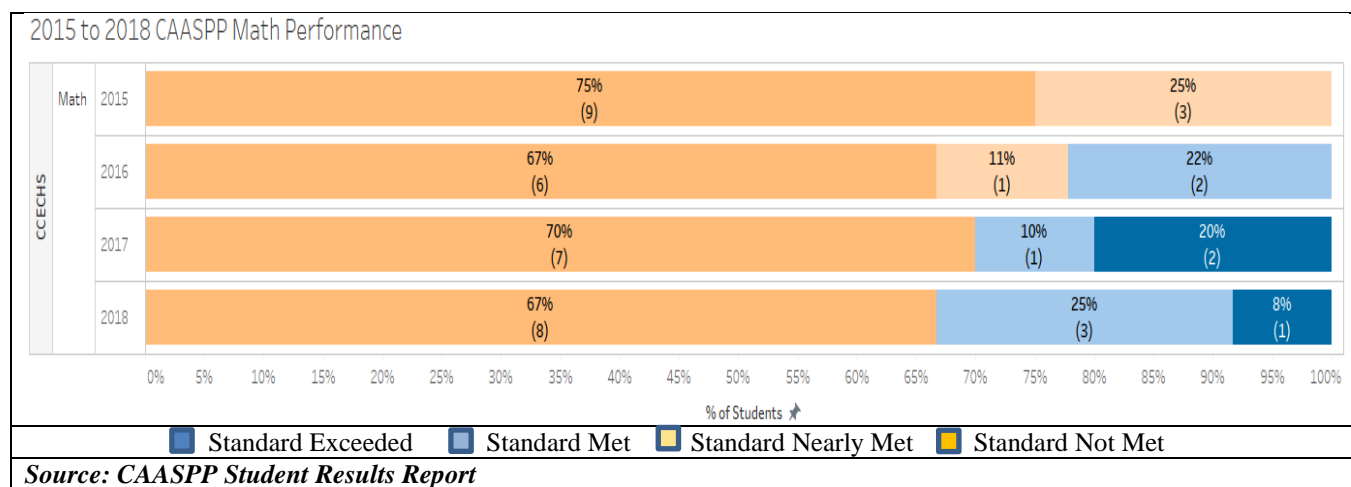
#### **ENGLISH LEARNERS:**

The English Learner population tested is very small and statistically not reportable.

#### **SPECIAL EDUCATION STUDENTS:**

Although PUC Community Charter Early College High School has a small SPED population, the data provided in Chart 1.R indicates tremendous progress in Mathematics. Official data show that the number of students scoring at "Standard Exceeded" or "Standard Met" went from zero percent in 2015 to 33 percent in 2018. In addition, students scoring "Standard Not Met" has steadily decreased over the same three-year period.

**Chart 1.R 2015 to 2018 CCECHS CAASPP Mathematics % for SPED Students**

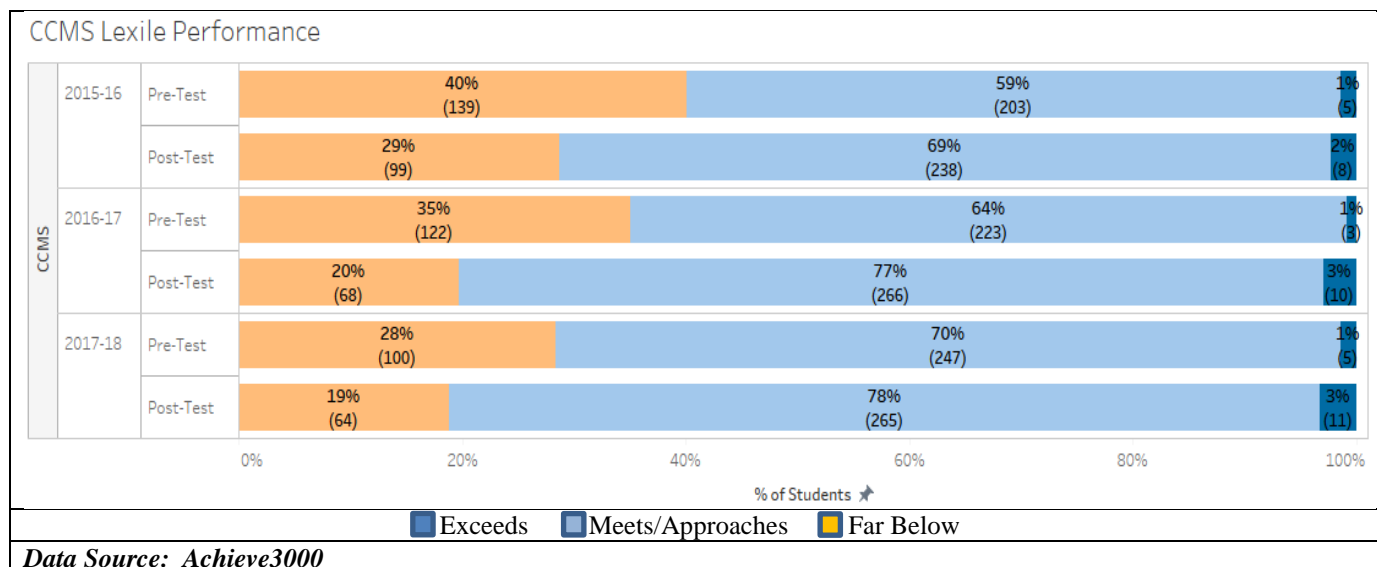


### ***CCMS Overall Lexile School Performance***

One point of local data used to measure academic growth is Achieve3000's Level Set assessment, developed in collaboration with MetaMetrics®, to establish a baseline Lexile® level. Students then complete regular assessments to measure their growth in ability to comprehend informational text.

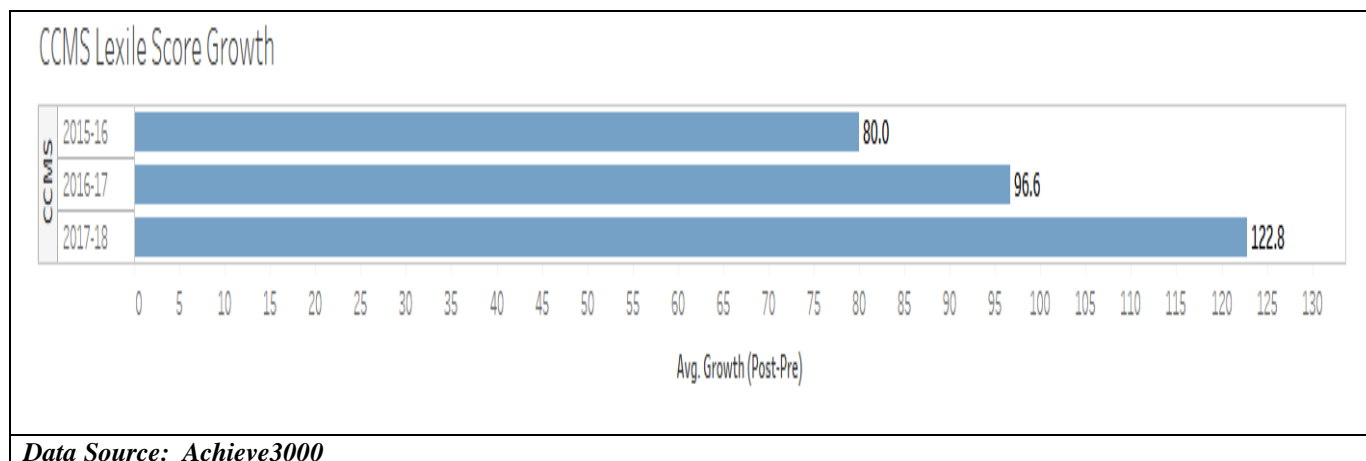
Analysis of this data indicates steady growth over the last three years. Lexile performance data in Chart 1.S below illustrate students increasingly moving into the "Meets/Approaches" or "Exceeds" band. In addition, steady growth is shown during each school year between Pre- and Post- test results. Once again, as indicative of the CAASPP ELA results, there has been a steady move out of the "Far Below" band over the same three-year period.

Chart 1.S CCMS Lexile Performance Overall



**EL STUDENTS:** The school's EL students have shown even greater Lexile growth. Analysis of data from Chart 1.T demonstrates that while EL students are struggling to move between the CAASPP performance levels on the ELA test, there is tremendous Lexile growth each year, indicating that their reading comprehension skills are becoming more developed and we will see the results on state assessments in later years.

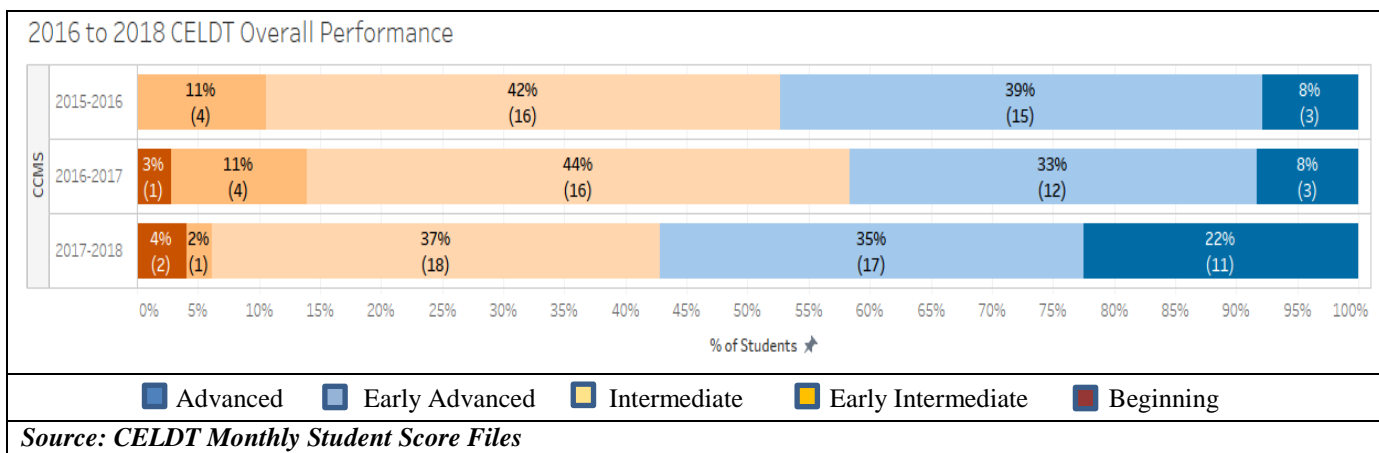
Chart 1.T CCMS Lexile Score Growth for EL Students



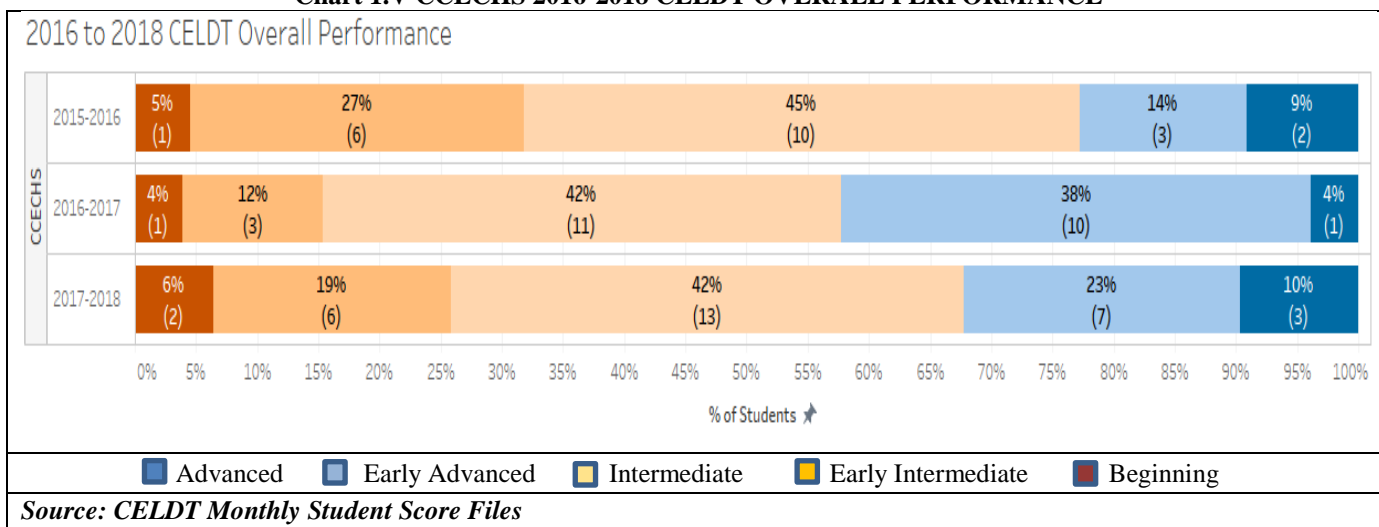
## PUC Community Charter Middle and Early College High School English Learner Progress

Based on the data in Chart 1.U and 1.V students are advancing in overall language development as measured by the California English Language Development Test (CELDT). Both the middle school and high school demonstrate they are making steady progress with EL students in overall “Early Advanced” or “Advanced.” The middle school went from eight percent scoring Advanced in 2015-16 to 22 percent scoring Advanced in 2017-18. The percentage of students at the high school level scoring Early Advanced or Advanced increased from 23 percent in the 2015-16 school year to 33 percent in the 2017-18 school year. Note: CELDT data charts came from the Monthly Student Score files because the CDE does not provide numbers when the population is less than three students.

**Chart 1.U CCMS 2016-2018 CELDT OVERALL PERFORMANCE**



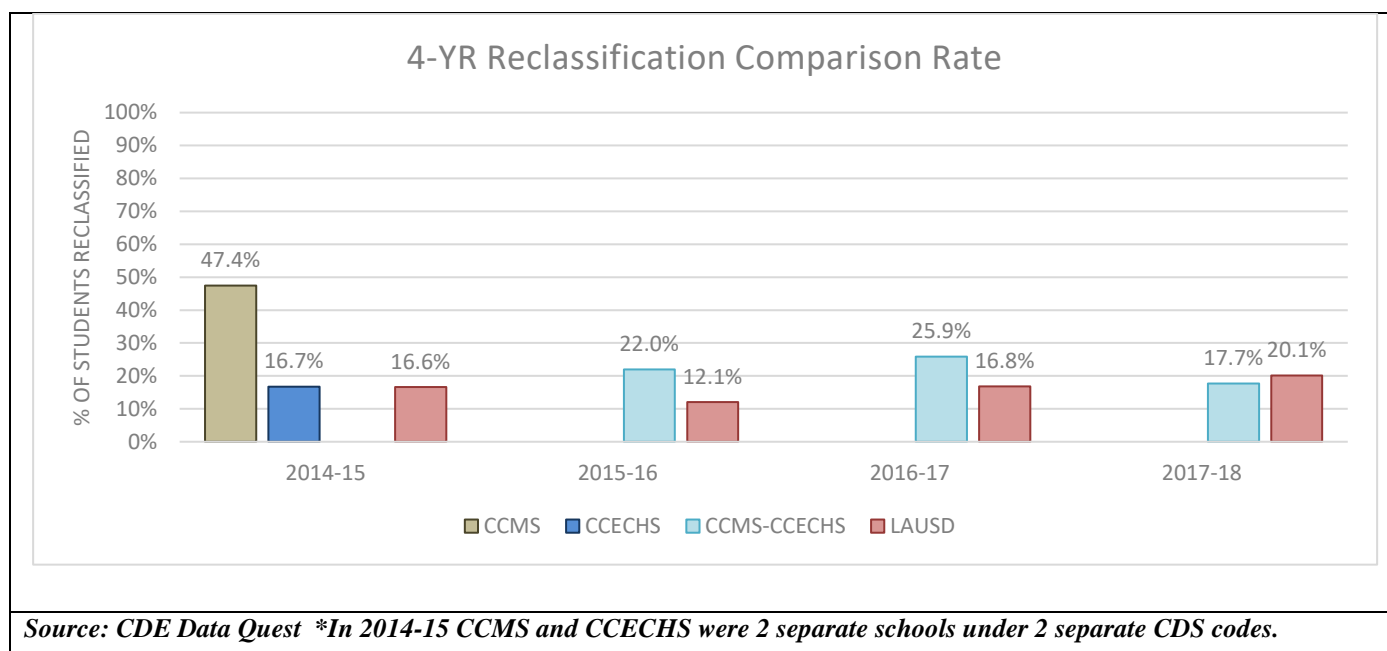
**Chart 1.V CCECHS 2016-2018 CELDT OVERALL PERFORMANCE**



### ***EL Reclassification***

PUC Community Charter Middle and Early College High School's goal of having its overall reclassification rate equal to or greater than the district's was met or nearly met over a four year period. Meaning PUC Community Charter Middle and Early College High School's reclassification rate was above the district's three out of the four years noted in Chart 1.W. Even during the 2017-18 school, PUC Community Charter Middle and Early College High School was nearly equal to the district's reclassification rate. The school will continue to work to ensure students who are ready to reclassify be provided support in obtaining their reclassification in a timely manner.

**Chart 1.W RECLASSIFICATION RATE COMPARISON OVER FOUR YEARS**



The California School Dashboard shows the school is progressing and reclassifying English Learners at a “Very High” rate while demonstrating only a slight decrease, earning it the second highest performance indicator of Green. (See Chart 1.X) The CA School Dashboard English Learning Progress uses far more nuanced metrics than we are able to generate using CELDT scores or Reclassification rates alone.

## Chart 1.X

## English Learner Progress Indicator Report

## PUC Community Charter Middle and PUC Community Charter Early College High - Los Angeles County

Enrollment: 799   Socioeconomically Disadvantaged: 85.9%   English Learners: 7.8%   Foster Youth: 0.8%

Grade Span: 6-12   Charter School: Yes

Dashboard Release:

Fall 2017

Optional Narrative Summary (Completed by PUC Community Charter Middle and PUC Community Charter Early College High)

Local Indicator Data is provided on School Website.

Equity Report

Status and Change Report


Detailed Report

Student Group Report

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

All

	Student Performance	Number of Students	Status	Change
<a href="#">English Learner</a>		76	Very High 86.8%	Declined -1.7%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)
**HS Only: College & Career Readiness:****1. AP Key Highlights:**

- 100% Pass Rate 3-years in a row the following exams 2015, 2016, and 2017: AP Spanish Language and Culture and AP Literature and Culture
- AP European History -75% pass rate (May 2015)
- AP Studio Art -100% pass rate (May 2015)

**2. AP Teacher Support:**

- Leadership encourages teachers to join AP Teacher Community which provides subject specific resources and collaboration opportunities (Discussion Boards, Resource Library, Email Digests and Communications).
- Build AP teacher collaboration opportunities at PUC-Wide professional development events and within school site professional development days
- PUC National Data Team provides a dashboard to support schools year-to-year AP data analysis (Course Grades and AP Exam Score Comparisons)
- College Board's AP Central Website will provide an array of NEW resources for students, parents & teachers starting 8/1/2019 (changes starting the 2019-2020 school year)

**3. ACT Key Highlights:**

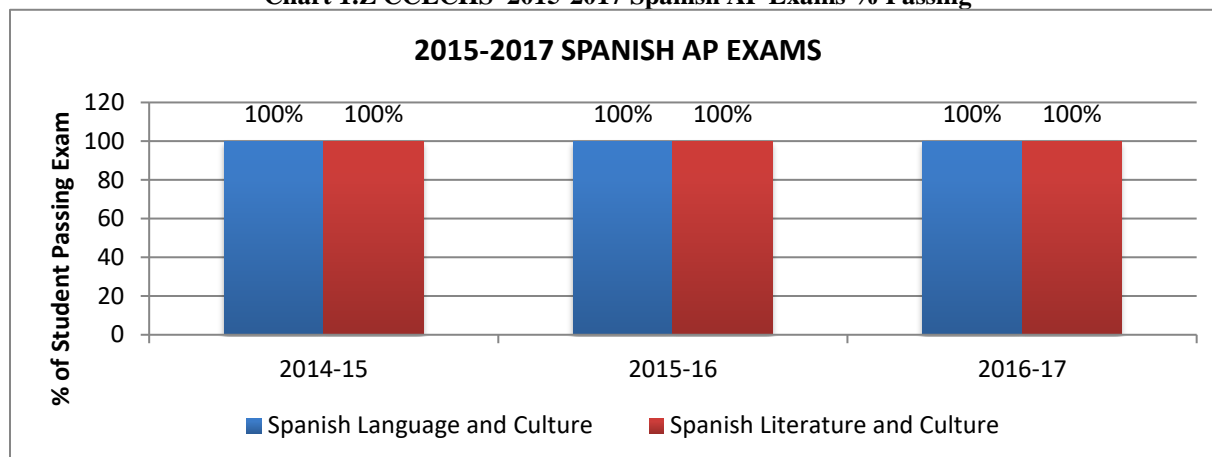
- PUC Schools' high schools implemented the ACT Aspire exams in grades 9<sup>th</sup> and 10<sup>th</sup>, to support students career and college readiness, and increase their ACT college admissions exam scores. Students, teachers and families are provided resources and support with sharing ACT Aspire assessment results, and using the data to drive teacher practices.
- Email to PUC Schools regarding 2018 ACT Aspire Results that will include:
  - Student Data Analysis Resources for PCE
  - Written Communication to be sent home with Score Report
  - ACT Aspire training videos to interpret school level score reports
  - Other resources

**Chart 1.Y CCECHS 2016 to 2017 ACT Aspire % Exceeding and Ready**

Subject	2015-16	2016-17	Change from 2016 to 2017
English	45%	48%	3%
Mathematics	17%	26%	9%
Reading	19%	21%	2%
Science		19%	
Writing	42%	64%	22%

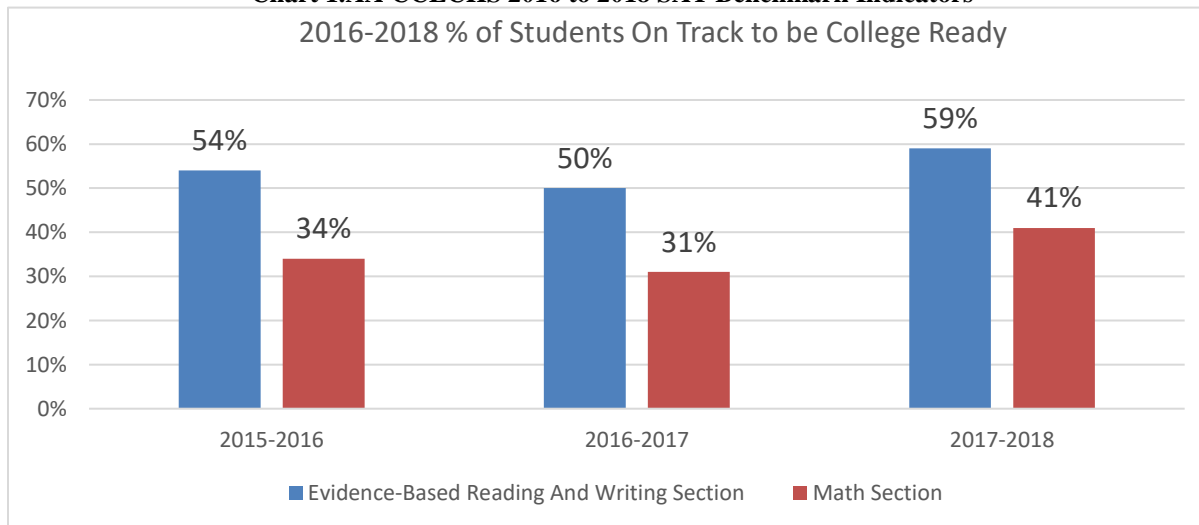
*Source: ACT Aspire Student Performance Files*

**Chart 1.Z CCECHS 2015-2017 Spanish AP Exams % Passing**



*Source: AP Scores Files received from CollegeBoard*

**Chart 1.AA CCECHS 2016 to 2018 SAT Benchmark Indicators**



*Source: SAT Score Files received from CollegeBoard*

## Analysis of Other Data:

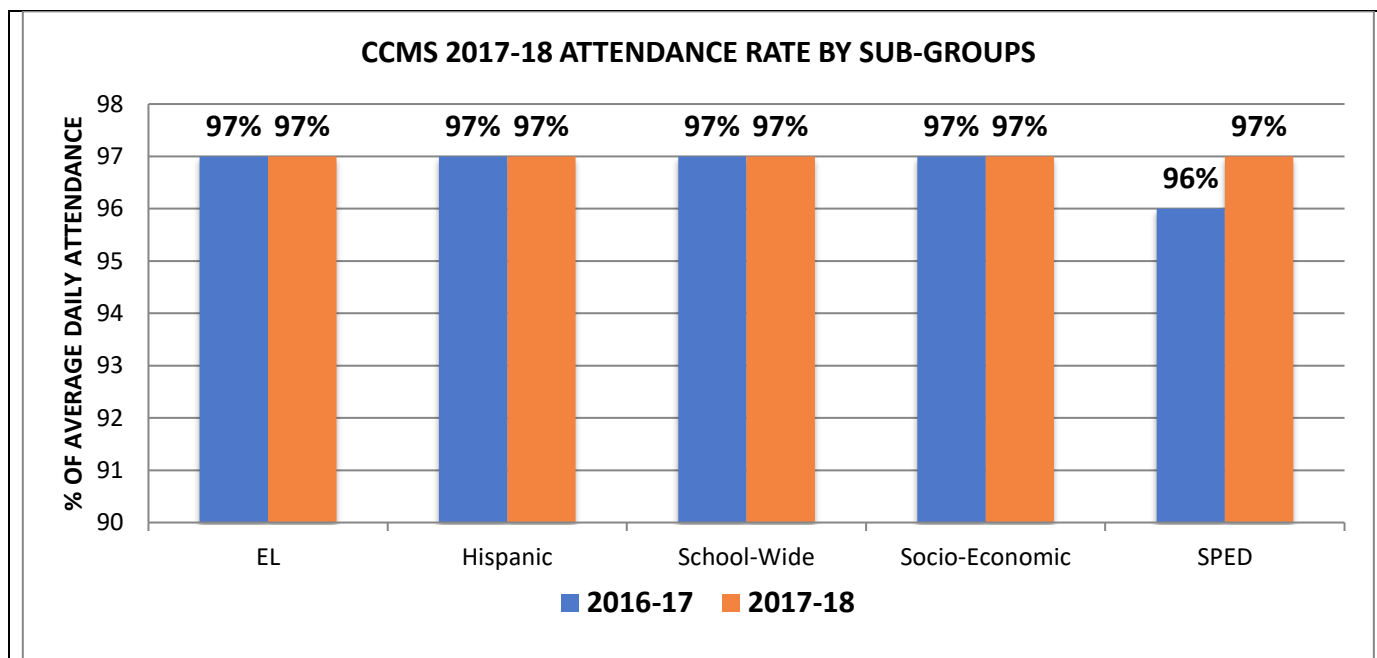
### *Student Engagement:*

### *Attendance:*

As indicated by Chart 1.AB the middle school met its annual goal for both 2016-17 and 2017-18 school-wide and for all sub-groups, indicating that the actions and services in the LCAP were very effective.

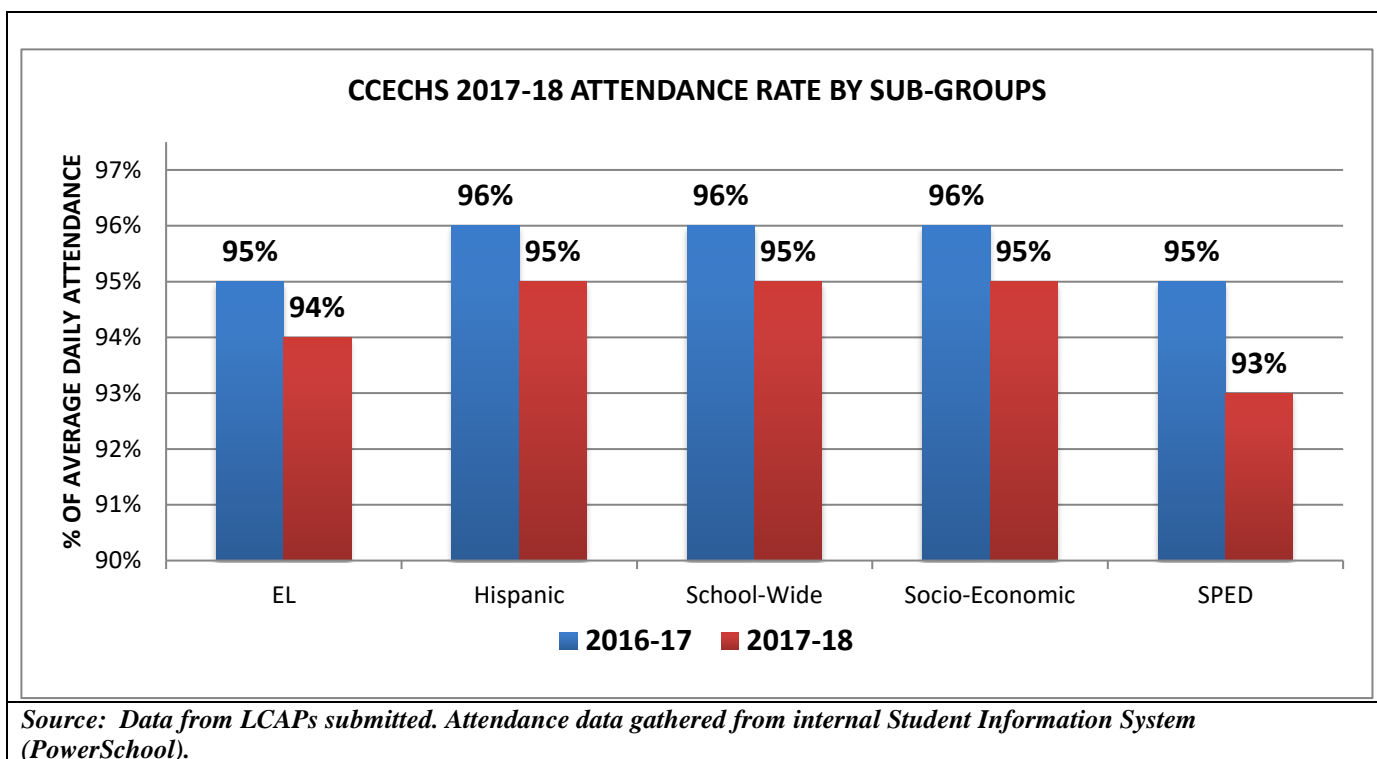
As indicated by Chart 1.AC the high school almost met its school-wide goal for both years. In addition, the following sub-groups almost met their goal by one percentage point: Hispanic, Socio-economic. English Learners and SPED students did not meet the goal by two or three percentage points during the same two-year period. The 2017-18 school year saw a slight decline. SPED student attendance saw the biggest drop. This is an area of growth and the high school team will include this as an area of focus when designing the School Site Plan.

**Chart 1.AB CCMS 2017-18 ATTENDANCE RATE BY SUB-GROUPS**



*Source: Data from LCAPs submitted. Attendance data gathered from internal Student Information System (PowerSchool).*



**Chart 1.AC CCECHS 2017-18 ATTENDANCE RATE BY SUB-GROUPS**

### ***Retention Rate for PUC CCMS & Dropout Rate for PUC CCECHS:***

Both the middle school and the high school have met their goal with regards to retention rate or dropout rate for the two years reported. Chart 1.AD shows that the middle school not only met but exceeded its goal of 90 percent retention rate for both reporting years. For 2016-17, the school was able to retain 95 percent of the continuing 6<sup>th</sup> and 7<sup>th</sup> graders. For 2017-18, the school was able to retain 93 percent of students. The middle school continues to work on increasing its retention rate through increased communication and parent involvement.

Chart 1.AE shows that the high school's dropout rate for 2015-16 and 2016-17 is much lower than that of LAUSD during the same two-year period. The data also shows that the high school's dropout rate declined between 2015-16 and 2016-17. The high school continues to work on preventing student dropouts by providing a wide-range of supports as outlined in the LCAP plan.

Chart 1.AD CCMS 2-YR RENTION RATE

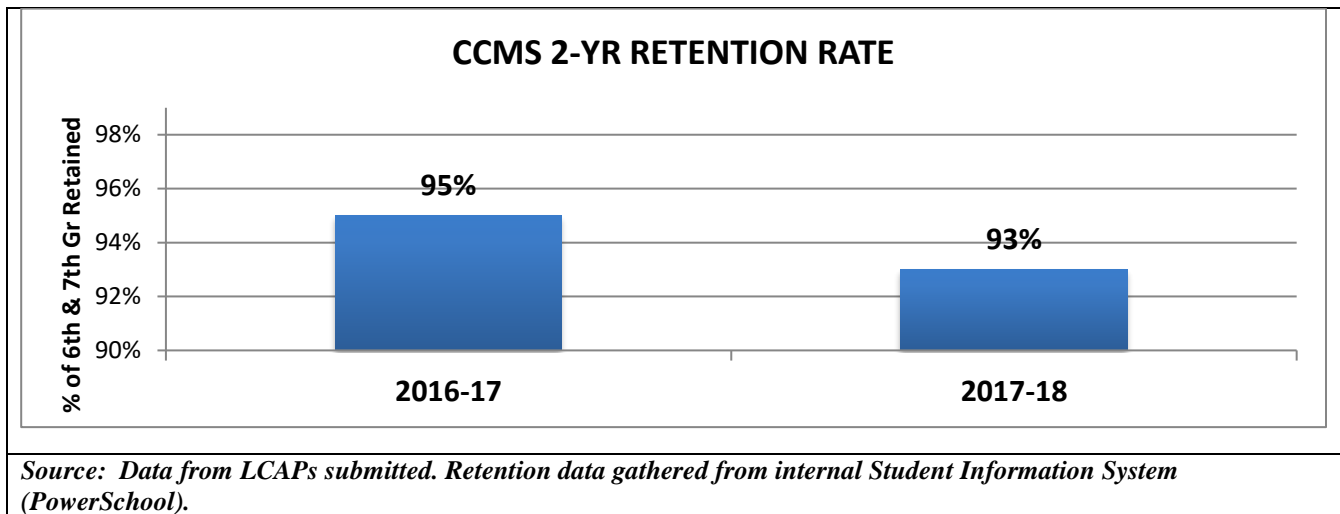
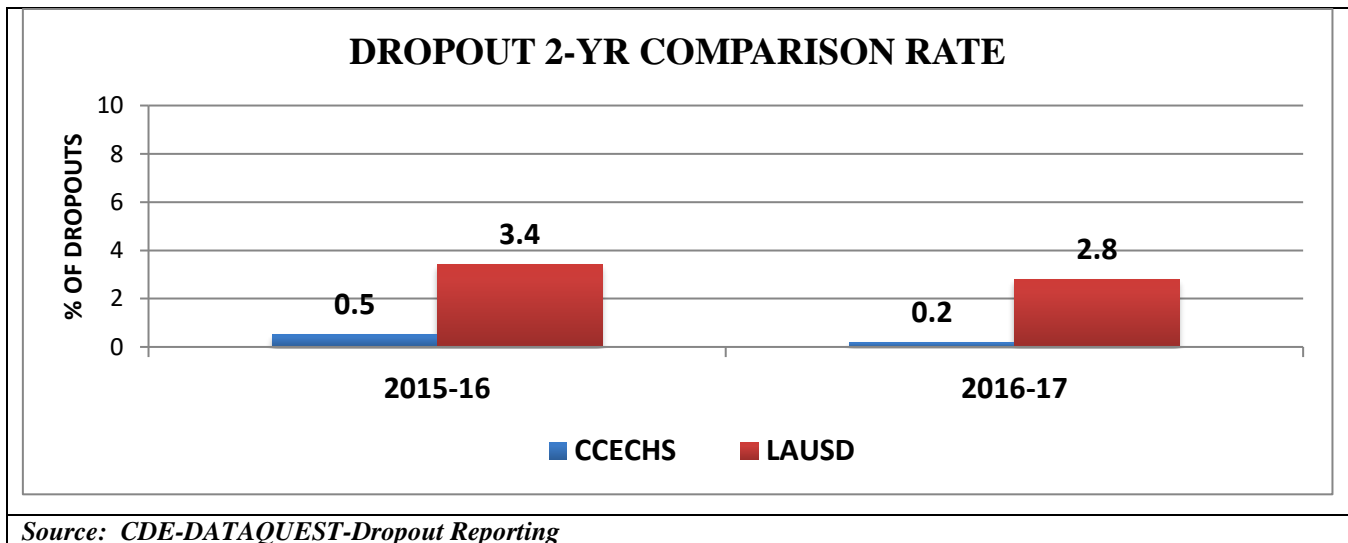


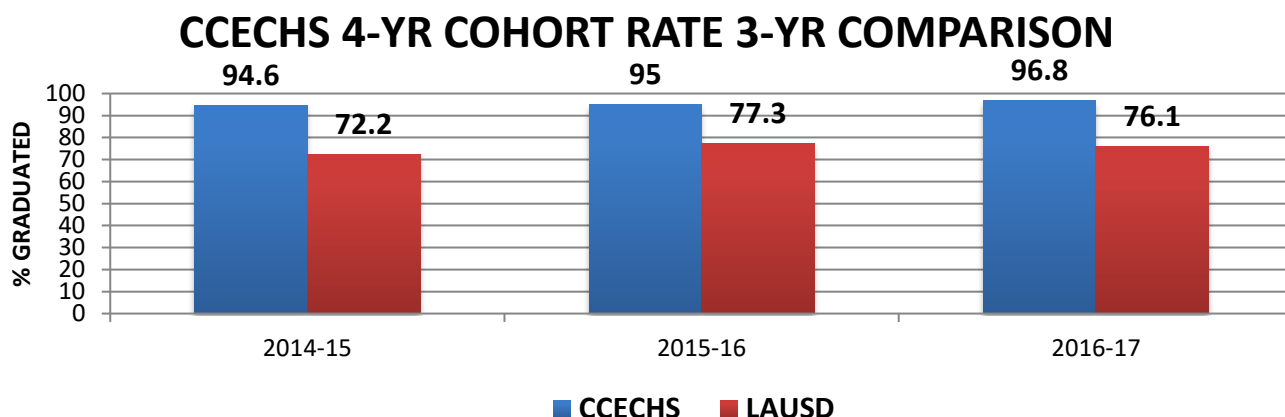
Chart 1.AE CCECHS DROPOUT 2-YR COMPARISON RATE



### ***Graduation Rate(HS Only):***

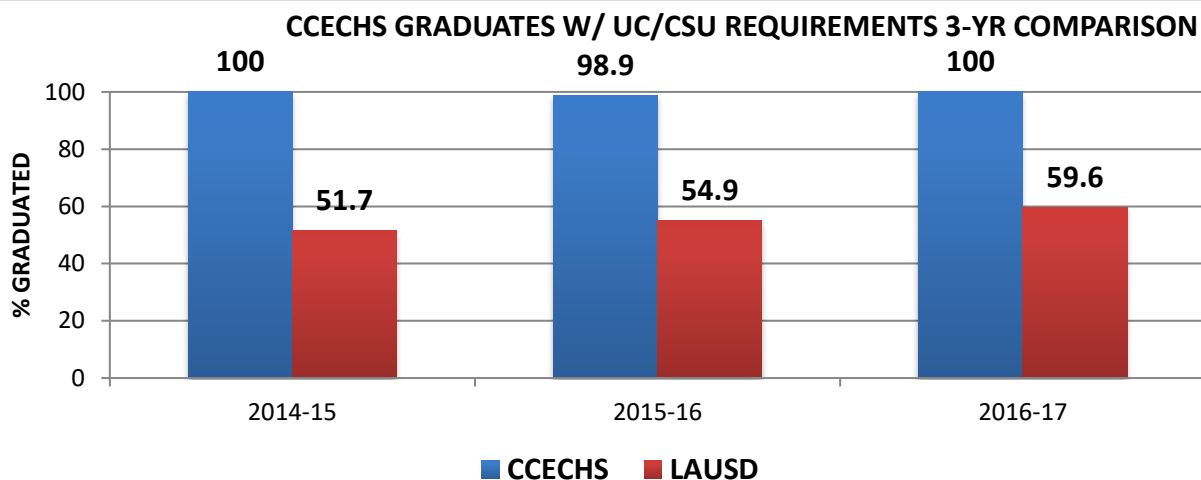
Analysis of the 4-yr Cohort Rate over the last reportable three years highlight that not only did the high school meet their graduation goal but also it exceeded it. During the 3-year period the high school increased its 4-yr cohort graduation rate by over two percentage points reaching a 96.8 percent rate in 2016-17. In addition, when compared to LAUSD's 4-yr cohort data, the high school outperformed the district by double digits for each of three years.

Chart 1.AF CCECHS 4-YR COHORT RATE 3-YR COMPARISON



Source: DataQuest Cohort Rates

Chart 1.AG CCECHS GRADUATES W/ UC/CSU REQUIREMENTS 3-YR COMPARISON



Source: DataQuest School Graduation

**School Climate:*****Suspension and Expulsion Rate:***

Chart 1.AH below shows that for the 2017-2018 school year both the middle and high school met their suspension and retention goal. The middle school had 0 percent suspension and expulsion rate. The high school had an overall one percent suspension rate

**Chart 1.AH 2017-18 CCMS & CCECHS SUSPENSION & EXPULSION RATES**

<i>2017-18</i>	<b>CCMS</b>	<b>CCECHS</b>
<b>SUSPENSION RATE</b>	<b>0%</b>	<b>1%</b>
<b>EXPULSION RATE</b>	<b>0%</b>	<b>0%</b>

*Source: 2017-18 LCAP that was submitted and data gathered in April of 2018 from our internal Student Information System (PowerSchool).*

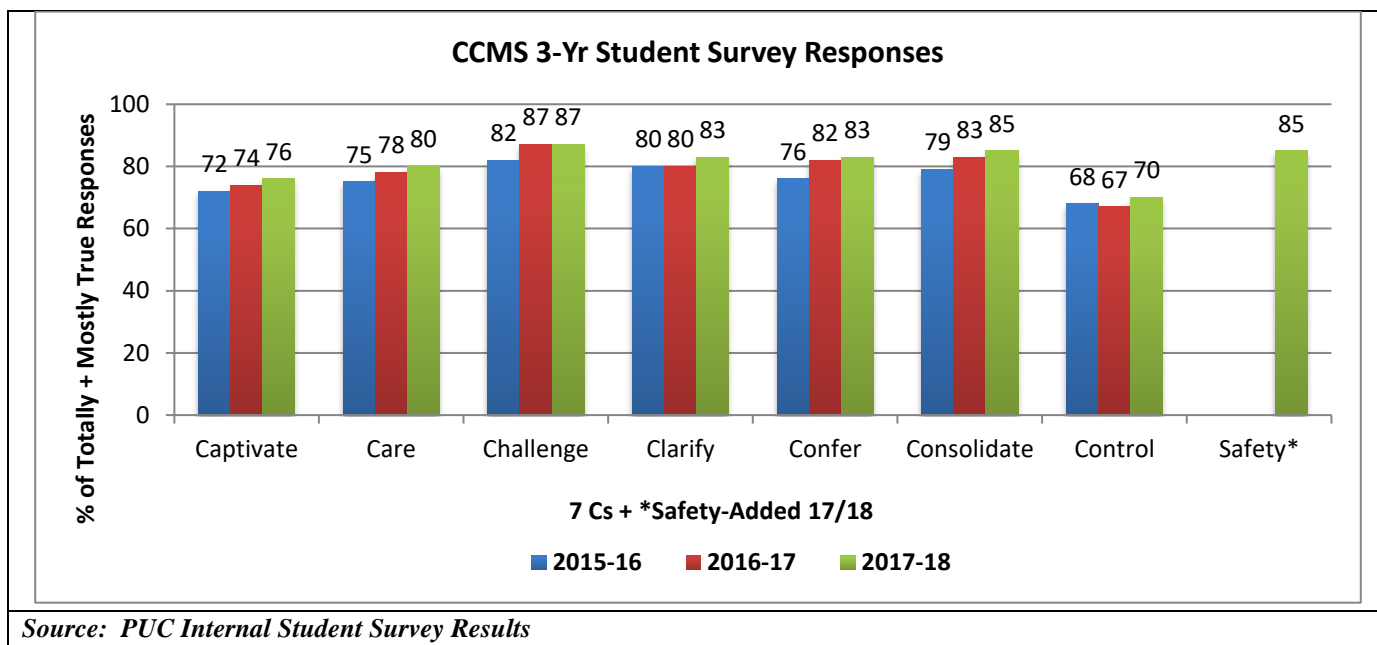
### ***Stakeholder Surveys:***

PUC Schools annually administers stakeholder surveys that cover different metrics depending on stakeholder being surveyed. The Student Survey is modeled after Tripod's 7Cs™ framework of effective teaching. The survey measures essential elements of instructional practice. Student survey results aligned with the 7Cs framework offer a streamlined way to provide actionable feedback for teachers and school leaders. Better survey results on the 7Cs components predict higher student achievement, engagement and motivation, as well as success skills and mindsets (Ferguson & Danielson, 2014; Ferguson et al., 2015; Kane & Cantrell, 2010; Kane et al., 2013; Stuit, Ferguson, & Phillips, 2013).

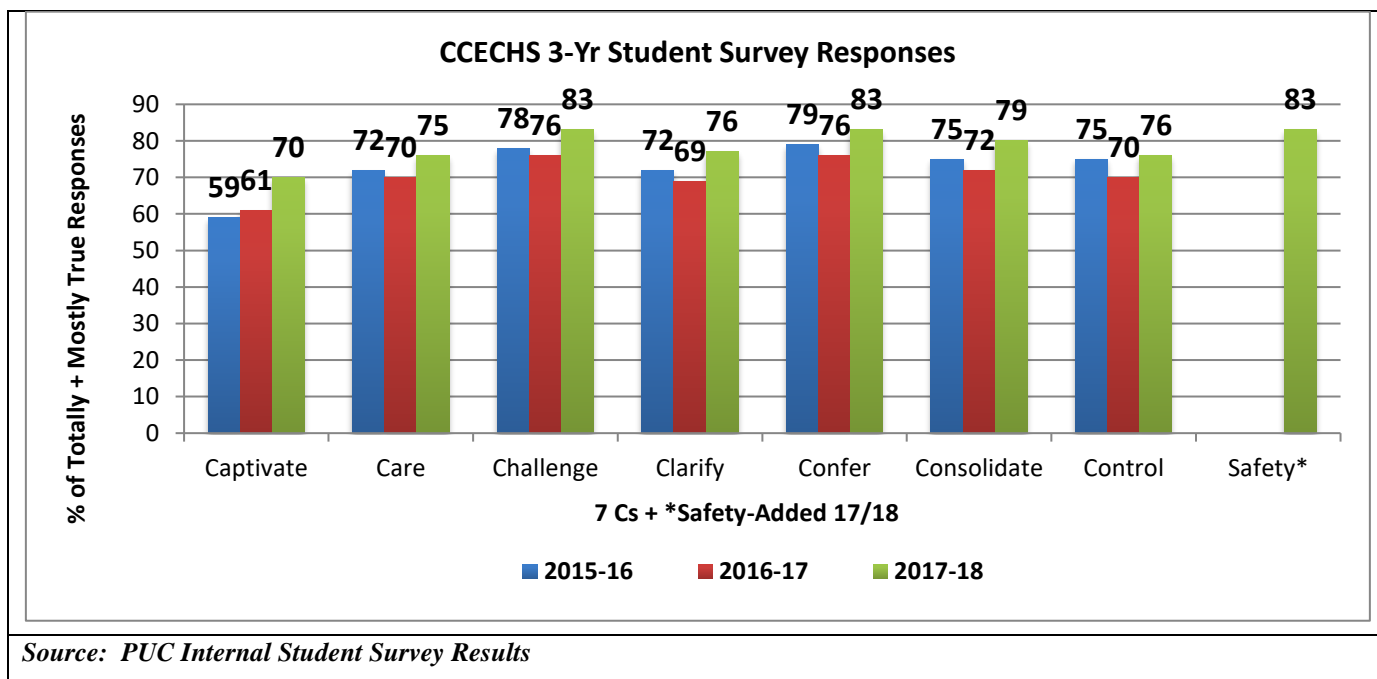
The 7Cs framework groups components into three conceptual categories: personal support (care and confer), curricular support (captivate, clarify, and consolidate); and academic press (challenge and classroom management). Analysis of data as highlighted in Chart 1.AI and Chart 1.AJ show consistency and growth in each of the seven areas. Students of both schools mostly score their teachers in the high sixties or above. Survey data for the 2017-18 shows that "Challenge" as one of the highest areas with 87 percent of students responding "Totally" or "Mostly True" at the middle school and 83 percent of student at high school responding "Totally" or "Mostly True." Students of both the middle and high school think that their school challenges them by pressing for rigorous thinking, quality work and being persistence.

Safety was added during the 2017-18 school year and scored high in both the middle and high school. The item "I feel physically safe in this classroom" had 86 percent of student responses as being either "Agree" or "Strongly Agree" and the item "I feel that my teacher will address situations of harassment, teasing or bullying if I let the teacher know" had 88 percent of responses as being either "Agree" or "Strongly Agree." High school students' responses mirrored those of the middle school. Overall, students felt they were safe from bullied and that their school provided a safe and nurturing environment.

**Chart 1.AI CCMS 3-Yr Student Survey Responses**



**Chart 1.AJ CCECHS 3-Yr Student Survey Responses**



The Family Survey is administered annually to our parents/guardians as a necessary part of our continuous improvement process and is broken into six different categories: Facilitation, Family Event, Family Expectations, Respect, Safety, and School Climate. As Chart 1.AK and Chart 1.AL demonstrate, a majority of our parents/guardians are happy with the school. One key take away is that parents for both middle and high school have high expectations when it comes to

their child graduating from high school or going to college. This is evident with an average score of 96 percent of middle school families and 95 percent of high school families responding either “Agree or Strongly Agree” when it comes to “Family Expectations.” The middle school parents responded more favorably in the area of “Safety,” with an overall response rate of 89 percent responding “Agree” or “Strongly Agree.” The high school parents’ response was much lower, however, the response rate was above the seventy percent mark, indicating a majority of parents still consider the school a safe and nurturing environment.

Chart 1.AK CCMS 3-YR FAMILY SURVEY RESPONSES

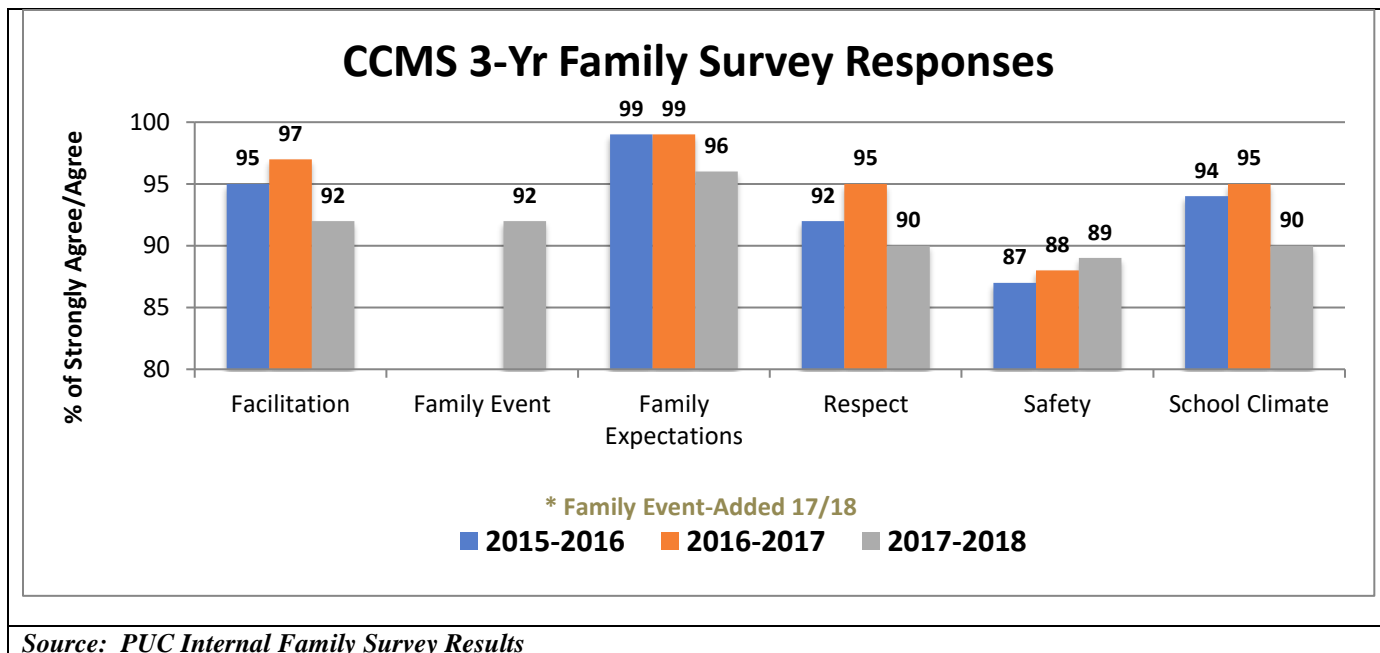
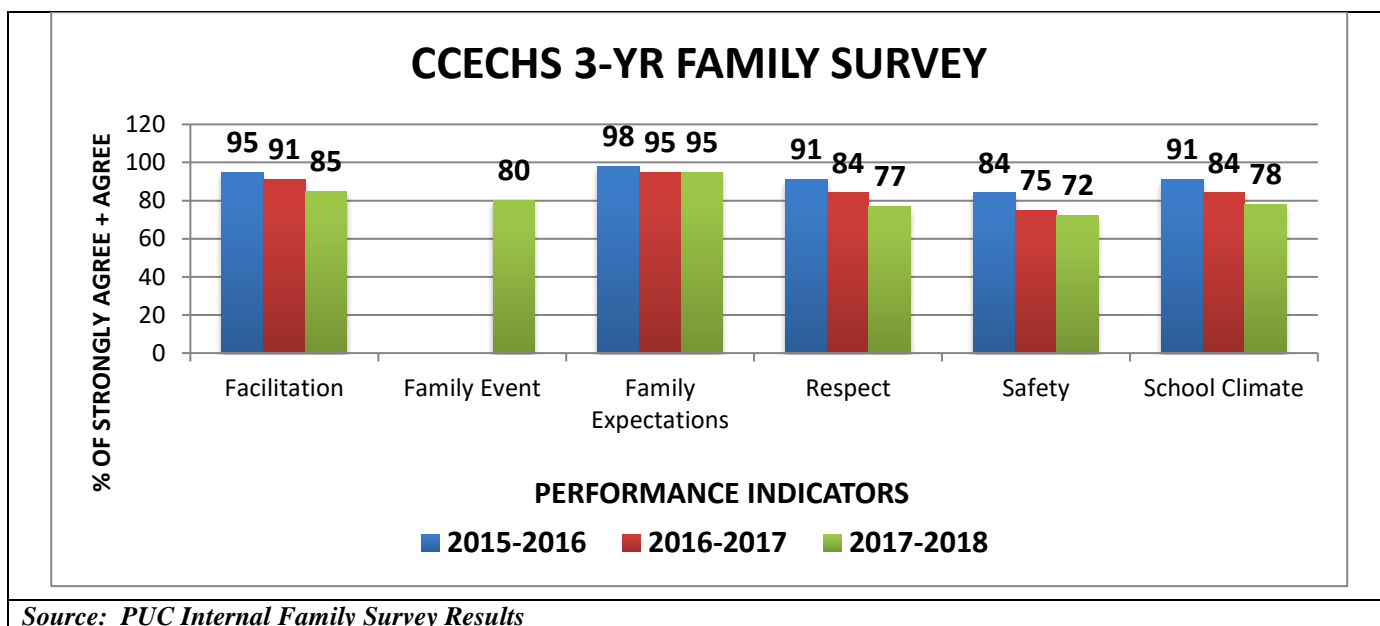


Chart 1.AL CCECHS 3-YR FAMILY SURVEY RESPONSES



## **CCSA Academic Accountability Report**

The report below is an evaluation of our school according to the California Charter Schools Association's framework based on publicly available academic indicators. All non-DASS public schools with 30+ CAASPP test-takers and in operation for 4 or more years are evaluated by the California Charter Schools Association (CCSA) based on the past three years' worth of assessment results and post-secondary outcomes.

**Per CCSA's accountability framework, as described below, our school is *above* CCSA's minimum academic criteria and *has met the academic threshold* for CCSA's public advocacy support for renewal.**

Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered "above" if the school is able to demonstrate academic success on at least one of the following metrics:

- **State Rank (Academic Status):** DF3 decile rank of 4 or more in 2 of the past 3 years (DF3 is described below). Academic Status is the school's DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of 4 or more in 2 of the past 3 years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school's tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75<sup>th</sup> percentile in DF3 growth over the past 3 years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school's average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum course requirements of the University of California/California State University system with a "C" or better in 2 of the past 3 years.

Regardless of whether a school is above on any one of the above metrics, if a school is in the bottom 5 percent of performance statewide on DF3 in 2 of the past 3 years, the school is required to participate in a Multiple Measure Review in order to determine eligibility for CCSA's public advocacy support for renewal.

Additional information about CCSA's accountability framework:

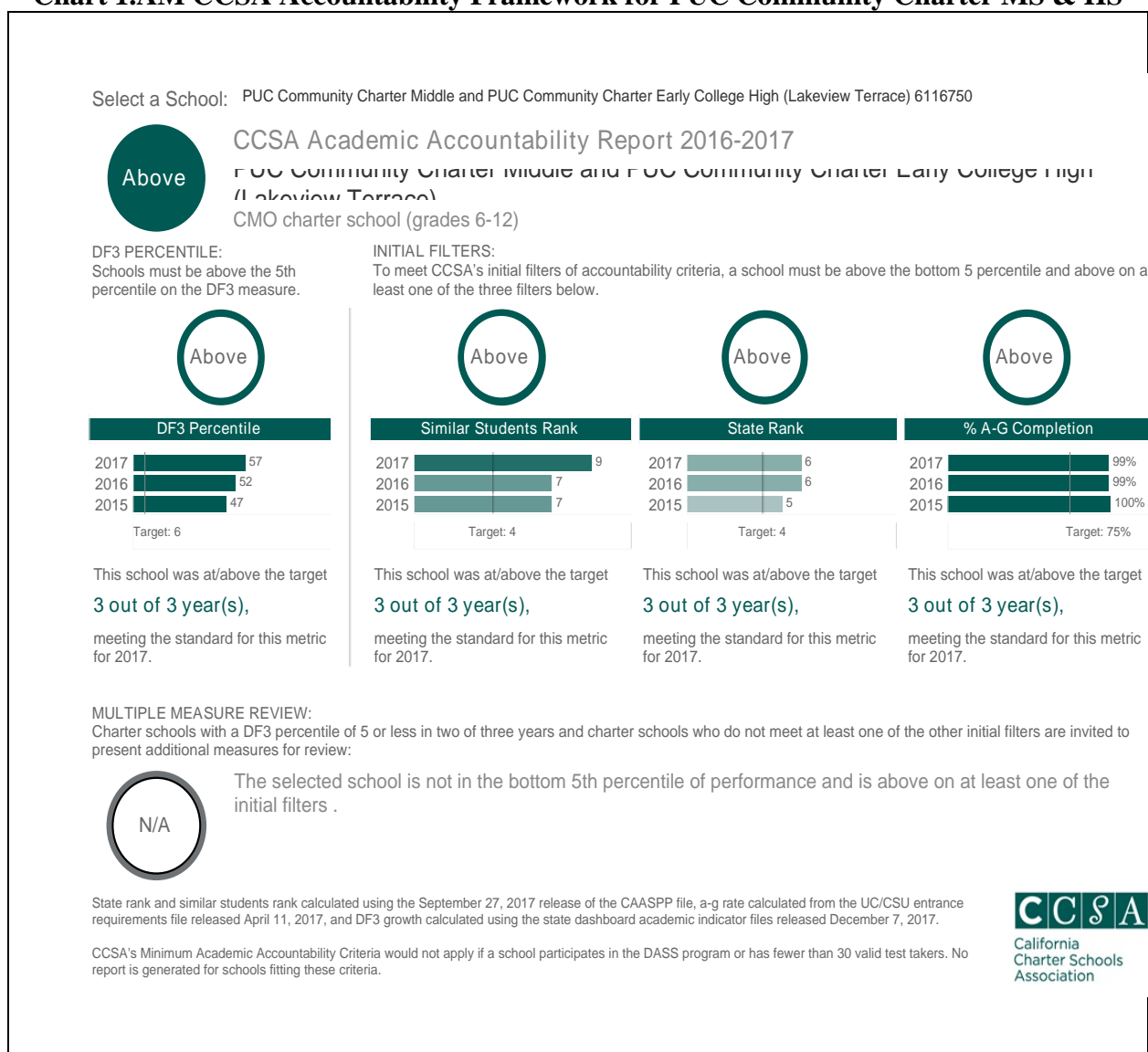
- Like the California Department of Education (CDE), CCSA utilizes "Distance from Level 3" (DF3) as a status measure for academic progress. Unlike the CDE, CCSA incorporates grade 11 in the calculation – which will not be done by the CDE until later in the 2018-19 academic year. CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1<sup>st</sup> percentile is equivalent to the lowest 1% of schools statewide, while the 1<sup>st</sup> decile translates to the bottom 10% of schools (1-10), according to the schools' average CAASPP results. Conversely, the 10<sup>th</sup> decile rank is equivalent to a school having an



average DF3 in the top 10% of schools statewide (91-100). A school's percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.

- CCSA's accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing "pupil academic achievement for all groups of pupils served by the charter school as the most important factor" in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California Education Code §§52066 in determining what to classify as an indicator of academic achievement. This is in contrast to the California Dashboard published by the California Department of Education, which does not prioritize or weight academic achievement greater than non-academic indicators. See Chart 1.AM below.

**Chart 1.AM CCSA Accountability Framework for PUC Community Charter MS & HS**



## INNOVATIVE CURRICULAR COMPONENTS:

There are many factors that support the success of PUC Community Charter Middle and Early College High School including:

### **1. A strong continuum of supports extended through our middle school to high school, and beyond.**

Since PUC Community Charter Middle and Early College High School became a 6<sup>th</sup> -12<sup>th</sup> grade span school, with the merging of our middle school and high school programs our students enjoy stability and constancy throughout their educational careers—with the same teachers, support staff, and school environment from the time they are pre-teens to the time they are young adults. We offer holistic supports throughout this timeline—from arts enrichment in middle school to standardized test prep and internship programs in the high school.

The result is that our students grow and mature in their time with us, without much of the turmoil that too often defines the transition from middle to high school.

### **2. Strong instructional leadership and support to teachers.**

Throughout our history, we have prioritized implementing strong common instructional practices across all of our classrooms. These common instructional practices include a strong emphasis on literacy across the curriculum, with a focus on celebrating writing, monitoring reading progress, and empowering readers through metacognitive strategies; vocabulary development, annotating for meaning, and use of cumulative assessments in Mathematics. There is also an increased focus on meeting the needs of English Learners and students with IEPs through co-teaching and Specially Designed Academic Instruction in English (SDAIE).

### **3. A focus on differentiation, behavioral and academic intervention.**

After analysis, identifying and targeting students with specific needs; addressing student talents and offering needed support. We are a full-inclusion school.

Throughout the past several years, we have dramatically refocused on providing holistic academic and emotional support to our students.

In the area of academic support, we offer intervention and re-teaching before school, during lunch, and after school, with rotating intervention groups of struggling students in all classrooms, and with special focus on providing needed additional supports to our English Learners and students with IEPs.

Beyond academics, we have focused on implementing restorative justice practices for our students experiencing behavioral difficulties, focusing on activating student engagement and interest, and emotionally rehabilitating our kids. Students struggling with behavioral difficulties are flagged for intervention, and receive weekly counseling from PUC Community Charter Middle and Early College High School administrators, from outside support staff (including our

two Restorative Justice coordinators at PUC National), and from our developmental counseling staff members.

We believe that this robust menu of academic and behavioral interventions is setting our students up for success, a conclusion that is certainly borne out in the data.

#### **4. We have focused on holistic teacher coaching and support.**

Throughout the past several years, we have prioritized teacher coaching and support.

Every teacher at PUC CCMS & PUC CCECHS, regardless of their time in the teaching profession, is called on to set ambitious growth goals, and to work with administrators and other teachers to meet them. A key part of that is coaching and support. Teachers at PUC Community Charter Middle and Early College High School participate in four different layers of coaching and support:

- By Grade Level, with observation and weekly meetings for grade level teams.
- By Department, with observation and weekly meetings for Departmental teams, especially focused on subject matter competency (per CCSS).
- By School, with observation and weekly whole-staff meetings, focused on reinforcing common instructional practices and tenets of our school culture (such as the ESLRs and Habits of a Scholar).
- By PUC-wide meetings across schools every several months, with a focus on sharing best practices and reflecting on common trends across the schools.

Our home office supports through curricular research and coaching, working side-by-side with teachers and school leadership.

A particularly unique feature of our school is the closeness of support and feedback between administrators and teachers. In looking at the need of each teacher, PUC Administrators prioritize meeting with teachers on a weekly or bi-weekly basis. These meetings focus on observation and observation, debrief; on growth goals; on reflection on data; and on other matters of concern to teachers and administrators.

#### **5. Strong Staff that is committed to ensuring student success.**

PUC Community Charter Middle and Early College High School talented and energized staff that is allowed to utilize their talents in developing curriculum.

#### **6. Strong School Culture:**

The school recognizes the value of a strong culture and fully engages the community and capitalizes on the strength of the parents and other stakeholders.

## **7. Standards and Data-Driven Culture:**

The school focuses on CCSS “power” standards as curriculum is developed. In addition, the school is focused on increasing the capacity of teachers to attain and analyze classroom data.

## **8. Culture of Cohesion:**

Identifying successful practices, sharing with entire staff, employing practices as a group so that students feel equitably supported in every classroom as well as by our after-school staff and office personnel. Arts instruction supports our literacy and numeracy efforts, and participates in grade level team meetings as part of the grade teams.

## **9. Ownership:**

All stakeholders take great pride in the success of PUC Community Charter Middle and Early College High School, and take responsibility for any challenges faced.

Of course, there are other contributing factors, including our Arts instruction, after-school program, tutoring program, homework support, creative time schedules, office support and more. The use of data has been critical to our success. Our understanding of data as a tool, not as an end or a means allows our staff to be creative, fun, rigorous, engaging, and successful in planning curriculum.

The processes for data analysis at the student, classroom, and school-wide level has been a critical factor in creating a stronger culture of student achievement throughout the school and steadily raising student achievement at PUC Community Charter Middle and Early College High School.

We are proud of the accomplishments of our students, families and staff.

## ***CHALLENGES:***

### **English Language Learners in the Context of PUC Schools**

Partnerships to Uplift Communities is a network of 12 schools in northeast Los Angeles and the northeast San Fernando Valley. We serve a population of approximately 5,000 students and approximately 13% are English Learners (ELs). Our elementary schools currently have the largest percentage of ELs, mostly due to kindergarten and first grade enrollment.

As apparent in the data, our students classified as English Learners are one of our most vulnerable populations. This is specifically true for PUC CCMS & PUC CCECHS. We see the need to focus intensively on increasing the language and literacy skills of our EL students. As with supports for any sub-group, we believe that the effective teaching practices for ELs will also positively impact the general population. Additionally, we recognize language learning and English Development as a life-long process. Thus, intentional language support and instruction will benefit all students of PUC regardless of their language classification.

## ***CHANGES:***

### **Recent Progress at PUC**

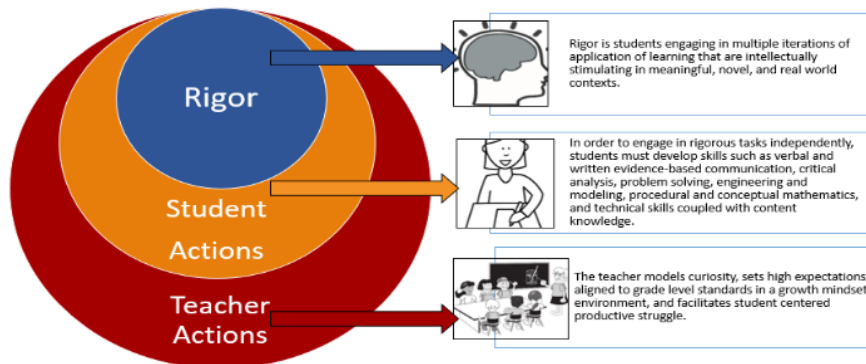
### ELD Coordinator

In the 2014-15 school year, PUC hired its first ELD Coordinator. Having someone in this role has given our teachers and leaders access to EL-specific expertise and has enabled us to set a vision for how to best support ELs moving forward. The ELD Coordinator has facilitated professional development both at school leader trainings and school sites, attended family nights to help parents understand classification and CELDT results, and trained EL teacher leaders from each school during PUC-Wide PDs. Our Induction Coordinator has also supported this work by focusing every other year of Induction on ELs (with a focus on SPED on the alternate years).

### PUC-wide Professional Development

As a data-driven organization, our Superintendents, Directors and School Leaders are constantly reflecting on our achievement, feedback from school leaders, and anecdotal data collected from school learning walks. The data from the 2014-2015 school year indicated that our organization needed to focus on developing our understanding and practices in Rigor, Cultural Responsiveness and Backwards Planning. During 2016-17 school year all schools within the Partnerships to Uplift Communities network came together as an organization to develop our understanding of Rigor and Backwards Planning. We spent 4 full PD days throughout the year together and we referred to these as our “PUC-Wide” days of learning as well as our “Community of Practice” events. On those days, we engaged in learning experiences together that would allow us to build common language and common understanding. We also provided choice sessions to teachers based on their interest, areas of growth, and content, to explore concrete strategies aligned to Rigor and Backwards Planning. Finally, our PUC wide days and Community of Practice days included planning time for teachers to meet with their content teams in order to apply their learning from the day. Our collective work as an organization speaks to our values around collaboration in order to support our student needs. Our vision for students, particularly English learners, to impact their community with their knowledge, begins with the educators in the organization taking ownership for learning and growing.

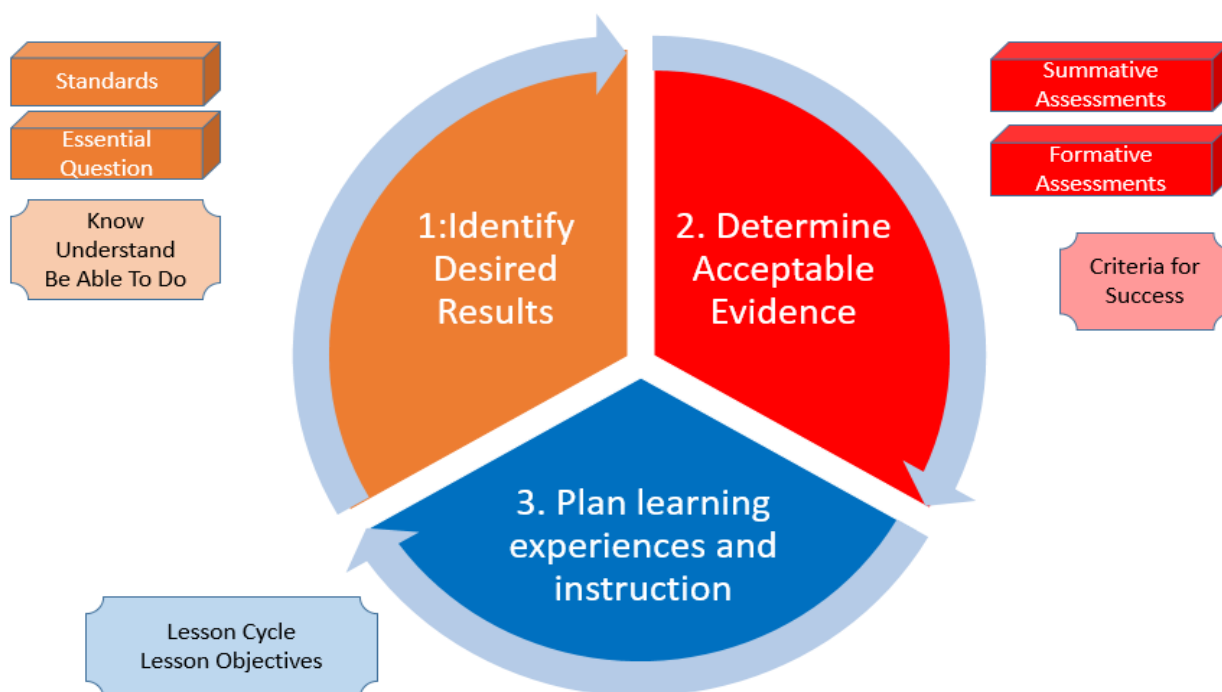
The following two images reflect collective artifacts designed by PUC’s instructional team based on the learning from teachers in our organization wide PDs.



This image above shows rigor defined as “students engaging in multiple iterations of application of learning that are intellectually stimulating in meaningful, novel, and real world contexts.” We know that rigor can be seen through teacher and student actions. “In order to engage in rigorous tasks independently, students must develop skills such as verbal and written evidence-based

communication, critical analysis, problem solving, engineering and modeling, procedural and conceptual mathematics, and technical skills coupled with content knowledge.” If students are expected to do this, it is expected that a “teacher models curiosity, sets high expectations aligned to grade level standards in a growth mindset environment, and facilitates student centered productive struggle.” The language of this collective definition shows close alignment with the California ELA/ELD Framework and our vision for supporting our English Learners, which was also anchored in ideas from the Framework.

The following image reflects our understanding and beliefs about planning. We know that in order to achieve rigorous lessons and an intellectually stimulating learning environment, this means teachers must be intentional with their planning. First, it is important to identify the desired results of a unit or lesson- what will the students know, understand and be able to do? It is pivotal to anchor those results within the context of the standards and essential question. Next, teachers must determine the acceptable evidence that students have met the desired results. This means that they have planned a summative assessment with clear success criteria and with opportunities to collect data formatively throughout the unit or the lesson. With this vision for results and evidence, teachers then plan instruction by thinking about the lesson cycle, objectives and the learning experiences in which students will partake. Again, if an intellectually challenging curriculum is what we expect to be facilitated within our learning environments, especially with our English Learners in mind, then we must be intentional with our planning. If we hope to grow the language development and proficiencies of our ELs then using data to inform this cycle of backwards planning is critical.



We recognized that in order for teachers to effectively backwards plan to implement a rigorous and stimulating curriculum, they first needed to grow their knowledge about their students. Who are they as scholars and as people? What is their academic and personal story? What do they

aspire to? What do they need to realize their vision? We believe that acquiring knowledge around students would prepare teachers to plan and facilitate learning in a responsive fashion. Thus, in the 2017-2018 school year, we began our work with Culturally Responsive Teaching (CRT). By focusing on CRT this year, we will build our teacher's capacities for shared responsibility of all of our students, especially for our vulnerable subgroups like our English Learners. We believe that students learn best in environments that support and value their identities with teachers who are eager to know their individual stories and courageous to push and support them to achieve at their potential. Making the space for teachers to reflect on their beliefs and awareness of culture can allow for shifts in teacher practice that service the partnership and enhance learning environments and increase English Learner student growth.

### **Lumicore English Language Development Cadre (ELD Cadre)**

In the summer of 2017 PUC Schools was awarded grant money from Lumicore to create an ELD Cadre, or cohort of stipend Teacher Leaders. We selected ten teachers across PUC to participate in professional learning communities and receive instructional coaching to improve achievement. These teachers were also interested in growing their leadership practices by opening their classrooms to other teacher observers and presenting at PUC-Wide professional development and Communities of Practice. We have found that investing in teacher leaders who are primed for leadership and driven to develop further is a successful way to increase student achievement across the organization.

For the 2017-18 academic year, we focused on developing ELD Cadre members by engaging them in a Professional Learning Community (PLC) led by the ELD Coordinator and by supporting them with individual coaching as they conduct action research in their classrooms. The ELD Cadre members attended PLC meetings as well as engage in outside learning experiences, such as the CAFE conference. For the 2018-19 academic year, the ELD Cadre Member's role will shift from conducting action research in their classroom to sharing their expertise. They will present their action research findings, as well as other valuable tools to support English language development with their school site colleagues, as well as colleagues across PUC

Based on the data shown throughout this section, we believe that our current PUC wide Professional Development efforts will impact learning and make progress toward the vision we have for our English Learners.

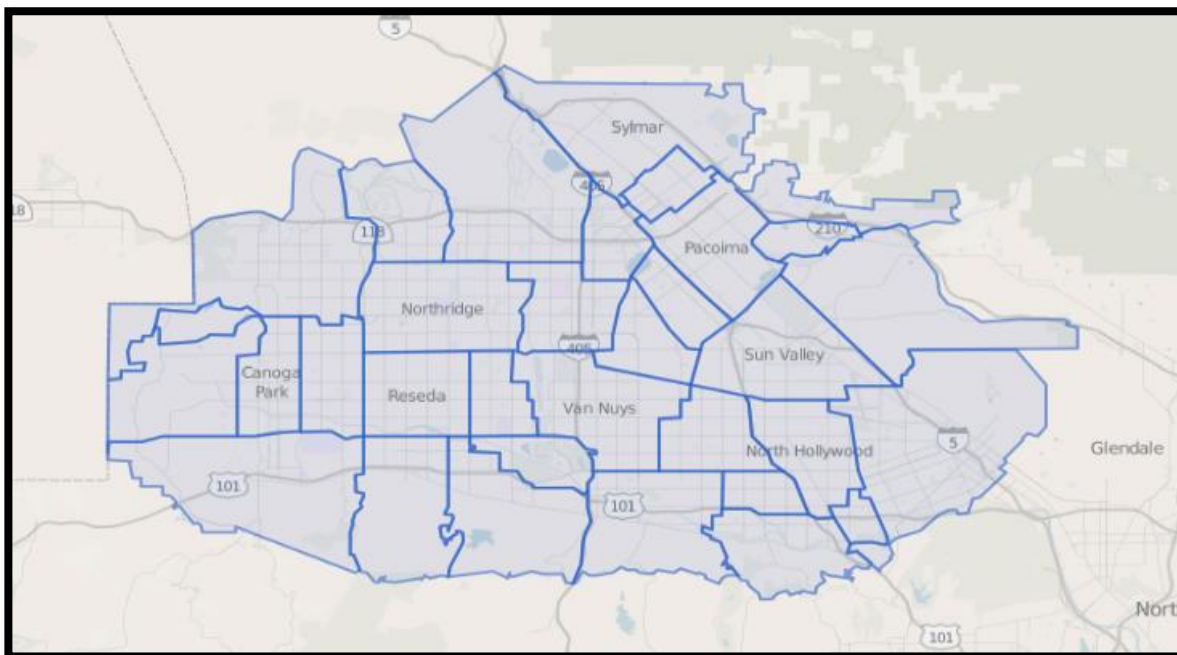
PUC Community Charter Middle and Early College High School has embraced challenge over the past 5 years and is proud of the accomplishments of its students, staff, and community. *"Our mission is to ensure that every student graduates high school prepared for college success."* We look forward to continuing our efforts to uplift the community and supporting the students at PUC Community Charter Middle and Early College High School.



## 1.2 STUDENT POPULATION TO BE SERVED

### *Key Demographic Data*

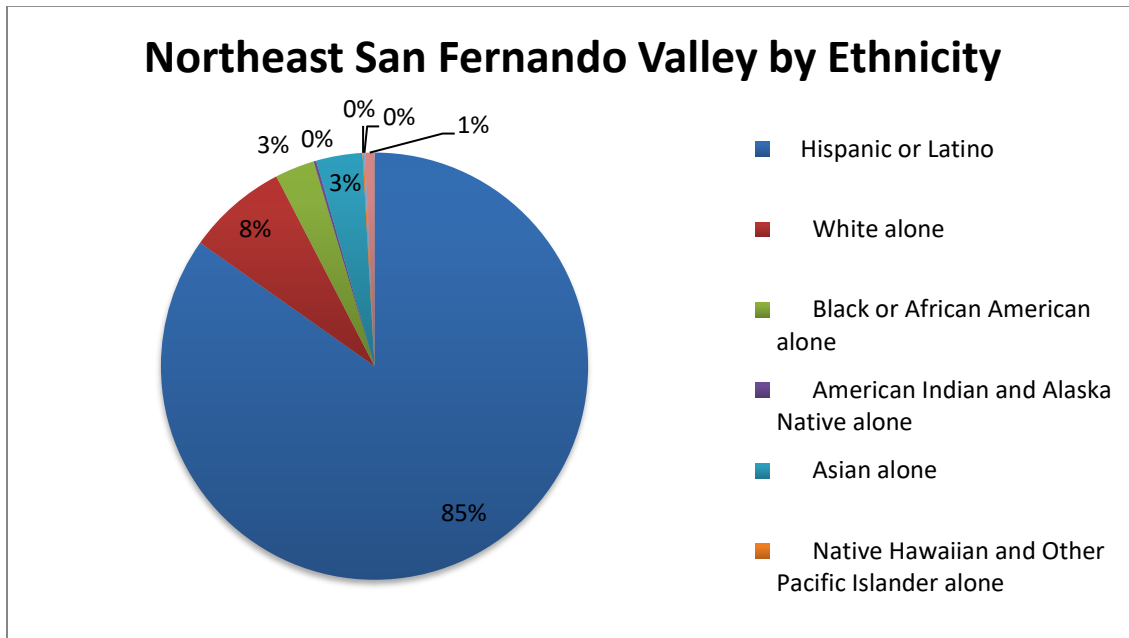
(PUC CCMS & PUC CCECHS) currently serves **790** students in grades **6-12**. (PUC CCMS & PUC CCECHS) recruits the majority of its students from the **Northeast San Fernando Valley** cities of **Lakeview Terrance, San Fernando, Sylmar, and Pacoima**. See the map below to help visualize the neighborhoods of Northeast San Fernando Valley.



While PUC Community Charter will be open to any child who is eligible under the laws of California for admission to a public school, PUC Community Charter expects to serve a population that is representative of the Northeast San Fernando Valley (See Demographic Information). Given the high percent of Hispanics living in the Northeast Valley, we will enroll a student population that serves a high percentage of English Learners (ELs). Further, because of the low socioeconomic status of families in the community, PUC Community Charter expects the majority of its population will be facing basic financial, social, and educational challenges.

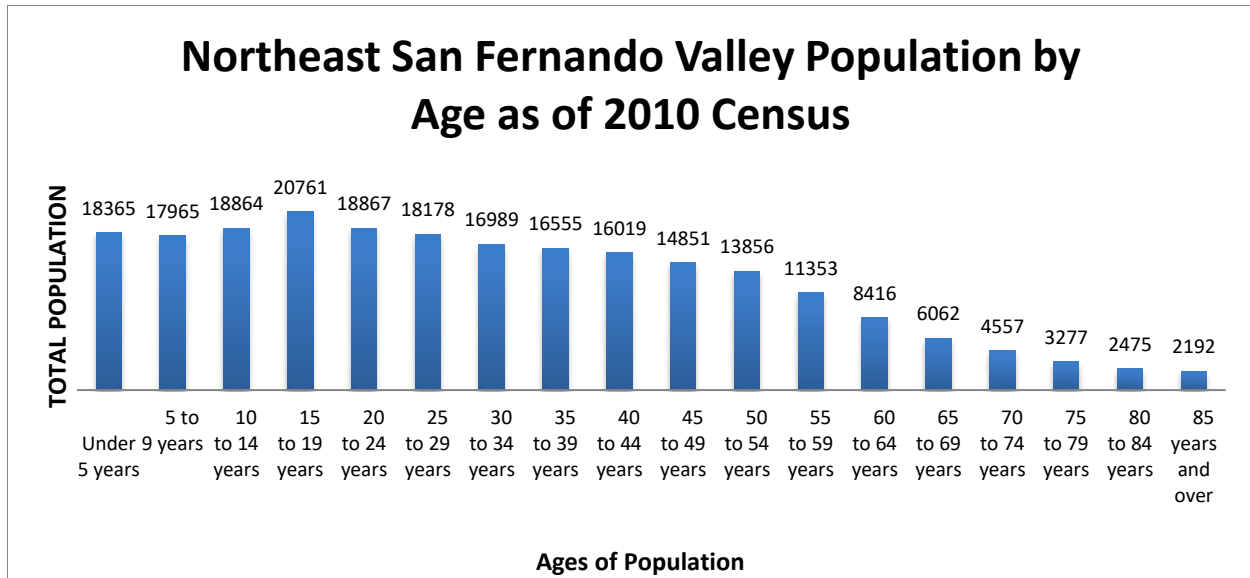
The school serves a student population that partly mirrors the diversity of the community, though with a significantly higher proportion of Latino students. The population in the Northeast San Fernando Valley area is: 84.8% Hispanic, 7.6% White, 3% Black, 3.5% Asian, .1% Native Hawaiian and Other Pacific Islander, .1% Some Other Race Alone, and .7% Two or More Races.





(Source: 2010 Census Demographic Profile Data)

An important statistic for PUC Community Charter is the overall population in the area is very young, with more than 40% of the overall population aged below 24. These young people need educational opportunities that will support their needs and allow them to become educated people of the 21<sup>st</sup> Century.



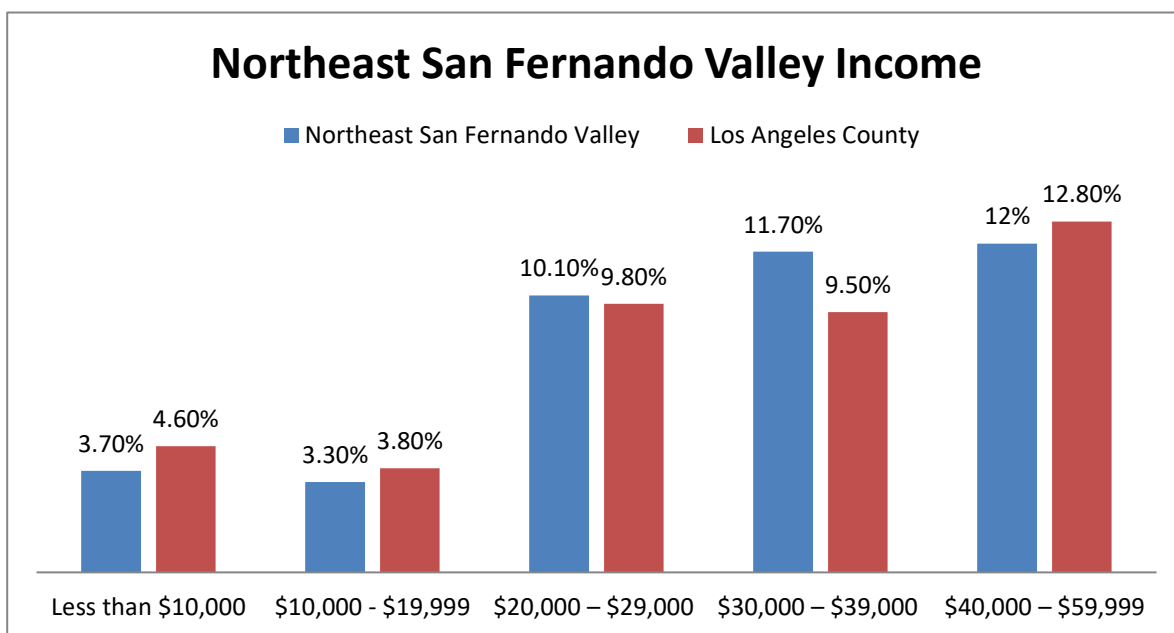
(Source: Census 2010: Demographic Profile Data)

## Socio Economic Data

Almost 30% of the population in the Northeast Valley live below the poverty level, slightly higher than the percentage overall in LA County. Income disparities and inequalities are evident, across communities.

### San Fernando Valley Residents' Income

The chart below shows the income breakdown by thousands of dollars, according to the 2010 US census. It shows, while many San Fernando Valley residents are upper class and upper middle class, nearly a third of all residents are near or below the poverty line. This is especially the case in the communities of Pacoima, Sylmar, Sun Valley, San Fernando, and Lakeview Terrace, all of which we serve.



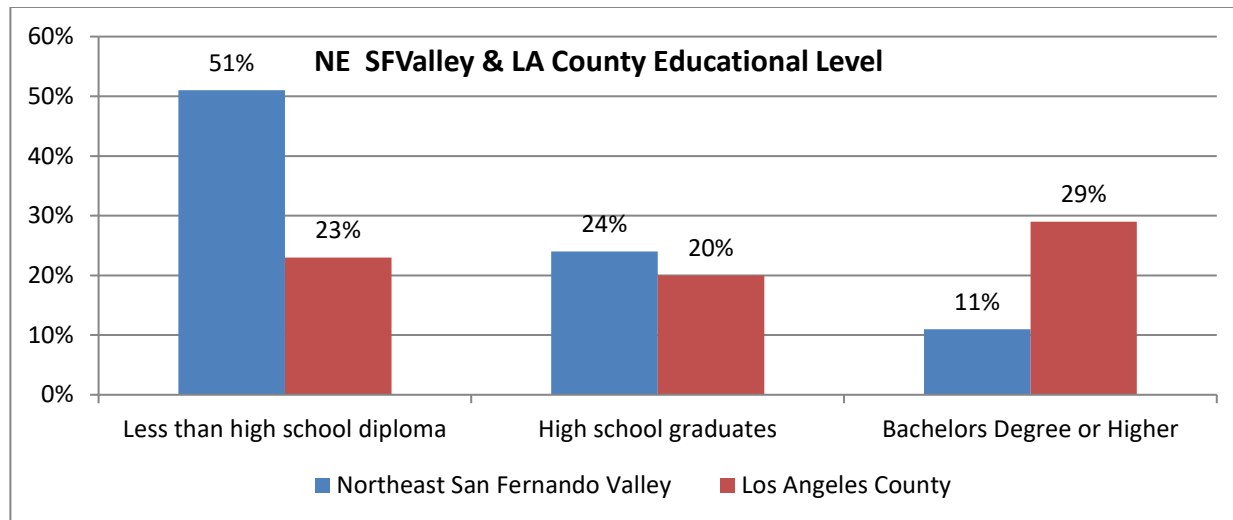
Data Source: 2010 US Census <http://www.census.gov/> and [https://en.wikipedia.org/wiki/San\\_Fernando,\\_California](https://en.wikipedia.org/wiki/San_Fernando,_California)

## Education Enrollment and Attainment

Finally, as depicted in the following chart, almost a third of the population in the Northeast San Fernando Valley has failed to earn a high school diploma and another fifth have only attained a high school or equivalent diploma.

PUC Community Charter is needed in response to the continued high drop-out rate in the area we serve.

### Education Attainment



*Data Source: 2010 US Census*

### Current Enrollment Figures

Grade	# of Students
6th	120
7th	120
8th	114
9 <sup>th</sup>	126
10 <sup>th</sup>	114
11 <sup>th</sup>	106
12 <sup>th</sup>	90
<b>Grand Total</b>	<b>790</b>

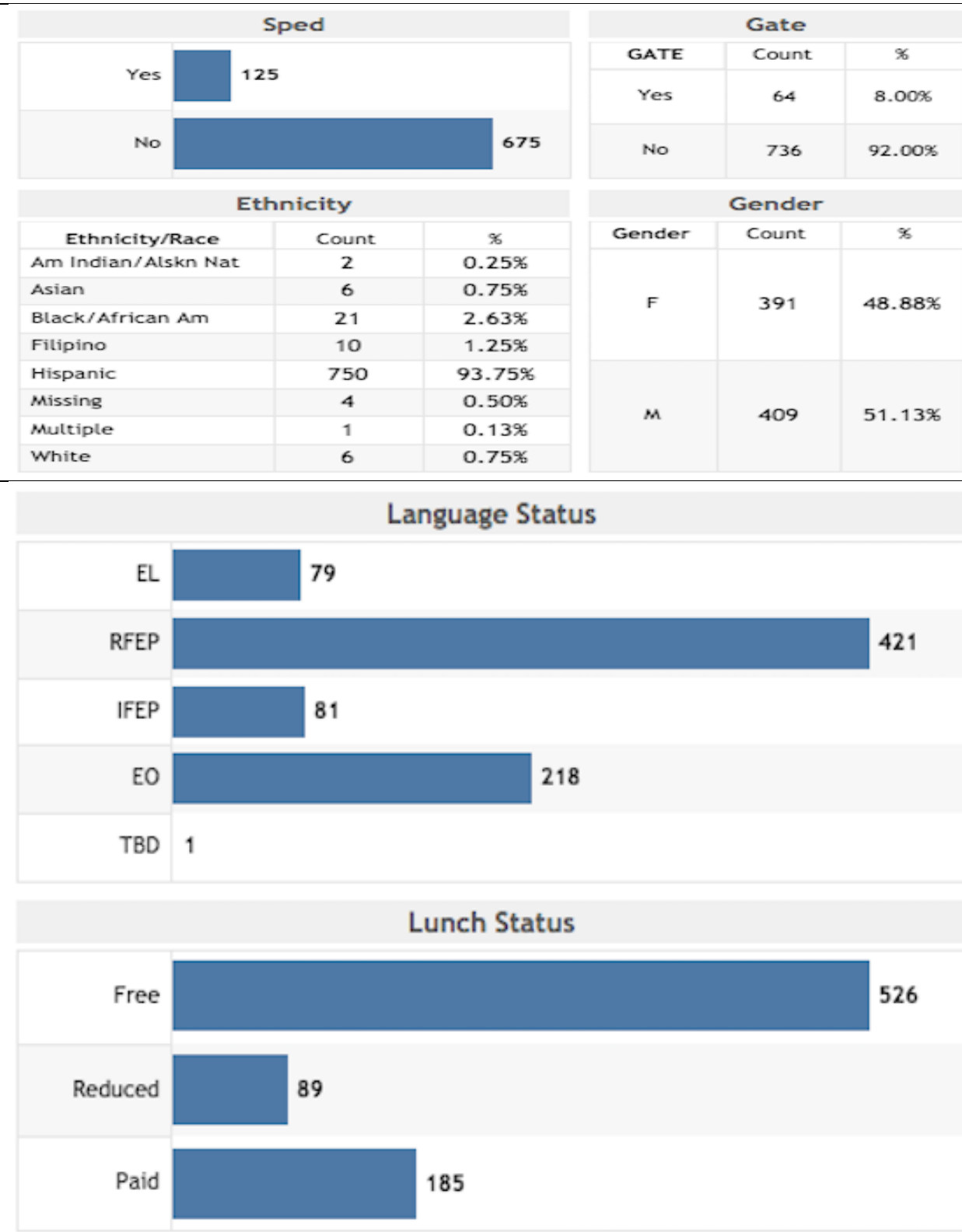
### Demographics for PUC CCMS & PUC CCECHS

The charts below (Chart 1.2) highlight key data points and underscore the need for PUC Community Charter

- The majority (62.5%) were at one time English Language learners.
- The majority (76.8%) qualify for Free or Reduced lunch status.
- 15.6% receive special education services.
- The majority (93.75%) are Hispanic.

Our student population is, therefore, one that requires a lot of individualized attention and academic and counseling support. We are committed to providing this.

Chart 1.2



Source: 2017 CALPADS Fall 1 Snapshot

### 1.3 Five Year Enrollment Plan

<b>CCMS-CCECHS</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Grade 6	120	120	120	120	120
Grade 7	120	120	120	120	120
Grade 8	110	110	110	110	110
Grade 9	120	120	120	120	120
Grade 10	120	120	120	120	120
Grade 11	115	115	115	115	115
Grade 12	115	115	115	115	115
<b>Total Students</b>	<b>820</b>	<b>820</b>	<b>820</b>	<b>820</b>	<b>820</b>

### 1.4 Surrounding Schools Demographic and Performance Data

The schools listed below in **Chart 1.3** are located within 2 miles of PUC Community Charter. As the data indicates the student demographics of PUC Community Charter are very similar to the surrounding schools.

Chart 1.3 Surrounding Schools Demographic Data (2017-18 Fall 1)							
Address: 11500 Eldridge Ave, Sylmar, CA 91342							
Schools	# of Students	% Free &	% of SPED	% of ELs	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
	2017-18	Reduced Lunch					
San Fernando Institute of Applied Media	410	93.20%	18.00%	14.10%	Hispanic or Latino; 98.0%	White; 1.2%	African American/Two or More Races/Filipino; 0.2%
Charles Maclay Middle	616	95.80%	16.90%	24.20%	Hispanic or Latino; 92.2%	African American; 4.9%	White; 1.9%
Pacoima Middle	1190	91.50%	13.30%	14.10%	Hispanic or Latino; 96.3%	White; 1.7%	African American; 1.1%
San Fernando Middle	747	94.40%	21.70%	23.40%	Hispanic or Latino; 95.0%	White; 2.4%	African American/Asian; 0.8%
Olive Vista Middle	1164	91.70%	17.50%	17.60%	Hispanic or Latino; 94.8%	White; 2.5%	African American; 0.9%
Benjamin Franklin Senior High	1407	94.00%	12.80%	10.70%	Hispanic or Latino; 90.5%	Filipino; 3.7%	Asian; 2.1%
John Marshall Senior High	2396	75.80%	10.50%	8.20%	Hispanic or Latino; 57.4%	White; 15.7%	Asian; 13.4%
San Fernando Senior High	2053	91.30%	14.00%	13.80%	Hispanic or Latino; 95.3%	African American; 1.7%	White; 1.6%
Sylmar Charter High	1663	86.10%	15.50%	12.10%	Hispanic or Latino; 94.5%	White; 2.9%	African American; 1.3%
PUC CCM & PUC CCECHS	800	77.00%	15.60%	9.90%	Hispanic or Latino; 93.8%	African American; 2.6%	Filipino; 1.3%
Source: DataQuest/CDE Website							

## 1.5 VISION & MISSION

The mission of **(PUC CCMS & PUC CCECHS)** is to offer every enrolled student a dynamic learning environment within a small community committed to educational excellence and personal integrity. **(PUC CCMS & PUC CCECHS)** will guide and nurture its students as they discover and cultivate their unique gifts and talents, challenging each individual to achieve his or her full potential. **(PUC CCMS & PUC CCECHS)** will prepare its students to enter and succeed in college preparatory high schools and inspire in them a lifelong commitment to intellectual growth so that they will enrich and serve the communities in which they live.

The vision for **(PUC CCMS & PUC CCECHS)** is guided by PUC's 3 Commitments:

1. Five times more college graduates within the communities we serve.
2. After four years with us, students are proficient.
3. Students commit to uplift our communities now and forever.

## 1.6 EDUCATED PERSON OF THE 21ST CENTURY

Carl Beriter (2002) asked, "What should it mean to be an educated person in the twenty-first century?" 1) To answer that question we must first recognize that there has been a major shift from a manufacturing-based economy to a knowledge-based economy. Linda Darling Hammond (2010) highlights that at least 70% of US jobs now require specialized knowledge and skills, which is a major shift from the beginning of the last century, where only 5% of jobs required specialized skills. 2) Our current system of education was established based on last century needs. As Ken Robinson opined, we cannot meet the challenges of the 21st century with the educational ideologies of the 19th century. 3) In 2008, the report, *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education* (NGA et al., 2008) argued that in order to close the international education gap between the U.S. and other top-performing nations and retain its economic edge the US should adopt standards of "internationally benchmarked standards that would ensure students are equipped with the necessary knowledge and skills to be globally competitive." (p. 24). 4) Vivien Stewart states in her book, *A World-Class Education*, that "the hyperdigital and global world of the 21st century will demand different knowledge and skills from our students if they are to be successful."

With the adoption of the CA Common Core State Standards and their implementation, the US and California have shifted to providing our students with 21st century skills that will allow them the ability to develop the essential skills and knowledge which will allow them to be self-directed, self-motivated and self-relevant in an information-based society and economy.

**(PUC CCMS & PUC CCECHS)** defines a 21st century person as having the following foundational 21st century skills for college and career Readiness:

### Academic Skills and Knowledge



- Demonstrate effective written and verbal communication to a variety of audiences.
- Identify and understand mathematic facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting.
- Demonstrate comprehension of a variety of printed materials when reading for pleasure and/or information.
- Demonstrate the ability to read, understand, question, and challenge the literal and implied meanings of fictional and non-fictional material.
- Demonstrate a general understanding of history in order to perceive the complexities of social, economic, and political problems.
- Demonstrate a general understanding of major concepts and processes that are common to all of the sciences.
- Demonstrate understanding of the connections between content areas and apply knowledge by gathering, analyzing, interpreting, and integrating information
- Demonstrate critical thinking and ability to solve problems when making decisions.
- Demonstrate an ability to use technology efficiently to achieve specific goals.
- Demonstrate the ability to evaluate information across a range of media.

### Non-Academic Skills

- Demonstrate the desire to pursue learning as a life-long endeavor.
- Formulate questions, make decisions, and seek answers using factual information, logical reasoning, and intuitive and creative thinking.
- Demonstrate collaboration, teamwork interpersonal skills and respect and appreciate diversity in order to solve conflicts, strive for consensus, and function as both learner and teacher
- Demonstrate self-confidence and leadership capabilities.
- Demonstrate the ability to set priorities in order to achieve personal and community goals.
- Understand, preserve, and appreciate their culture and the heritage of others.
- Exercise personal responsibility and flexibility; set and meet high standards and goals for themselves and others.
- Demonstrate the ability to engage intensely in tasks even when answers or solutions are not immediately apparent; push the limits of his/her own knowledge and abilities; generate, trust, and maintain own standards of evaluation; generate new ways of viewing a situation outside the boundaries of standard convention.
- Demonstrate personal, social, and civic responsibility.
- Demonstrate the ability to adapt to an ever-changing environment.
- Participate in creative activity of her/his own and understand and engage with the artistic, cultural, and intellectual work of others.

These persons will be sophisticated, critical, and independent thinkers who are proficient in the use of modern technology and who view themselves as belonging to and serving a global society. They will have a strong sense of themselves and of their cultural values and will be keenly aware of the subtle differences in the cultural values of others.

1 Carl Bereiter, *Liberal Education in a Knowledge Society*, Chicago: Open Court, 2002, p. 13

2 Linda Darling-Hammond, *The Flat World and Education*, New York: Teachers College Press, 2010, p. 2

3 Ken Robinson, *Out of Our Minds*. West Sussex: Capstone Publishing, 2001, p. 155

4 Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education, NGA et al., 2008, p. 24

5 Vivien Stewart, *A World-Class Education: Learning from International Models of e Excellence and Innovation*, 2012 ASCD

## 1.7 HOW LEARNING BEST OCCURS

The assumptions underlying **(PUC CCMS & PUC CCECHS)** are that students at the middle school level are in the process of developing the power to reason and they are learning to become responsible and informed contributors to society. Much of what we believe around how learning best occurs comes from *Taking Center Stage; The CA Department of Education's 12 Recommendations for Middle Grades*

(<http://pubs.cde.ca.gov/tcsii/recsforsuccess/recsforsuccessindx.aspx>).

“*Taking Center Stage* builds on and extends *Caught in the Middle* by showing how to combine a rich student-centered middle grades philosophy with the rigors of a standards-based education”. In addition, Moran clearly articulates the importance of meeting each child as an individual when he says “Learning best occurs when students are treated as individuals, with lessons tailored to their differences and taught in several ways. We believe that all children can learn, and that one child’s potential is not simply higher or lower than another’s, but rather expressed on different dimensions in different ways (Moran, 2009). The school believes that learning is best achieved in an environment that:

- Fosters supportive relationships between students and adults on campus,
- Focuses on students’ individual needs, their natural curiosity and their desire to be challenged,
- Promotes the joy of discovery, the pride of accomplishment and the satisfaction of personal growth,
- Encourages questioning and appropriate experimentation
- Is accepting of varied methods of demonstrating knowledge,
- Promotes depth of learning,
- Promotes physical and emotional health and well-being,
- Is rich and demanding,
- Is developmentally supportive,
- Is psychologically safe,
- Supports self-expression, creativity and appropriate risk-taking,
- Models reflection and self-assessment,
- Models continued learning, interest and enthusiasm,
- Encourages multi-disciplinary and cross-curriculum study,
- Is relevant and authentic,
- Models and requires high-level thinking skills and communication skills,
- Is democratic and student centered,
- Celebrates cultural and individual diversity,
- Promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives.”

Current educational research demonstrates that the traditional high school experience and structure has led many at risk students and in particular those of color to drop out, never achieve a high school diploma nor continue into a college or university. We believe that many students drop out of high school because the structure does not allow for the acceleration of curriculum or support a smooth transition into post-secondary institutions. PUC CCECHS will be structured around the premise that all students have the interest, ability and desire to move through the formal school

process much more quickly, and can, in fact, earn at least the equivalent of the first year of college credit at the same time a high school diploma is awarded. A partnership between PUC CCECHS Charter and the Los Angeles Community College District will facilitate the coordination of programs and promote the transfer of students to already established programs in higher education. Our college partnerships borrow from the experience and successes of New York City students in Early College Programs at Bard College, Simon Rock College, and La Guardia Community College as well as lessons learned from the Middle College Consortium which has been in existence for over 30 years. We believe that high academic standards serve as vehicles of equity. We are committed to ensuring that each of our students will achieve high levels of performance as articulated in the State content standards. Therefore, the academic program will not dumb down our expectations of all students. We instead commit to encourage and support students as they partake in rigorous and challenging academic coursework. PUC CCECHS will be one of a handful of high schools within the Los Angeles Unified School District to build its entire program around the vision that all students, not just the gifted or highly motivated, will meet the State requirements for a high school diploma while at the same time earning college level coursework credit. PUC's high school model grew out of the Bill and Melinda Gates Foundation's Early College High School Initiative through a partnership with the National Council of La Raza. Through research the school designers identified five theoretical tenets that will form the basis of the educational and organizational framework of PUC CCECHS. The key to ensuring these theoretical tenets are deeply integrated into the school is through professional learning. Therefore, a major component of our development is the implementation of a whole school (teachers, administrators, staff, parents and community members) professional learning model, as advocated by educational researchers Peter Senge, Michael Fullan, Linda Darling-Hammond and Richard DuFour. The theories that inform this learning community include:

1. Individualization. Students proceed through their schooling at different rates, they have different learning styles and bring different needs and issues to the classroom. Traditional high schools do not deal effectively with these problems simply because the size of the school and the number of students in a classroom is too great to allow for individual attention. We will combat these problems in several important ways. First, the school will be limited to no more than 500 students. As a result, faculty and staff and other adults will get to know students on a more personal level. Second, class size will be limited to 25-27 students per faculty member. Third, each student will work under an Individual Learning Pathway that is developed by the student, his/her family and a faculty advisor and is modified and refined at various points throughout the student's high school experience. Fourth, students will be assigned to groups that meet regularly to discuss educational plans, curriculum issues and problems that occur as part of a growing, developing institution.
2. Small School. There is a body of research regarding the value of small schools. Smaller size is no panacea for all secondary school problems, but there are some very important benefits. For example, smaller high schools have a greater chance of creating a learning climate based on the values of respect and responsibility among students, teachers and the groups that support them. Such value tends to persist within and across these groups. Current research indicates that small schools are safer. As noted in a recent publication of the Gates Foundation, students in small schools, "... are far less likely to experience physical danger, loss of poverty and the demoralizing effects of vandalism. There is also evidence that when students establish relationships with teachers and have adult mentors and advocates, they are engaged in more school activities, stay in school longer, and improve

their attendance and passing rates. Small schools are also good for teachers. Teachers have greater opportunities for collaborating with others, addressing the challenges of their work, developing solutions and implementing them. Teachers get to know each other and profit from the experience of their colleagues. This fosters better practice and greater satisfaction with the overall working climate.

3. **Connection with the World of Work.** PUC CCECHS will make significant connections between the subjects of formal schooling and real world applications. These connections are made in several important ways. First, the curriculum will include significant work on projects and real life work applications. The emphasis at PUC CCECHS is on active inquiry, rather than on passive learning. Students will use a variety of tools, methods and technologies to produce projects and work products. The aim is not to simply complete a chapter of a book but to conceive of a project and work to its completion. The projects would be geared to the educational level of each student and make the connection between baseline disciplines and real work applications. Second, guest lecturers and practicing professionals who would demonstrate their work in a variety of seminars and demonstration labs will enhance the curricular offerings. Students would be exposed to the real work of scientists, engineers, artists and business professionals who work and reside in the downtown area and have a chance to see how ideas and knowledge are applied to real world settings.
4. **Performance Based Assessment.** Student progress will not exclusively be the result of completing class time and fulfilling a certain number of subject matter units. Students will be accountable for the same learning standards applied to all secondary students as mandated by the State but also will be judged on the basis of producing products, solving problems and making written and oral presentations. These work products and projects will be aligned to the State content standards and will assume mastery of baseline disciplines that make understanding problems and developing solutions possible. Every graduate of PUC CCECHS will compile a performance portfolio that summarizes and presents samples of achievements, projects completed, competencies gained, examinations passed and credit earned.
5. **Accelerated Learning.** PUC CCECHS will change the structure of traditional high school years and will strive to compress the numbers of years normally taken to attain an Associate's Degree. PUC CCECHS will provide opportunities to ease this transition and assist students make better educational and career decisions. Moreover, PUC CCECHS will allow students to accelerate their learning and reduce the time needed to secure both a high school diploma and the first two years of college. Accelerated learning can be encouraged with strategies such as the following:
  - a. Concurrent or Dual Enrollment of high school students in a postsecondary institution has been used for many years and if planned properly can compress the time required to complete a diploma/degree program.
  - b. Making Better Use of the Traditional Twelfth Grade Year can also accelerate student progress. For many students the twelfth grade has become a year of taking optional or elective courses that do not complement the required curriculum nor advance a student to a successful college experience. Making optimal use of this full academic year can accelerate learning. Some students have a minimal number of required courses left to complete during the 12<sup>th</sup> grade year which provides them with the opportunity to take supplemental courses that are of interest to them either

in the local community college, on line, or at the high school. These classes are supplemental and are not required for graduation.

- c. Ed Net or Online/Internet Courses continue to make significant progress in providing challenging educational experiences. As appropriate students may take advantage of literally hundreds of courses from accredited institutions that will fulfill requirements and or augment a student's education independent of the availability and scheduling of traditional classes.

These examples of accelerated learning methods are not intended to be a comprehensive list of approaches that can be taken. Moreover, it should be emphasized that the point of such methods is not to complete programs more quickly but to free students from schedules, class time and often duplicative requirements. PUC CCECHS will ease the transition from high school to college and promote the idea that students can assume challenging academic work and that all students should be advanced based on their intent, ability and demonstrated competence. Accelerated learning strategies will be valuable to the extent that they overcome existing impediments to a smooth high school to college transition and result in a broader, in-depth understanding of core subjects. Online will be used for students who need to take courses for credit recovery and to serve students out on extended absences.

## 1.8 HOW THE GOALS ENABLE SELF-MOTIVATED, COMPETENT LIFE-LONG LEARNERS

The **(PUC CCMS & PUC CCECHS)** community (students, parents, teachers, and administrative staff) will be focused on fostering educational excellence and creating a dynamic and meaningful learning environment to ensure that all **(PUC CCMS & PUC CCECHS)** students are prepared for college success.

Based on the research cited above regarding 21<sup>st</sup> century skills and our vision, it is imperative that our graduates are self-motivated; self-reliant; literate critical thinkers who are positive participating members of their community. To that end we have set goals that are aligned to achieve this vision. **(PUC CCMS & PUC CCECHS)**'s graduates will be able to think, read, write, speak and listen confidently and effectively. They will be fluent in technology, creative in problem solving, literate in scientific and mathematical reasoning, self-motivated and committed to lifelong learning. They will be able to participate in their lives and communities by addressing complex community issues and can communicate capably across race, gender, sexual orientation and class lines. **(PUC CCMS & PUC CCECHS)**'s graduates will be capable of making meaningful choices in their lives and in their communities. The following goals will support our students in becoming self-motivated, competent life-long learners.

### **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate

command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

**They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

**They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

**They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

**They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

**They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.



**They care about being precise.**

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies based on the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. They would never say "let  $v$  be speed and let  $t$  be elapsed time" but rather "let  $v$  be the speed in meters per second and let  $t$  be the elapsed time in seconds." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits are meaningless.

**They construct viable arguments.**

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others.

**They make sense of complex problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for the entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

**They are of service to their community.**

Students are achieving the vision will demonstrate proficiency in communicating their awareness of, purpose for, and link between community service and the schools mission, vision, and values. They assess the needs in the community and voluntarily are of service to their community service.

Consistent with the California Charter Schools Act, these combined goals enable all students to become self-motivated, competent, and lifelong learners. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime.

**1.9 REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)**

Consistent with the California Charter Schools Act, these combined goals enable all students to become self-motivated, competent, and lifelong learners. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. See Chart 1.4 below:

<b>Chart 1.4 LCFF STATE PRIORITIES</b>
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**GOAL #1**

**100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.**

## Related State Priorities:

- ☒ 1      ☐ 4      ☐ 7  
☐ 2      ☐ 5      ☒ 8  
☐ 3      ☐ 6

## Local Priorities:

- ☐:  
☐:

## Specific Annual Actions to Achieve Goal

- Supervision and staffing of instructional program
- Efficient Recruitment and Hiring Process
- All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.
- Focus on ELA Teachers to support EL Learners (increased data review, differentiation, CCSS, reading and writing)

## Expected Annual Measurable Outcomes

**Outcome #1:** 100% of all teachers are fully credentialed and appropriately placed.

**Metric/Method for Measuring:** CALPADS Annual Credential Report

Applicable Student Groups	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**GOAL #2**

Students, including all significant student groups (Hispanic or Latino, Socio-economically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards

## Related State Priorities:

- ☒ 1      ☐ 4      ☐ 7  
☐ 2      ☐ 5      ☒ 8  
☐ 3      ☐ 6



aligned materials, literacy-leveled materials, and additional instructional materials as outlined in our charter petition.

Local Priorities:

☐:

☐:

### Specific Annual Actions to Achieve Goal

- Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition.
- Dedicated resources for the Arts to achieve VAPA Standards in support of CCSS.

### Expected Annual Measurable Outcomes

**Outcome #1:** All students have access to Standards-aligned instructional materials.

**Metric/Method for Measuring:** SARC Report

Applicable Student Groups	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

### GOAL #3

Annually, 90% all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.

Related State Priorities:

- ☒ 1      ☐ 4      ☐ 7  
☐ 2      ☐ 5      ☐ 8  
☐ 3      ☐ 6

Local Priorities:

☐:

☐:

### Specific Annual Actions to Achieve Goal

- Supervision and staffing of custodial and maintenance staff.
- Security maintenance and staffing.

Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> All school facilities are maintained and in good repair.						
<b>Metric/Method for Measuring: The three ways we will measure are as follows:</b> 1. Monthly Site Repair Inspection Checklist, 2. Bi-Annual Facility Inspections Checklist, and 3. Identified Required Corrections Repair Log.						
Applicable Student Groups	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	90%/90%/ 100%	90%/90%/ 100%	90%/90%/ 100%	90%/90%/ 100%	90%/90%/ 100%	90%/90%/ 100%

GOAL #4	
<p>School will fully implement state-adopted ELA and Math academic content and performance standards for all students, including subgroups. School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state. Teachers will participate in annual professional development on the implementation of the Common Core State Standards All students will gain academic content knowledge through the implementation of state- adopted academic content and performance standards.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 20px;"><input type="checkbox"/> 1</div> <div style="margin-right: 20px;"><input type="checkbox"/> 4</div> <div style="margin-right: 20px;"><input type="checkbox"/> 7</div> <div style="margin-right: 20px;"><input type="checkbox"/> 2</div> <div style="margin-right: 20px;"><input type="checkbox"/> 5</div> <div style="margin-right: 20px;"><input checked="" type="checkbox"/> 8</div> <div style="margin-right: 20px;"><input type="checkbox"/> 3</div> <div style="margin-right: 20px;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-bottom: 10px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> <li>Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.</li> <li>Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.</li> <li>Selected teachers will participate in outside professional development, trainings, and workshops anchored in CA CCSS.</li> </ul>	
Expected Annual Measurable Outcomes	
<b>Outcome #1:</b> 100% implementation of the CA Common Core State Standards (CCSS)	

**Metric/Method for Measuring:** Instructional Scope and Sequences and Lesson Plan Documents

Applicable Student Groups	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**GOAL #5**

Parent access to opportunities for participation and input on decision-making.

Related State Priorities:

- ☐ 1      ☐ 4      ☐ 7  
☐ 2      ☐ 5      ☐ 8  
☒ 3      ☐ 6

Local Priorities:

- ☐:  
☐:

**Specific Annual Actions to Achieve Goal**

- School will provide a minimum of 6 Family Meetings.
- School will invite a minimum of 2 parents to attend all School Advisory Council meetings.
- PUC Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Parents will have access to opportunities for participation and input on decision-making.

**Metric/Method for Measuring:** Family Meeting Agendas/Sign-Ins, Site Advisory Council Agendas/Sign-ins, Parent Engagement Workshop Agendas/Sign-Ins

Applicable Student Groups	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
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All Students (Schoolwide)	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops
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<b>GOAL #6</b>						
<p>Improve college access and college readiness through a rigorous academic program.</p>				<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> 1</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 4</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 7</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-top: 10px;"> <input type="checkbox"/> :  <input type="checkbox"/> :         </div>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</li> <li>Implementation of intervention programs (after school, Saturday School, summer school) to meet individual academic needs of specific students.</li> <li>Students will utilize Newsela, Imagine Math, iReady, or other instructional technology resources to provide individualized instructional content to meet academic needs.</li> <li>Implementation of ELD Standards Professional Development and with materials to support teachers with Integrated and Designated ELD instruction.</li> <li>Creation of Student Master Schedule Course offerings Inclusion support for students with IEPs who are also EL and LI to ensure course access.</li> </ul>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b> Students will demonstrate growth in reading comprehension each year.</p> <p><b>Metric/Method for Measuring:</b> Lexile assessment growth between Fall and Spring of each school year.</p>						
Applicable  Student Groups	Baseline	2019-  2020	2020-  2021	2021-  2022	2022-  2023	2023-  2024

All Students (Schoolwide)	2017-18 MS: +68 Lexile HS: +3 Lexile	MS: +69 Lexile HS: +4 Lexile	MS: +70 Lexile HS: +5 Lexile	MS: +71 Lexile HS: +6 Lexile	MS: +72 Lexile HS: +7 Lexile	MS: +73 Lexile HS: +8 Lexile
English Learners	2017-18 MS: +122 Lexile HS: +5 Lexile	MS: +123 Lexile HS: +6 Lexile	MS: +124 Lexile HS: +7 Lexile	MS: +125 Lexile HS: +8 Lexile	MS: +126 Lexile HS: +9 Lexile	MS: +127 Lexile HS: +10 Lexile
Students with Disabilities	2017-18 MS: +79 Lexile HS: +1 Lexile	MS: +80 Lexile HS: +2 Lexile	MS: +81 Lexile HS: +3 Lexile	MS: +82 Lexile HS: +4 Lexile	MS: +83 Lexile HS: +5 Lexile	MS: +84 Lexile HS: +6 Lexile

**Outcome #2:** The school will annually increase the number of students achieving proficiency in Mathematics

**Metric/Method for Measuring:** Percentage of students performing at or above proficiency level on CAASPP Mathematics Assessment

Applicable Student Groups	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	CAASPP 2017-18  Baseline  Levels of Performance	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Foster Youth	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Students with Disabilities	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
African American Students	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

**Outcome #3:** The school will annually increase the number of students achieving proficiency in English Language Arts/Literacy.

**Metric/Method for Measuring:** Percentage of students performing at or above proficiency level on CAASPP English Language Arts/Literacy Assessment

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	CAASPP 2017-18 Baseline Levels of Performance	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Foster Youth	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Students with Disabilities	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
African American Students	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

**Outcome #4:** EL (from Fall 1) students will advance at least one performance level per the ELPAC each year.

**Metric/Method for Measuring:** Percentage of students advancing at least one performance level on the ELPAC.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	TBD	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

**Outcome #5:** The school will annually increase the number of students reclassifying as Redesignated English Language Proficient (RFEP).

**Metric/Method for Measuring:** Percentage of EL students (Fall 1) reclassifying annually.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	2017-18 17.7%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

### GOAL #7

**School will maintain a high ADA rate.**

#### Related State Priorities:

- ☐ 1      ☐ 4      ☐ 7  
☐ 2      ☒ 5      ☐ 8  
☐ 3      ☐ 6

#### Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- School will hire and maintain Attendance Personnel/Staffing.
- School will maintain an Attendance Incentives Program.

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will maintain  $\geq 96\%$  average daily attendance(ADA)

**Metric/Method for Measuring:** End of year average ADA.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	2017-18 HS: 95% MS: 97%	96%	96%	96%	96%	96%
English Learners	2017-18 HS: 94% MS: 97%	96%	96%	96%	96%	96%
Socioecon. Disadv./Low Income Students	2017-18 HS: 95% MS: 97%	96%	96%	96%	96%	96%
Foster Youth	*	96%	96%	96%	96%	96%
Students with Disabilities	2017-18 HS: 93% MS: 97%	96%	96%	96%	96%	96%
African American Students	*	96%	96%	96%	96%	96%
Latino Students	2017-18 HS: 95% MS: 97%	96%	96%	96%	96%	96%

**Outcome #2:**

**The percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) will be less than 5% annually.**

**Metric/Method for Measuring:** End of year report.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	2017-18 7.8%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
English Learners	12.1%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
Socioecon. Disadv./Low Income Students	7.8%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
Foster Youth	*	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
Students with Disabilities	12.2%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
African American Students	*	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
Latino Students	7.6%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline

**GOAL #8**



<p><b>School will maintain a school culture conducive to student learning.</b></p>	<p style="text-align: center;">Related State Priorities:</p> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> 1</span> <span><input type="checkbox"/> 4</span> <span><input type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> 2</span> <span><input checked="" type="checkbox"/> 5</span> <span><input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> 3</span> <span><input checked="" type="checkbox"/> 6</span> </div> <hr/> <p style="text-align: center;">Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/>:</span> <span><input type="checkbox"/>:</span> </div>					
<b>Specific Annual Actions to Achieve Goal</b>						
<ul style="list-style-type: none"> <li>School will provide a variety of parent activities such as:                             <ul style="list-style-type: none"> <li>Parent Orientation</li> <li>Back to School Night</li> <li>Student-led Conferences</li> <li>Celebration of Learning</li> <li>School Advisory Council</li> <li>Coffee with the Principal</li> <li>Parent Meetings/Committees</li> <li>Family Nights</li> <li>Content Nights</li> </ul> </li> <li>School will provide trainings for Leaders on Parent Engagement</li> <li>School will provide trainings for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Social-Emotional Learning</li> <li>Social Emotional Counseling Services</li> <li>Social Emotional Interventions such as:                             <ul style="list-style-type: none"> <li>Family Support Meetings</li> <li>Incentives</li> <li>Student and Family Engagement</li> </ul> </li> </ul>						
<b>Expected Annual Measurable Outcomes</b>						
<p><b>Outcome #1:</b> Annual Stakeholder Satisfaction Surveys shows positive results for school safety, educational and enrichment opportunities, using the feedback from Family and Student surveys with a minimum response rate of 50%.</p> <p><b>Metric/Method for Measuring:</b> Student and Family Survey</p>						
Applicable	Baseline	2019-	2020-	2021-	2022-	2023-

Student Groups		2020	2021	2022	2032	2024
Student Survey	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses
Family Survey	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses

**Outcome #2:** School will reduce its suspensions to  $\leq 3\%$  of students.

**Metric/Method for Measuring:** End of year report from PowerSchool.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	2017-18 HS: 1% MS: 0%	<3%	<3%	<3%	<3%	<3%
English Learners	2017-18 HS: 0% MS: 0%	<3%	<3%	<3%	<3%	<3%
Socioecon. Disadv./Low Income Students	2017-18 HS: 1% MS: 0%	<3%	<3%	<3%	<3%	<3%
Foster Youth	*	<3%	<3%	<3%	<3%	<3%
Students with Disabilities	2017-18 HS: 1% MS: 0%	<3%	<3%	<3%	<3%	<3%
African American Students	*	<3%	<3%	<3%	<3%	<3%
Latino Students	2017-18 HS: 1% MS: 0%	<3%	<3%	<3%	<3%	<3%

**Outcome #3:** Less than or equal to 1% of students will be expelled.

**Metric/Method for Measuring:** End of year report from PowerSchool.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	2017-18 HS: 0% MS: 0%	<1%	<1%	<1%	<1%	<1%

English Learners	2017-18 HS: 0% MS: 0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	2017-18 HS: 0% MS: 0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	2017-18 HS: 0% MS: 0%	<1%	<1%	<1%	<1%	<1%
African American Students	*	<1%	<1%	<1%	<1%	<1%
Latino Students	2017-18 HS: 0% MS: 0%	<1%	<1%	<1%	<1%	<1%

#### Outcome #4:

MS:

School will maintain a retention rate > 90% for returning sixth and seventh grade students.

HS:

School will minimize dropouts and will achieve and maintain a dropout rate of  $\leq 5\%$ ; dropouts are defined as students staying in CA but not returning to a CA public school.

**Metric/Method for Measuring:** End of year report from PowerSchool.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	2017-18 HS: TBD MS: 93%	MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.  HS: School will achieve a < 5% Dropout Rate.	MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.  HS: School will achieve a < 5% Dropout Rate.	MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.  HS: School will achieve a < 5% Dropout Rate.	MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.  HS: School will achieve a < 5% Dropout Rate.	MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.  HS: School will achieve a < 5% Dropout Rate.

### GOAL #9

<b>High School students will graduate prepared to succeed in college level course work.</b>	<b>Related State Priorities:</b>  <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7  <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8  <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :

**Specific Annual Actions to Achieve Goal**

- Teachers will attend Professional Development on AP Exams/College Course Preparation.
- PUC Competitive Edge Class will provide instruction, support and intervention for EAP, ACT and SAT tests.
- Through PUC Competitive Edge school will ensure students sign up to take EAP, ACT, and SAT tests.
- See Goal #8-School Culture for additional action items.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Greater than equal to 60% of students will score greater than or equal to a 3 as defined by the AP Exam or 70% will receive a B or higher in college courses.

**Metric/Method for Measuring:** AP Exam Results or Percentage of Students enrolled and passing college courses with a B or Higher.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	SY: _____  Baseline _____  Levels of Performance _____	≥ 60% of students will score  ≥ 3 on AP exam  ≥ 70% will receive a B or higher	≥ 60% of students will score  ≥ 3 on AP exam  ≥ 70% will receive a B or higher	≥ 60% of students will score  ≥ 3 on AP exam  ≥ 70% will receive a B or higher	≥ 60% of students will score  ≥ 3 on AP exam  ≥ 70% will receive a B or higher	≥ 60% of students will score  ≥ 3 on AP exam  ≥ 70% will receive a B or higher

English Learners	Same as above	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher
Socioecon. Disadv./ Low Income Students	Same as above	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher
Foster Youth	Same as above	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher
Students with Disabilities	Same as above	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher
African American Students	Same as above	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher
Latino Students	Same as above	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher	≥ 60% of students will score ≥ 3 on AP exam ≥ 70% will receive a B or higher

**Outcome #2:** Students will demonstrate college preparedness with 15% of students scoring ≥ 22 on the ACT exam.

**Metric/Method for Measuring: ACT Results**

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	SY2017-18 16%	18% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP	20% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP	22% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP	24% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP	26% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP

**Outcome #3:** School will graduate 90% or above of persisting seniors with Subgroup cohort graduation rate at 90% or above annually to meet the State identified target subgroup graduation rate requirement.

**Metric/Method for Measuring: CALPADS**

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	SY2017-18 TBD	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate
English Learners	SY2017-18 TBD	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate
Socioeconomic Disadv./ Low Income Students	SY2017-18 TBD	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate
Foster Youth	SY2017-18 TBD	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate
Students with Disabilities	SY2017-18 TBD	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate
African America	SY2017-18	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate	90% - 12th grade students graduate

n Students	TBD					
Latino Students	SY2017- 18TBD	90% - 12th grade students gra duate	90% - 12th grade students gra duate	90% - 12th grade students gra duate	90% - 12th grade students gra duate	90% - 12th grade students gra duate

### 1.10 INSTRUCTIONAL DESIGN

The assumptions underlying the **(PUC CCMS & PUC CCECHS)** curriculum are that students at the middle and high school level are capable of abstract reasoning (Source: The Adolescent Brain: Beyond Raging Hormones, The Harvard Health Blog) are in the process of developing the power to reason and are learning to become responsible and informed contributors to society. First, the school believes that learning is best achieved when associated with students' individual needs, their natural curiosity, and their desire to be challenged. Second, learning encourages risk, requires self-examination, and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives. Third, learning manifests itself in the joy of discovery, the pride of accomplishment, and the satisfaction of personal growth. Finally, learning is fostered by supportive relationships with teachers and administrators. **(PUC CCMS & PUC CCECHS)** was developed with recommendations from the middle school educational reform documents, *Taking Center Stage*, and its predecessor, *Caught in the Middle*, to provide for every middle grade student a common, comprehensive, academically-oriented core curriculum. The high school grades provide a seamless transition, adopting much of the same principles, to move the students all the way down the path to college.

The rationale behind the **(PUC CCMS & PUC CCECHS)** curriculum is that a common core of knowledge exists, which all educated citizens should possess. This core includes lessons to be gained from the study of literature, history, science, mathematics, and the arts. We have developed our instructional framework with the end goal of laying the foundation so that students graduate from high school equipped not only to survive, but also to thrive in the 21<sup>st</sup> century. To meet the needs of the school's targeted population and to achieve the school's specific mission, we have drawn on empirical and academic research, as well as the success of the practical experience of educators in the schools in the PUC network.

In order to achieve this mission and vision, **(PUC CCMS & PUC CCECHS)** will implement key design elements of the PUC model that have proven highly successful. Implementation of the PUC model will include the following design elements:

- **The school curriculum will prepare students with a common core of knowledge, irrespective of primary language or ethnic background.**

The assumptions underlying the **(PUC CCMS & PUC CCECHS)** curriculum are that students at the middle school level are in the process of developing the power to reason and are learning to become responsible and informed contributors to society. We have developed our instructional framework with the end goal of laying the foundation so that students graduate from high school

equipped not only to survive, but also to thrive in the 21<sup>st</sup> century. **(PUC CCMS & PUC CCECHS)** will base its curriculum on the CA Common Core State Standards (CA CCSS), not only because it is required but because we believe that they accurately reflect the skills of the future. *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (2010) reports that “...as a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century.” The standards are:

- research and evidence based,
- aligned with college and work expectations,
- rigorous, and
- Internationally benchmarked.

**(PUC CCMS & PUC CCECHS)** will provide all students with the same rigorous content and will provide scaffolded supports so that all students can access and make use of that content knowledge. Students will not be placed into lower or higher tracks. Learning at **(PUC CCMS & PUC CCECHS)** will manifest itself in the joy of discovery, the pride of accomplishment, and the satisfaction of personal growth. **(PUC CCMS & PUC CCECHS)** believes that students rise to the meet the high bar that is set for them. High academic expectations, along with high standards, will be communicated, demonstrated, and internalized by all at **(PUC CCMS & PUC CCECHS)** – parents, students, teachers, and administrators.

• **The school will provide a small, nurturing environment.**

**(PUC CCMS & PUC CCECHS)** will purposefully maintain a small school setting with a maximum of 350 students in which a strong sense of community will be fostered. Research, as well as practice, demonstrates the superiority of small schools. Small school researcher Mary Anne Raywid (1999) has written that the superiority of small schools has been established “...with a clarity and at a level of confidence rare in the annals of education research.” Evidence further indicates that small schools can narrow the achievement gap between White/middle class/affluent students and ethnic minority and poor students. **(PUC CCMS & PUC CCECHS)** agrees with findings from the Small Schools Project: “In small schools, student achievement increases, particularly for minority and low-income students. Student attendance improves, graduation rates rise, and college-going rates increase. Students are more engaged in their studies and are more likely to participate in extracurricular activities.” ([http://en.wikipedia.org/wiki/Small\\_schools\\_movement](http://en.wikipedia.org/wiki/Small_schools_movement)). “An extensive amount of research indicates that there may be many benefits from smaller learning communities (Supovitz & Christman, 2005; Howley, et al., 2000). The most important benefits include:”

- Raised student achievement
- Increased attendance
- Elevated teacher satisfaction,
- Improved school climate

“Smaller schools may be especially important for disadvantaged students by more individualized attention and teachers being able to address different learning styles. Also,



smaller schools may promote substantially improved achievement and higher graduation rates (Howley, et al., 2000).”

- **The school will provide strategic effective reading instruction.**

With the shift to the CA CCSS it is imperative that **(PUC CCMS & PUC CCECHS)** ensures effective reading instruction. According to Irene Fountas and Gay Su Pinnell (2006)<sup>2</sup>, there are ten underlying principles of good reading instruction. These underlying principles, coupled with our mission to ensure PUC graduates are successful in college, guide our instructional methodologies.

1. **Students learn to read by reading continuous text.** It is essential that students spend the bulk of their “reading” time processing text without stopping, as this process allows them to practice orchestrating the systems of strategic actions needed to process text efficiently. They need massive amounts of practice reading for meaning. Additionally, research supports the conclusion that students need sustained exposure to expository text to develop important reading strategies (Afflerbach, Pearson,& Paris, 2008), as expository text makes up the vast majority of the required reading in college and the workplace (Achieve, Inc., 2007). PUC scholars have time built into their weekly schedule for sustained reading. Within their content classes, they are given time for reading texts closely, often reading a text several times to practice making meaning of complex texts.
2. **Students need to read high quality texts to build a reading process.** High quality texts can change the way children think and can greatly expand their language and thinking abilities. Moreover, students will not voluntarily read texts that are boring; instead, engaging texts, say Fountas and Pinnell, are “their own reward” (xxvii). Appendix A of the CA Common Core State Standards explicitly points out that opportunity and accountability for reading a great deal of high quality texts is crucial to closing the achievement gap between upper income students and the students we aim to serve, who are typically from homes where literacy is not part of the equation: “The consequences of insufficiently high text demands and a lack of accountability for independent reading of complex texts in K–12 schooling are severe for everyone, but they are disproportionately so for those who are already most isolated from text before arriving at the schoolhouse door.”<sup>3</sup> PUC teachers in all disciplines devote planning time to carefully selecting texts that are worthy in style and content to put in front of students.
3. **Students need to read a variety of texts to build a reading process.** Students need a steady diet of different genres of texts to help them learn to accommodate flexibly different kinds of texts well. To ensure that PUC students gain access to such variety, teachers’ scope and sequences include fiction, non-fiction, poetry, drama, primary source documents, and literary non-fiction.

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<sup>2</sup> Fountas, Irene and Gay Su Pinnell. Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading K-8 . Portsmouth, NH: Heinemann. 2006.

<sup>3</sup> National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). Common Core State Standards for Literacy, Appendix A: Research Supporting Key Elements of the Standards. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

4. **Students need to read a large quantity of texts to build their reading process.** Students must do a lot of reading each and every day. Reading builds fonts of knowledge, and students will bring all of their information and knowledge to new texts. In addition to SSR, PUC students log many miles of reading by reading to learn in science, social studies, and even arts and PE classes and by being held accountable for reading at home and recording their reading on reading logs.
5. **Students need to read different texts for different purposes.** Effective readers know when they must read in order, when they can skip around, when they should slow down and notice how a writer has used language or presented information, and when they can skim to get the gist. To develop the ability to vary their reading process according to their purpose, PUC students are given the opportunity to practice reading for a variety of purposes. They are asked to read lab manuals prior to diving into hands on experiments; they read news articles to make connections to universal themes in social studies; they read plays in preparation for presenting them onstage in front of their families; and they read primary source documents to corroborate secondary source information.
6. **Students need to hear many texts read aloud.** Listening to texts read aloud frees students from decoding and processing at the word level and allows them to attend fully to meaning. During read aloud, PUC teachers model expressive reading and pause to invite students to talk about texts that might otherwise be inaccessibly challenging for them.
7. **Students need different levels of support at different times.** The staircase of complexity defined by the CA Common Core State Standards calls for students to learn how to read at different levels of sophistication as demanded by increasingly difficult texts. As they do this, students will need to learn new reading skills and expand on existing ones. For example, students may require small group instruction to help them navigate more difficult texts, or the opportunity to talk with peers and extend their thinking about other texts they may read independently. PUC teachers determine the most strategic level and type of support to build students' strategic actions as readers.
8. **Level means different things in different instructional contexts.** What makes a text complex varies according to the purpose for reading and the support students will get with the text. Ideas and issues can make a text more difficult just as easily as sentence length and vocabulary can. When determining what texts to assign students and how to organize instruction around those texts, PUC teachers consider the qualitative and quantitative aspects of a text as well as the complexity of the task students are being asked to complete and the schema of the students themselves.
9. **The more students read for authentic purposes, the more likely they are to make a place for reading in their lives.** PUC classrooms are structured to help students master knowledge called for in the adopted standards, so reading experiences are often contrived to help students master this body of knowledge. However, our teachers also aim to set up reading and writing experiences in the classroom that mirror those students will encounter in the real world, offering students the opportunity to select books according to their interests and to find information they are curious to learn. These experiences help students build lives as readers.
10. **Students need to see themselves as readers who have tastes and preferences.** PUC teachers select texts for students to read with intentional instruction in mind. However, they also incorporate choice, as it breeds engagement. As PUC students come to know themselves through the books they select, they develop an awareness of their tastes as readers.

- **Teachers of all contents are considered teachers of Literacy.**

In a balanced literacy model, students receive the opportunity to work with a balance of texts at their independent, instructional, and beyond-instructional levels to expand their literacy understanding. They are given these texts in a context that best supports them to make meaning of the text and develop their reading skills. The main focus of the balanced literacy model is reading; however, the model allows for integration between and among all of the language arts areas and among all curricular content areas. Through a variety of writing routines, students learn what it means to be a writer—how writers think, plan, compose, revise and share their work. Teachers provide students with opportunities to write 4-5 times per week, helping students to build momentum and skill over time. As with reading, students have the opportunity to work independently and with guidance on their writing. The various instructional settings used to provide students with a balanced literacy diet are outlined below.

***INDEPENDENT READING:*** To support independent reading every day, we ensure that all teachers are dedicating time to helping students select books that they are interested in and that are at their independent level. This strategy is grounded in Krashen’s research summed up in his literature review, The Power of Reading. In short, his literary review concludes that in-school free reading programs provide some of the clearest evidence for the power of reading. In-school free reading programs are effective for vocabulary development, grammar test performance, writing and oral/aural language ability. Some studies also show that free reading results in better spelling progress. Free reading has been shown to have a profound effect on second language acquirers. Lucy Calkins, founder of the Teachers College Reading and Writing Project, has also written about the power of independent reading in The Art of Teaching Reading. Texts read during independent reading are at the student’s ***interest or independent level***. Readers enjoy the text and can comprehend it easily. Texts include short leveled articles from websites such as Newsela or TeenBiz, student magazines, longer novels, graphic novels, non-fiction trade books, etc.

***Other literacy strategies:*** The strategic actions that readers use are essentially the same across text levels. Readers meet greater demands at every level because the texts are increasingly challenging. The teacher’s role is to mediate the reading so students notice more and think analytically about their reading without compromising the enjoyment of the text. This is based on the idea/research that the more successful readers are and the more text they read, the better they become. Strategies include small group instruction for students who read the same text. The group is homogeneous: the students read at about the same level, demonstrate similar reading behaviors, and share similar instructional needs. These small groups are temporary; they change as teachers assess their students’ growth and needs. Teachers introduce the text that they have selected and explicitly teach an effective strategy for processing the text based on the needs of the group of readers. The teacher may also engage the students in a few minutes of word study (see below) and may assign a written or oral response to the text. Then, the students read the text independently. The teacher may ask individual students to read a portion aloud and to talk with the teacher about the reading to gauge their understanding.

***Texts selected are at student’s instructional level:*** Teachers select a particular text that provides opportunities for students to expand their powers to process text. The text is “just right”—they can read it successfully with the support of your teaching. It offers a small bit of challenge to

allow the processing systems to expand. The text presents opportunities for the readers to learn more.

**INTERACTIVE READ ALOUD:** Interactive Read Aloud is a time when the teacher reads a piece of quality writing aloud to the whole class and stops at planned points to ask questions that elicit student response. Students learn to think deeply about text, to listen to others, and to grow their own ideas.

*Texts selected for interactive read aloud* may be at students' frustration levels. Reading aloud allows students to experience a high quality text that they might not be able to access on their own.

**SHARED READING:** Shared Reading is a type of focus lesson in which either enlarged print is utilized (such as a poem written on chart paper or a short story projected on the wall), or all students have the text to "share" the reading process with a group of students. The teacher uses this time, explicitly modeling reading strategies and skills that the students need to learn. The responsibility for reading is "shared" between the teacher and the students, although the teacher reads most of the text. Shared reading allows the whole class to discuss a complex text with support.

*Texts selected for shared reading may be at students' frustration levels.* Following along while the teacher reads allows students to read texts that may be beyond their current ability individually. It helps students to internalize new language and the way words sound and to develop confidence to approach complex texts with less support.

**INDEPENDENT WRITING:** Students work individually on their own writing. The teacher provides a daily lesson based on the needs of the writers. Students draft, revise, or edit, depending on where they are with their writing piece. Teachers confer with students individually, providing specific teaching points to help the writer improve his writing and develop the process he or she uses for future writing.

**GUIDED WRITING:** During guided writing, the teacher pulls small groups of students together to learn about a specific aspect of writing such as writer's craft or conventions. These groups consist of students who have similar needs at a particular time and to whom the teacher must teach explicit strategies and skills. The teacher reforms the groups based on what the students' writing tells them about the students' emerging skills.

**WORD STUDY:** Word study involves both the decoding (reading) and encoding (phonics and spelling) of our symbol system so students can make meaning from an author's message and convey meaning by creating their own message. Being able to solve words efficiently lets students direct their attention to the meaning of texts and aspects of the writer's craft. For middle school students who struggle as readers, this involves the areas of phonics (letter/sound relationships) and automaticity for sight words. For students who are fluent readers, word study helps students formally add to their reading, writing, and speaking vocabularies, to nurture curiosity about words, and to develop ways of thinking and talking about them. Teachers work on morphemic analysis (using affixes and roots to denote meaning), and they engage students in interactive vocabulary exercises, such as talking about how an unfamiliar word is used in a sentence or creating webs of synonyms to determine the nuances between words with similar meanings.

### Instructional Context for Teaching Reading

Students need different levels of support as they engage in a variety of texts. PUC teachers provide these levels of support through a variety of instructional contexts: whole group, small group, and individual teaching. Some of these contexts, summarized in the chart below, involve interaction with peers, and some focus on individual learning.

Contexts for Teaching Reading	
Whole group teaching	<ul style="list-style-type: none"> <li>• Interactive read aloud</li> <li>• Reading Mini-lessons</li> <li>• Word study lessons</li> <li>• Shared reading</li> </ul>
Small group teaching	<ul style="list-style-type: none"> <li>• Metacognitive strategies</li> <li>• Book clubs (literature study)</li> </ul>
Individual teaching	<ul style="list-style-type: none"> <li>• Independent reading</li> <li>• Reading conferences</li> </ul>

- **Teachers use assessments and data to identify and fill learning gaps for individual students.**

PUC Schools Assessment System is designed to address instructional, evaluative, and predictive needs. At **(PUC CCMS & PUC CCECHS)**, we commit to ensure that all students are proficient within four years. To this end, we believe there is a need for internal measures in all content areas and to measure our progress toward this goal. Research indicates that when teachers use data to adjust their instruction, student learning is significantly impacted. “If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education” (Reeves, 2004). Further, in the case that a **(PUC CCMS & PUC CCECHS)** student is not progressing in a manner consistent with academic success, **(PUC CCMS & PUC CCECHS)** will rapidly modify instructional methods and will pursue an intervention model to address the student’s specific needs.

- **The school will infuse arts and physical education and health education into the academic program for all students.**

**(PUC CCMS & PUC CCECHS)** will implement an arts program that will be broken out into four disciplines: dance, music, theater, and visual arts. Music and visual arts are offered during the school day, as part of the instructional program, while dance and theater are offered after-school as enrichment activities. **(PUC CCMS & PUC CCECHS)** believes that “...involvement in the arts provides a positive avenue of creativity, lifelong enhancement of the students’ quality of life, increased cognitive ability, critical thinking, and verbal skills, and promotes gains in math and literacy. Arts learning can also improve motivation, concentration, confidence, and teamwork.” (<http://www.edutopia.org/arts-music-curriculum-child-development>)



The primary goal of the **(PUC CCMS & PUC CCECHS)** physical education program is to instill in its students a life-long pursuit and understanding of the importance of healthy living. Research demonstrates that the majority of students spend only 8% of their physical education class time in actual activity and are, instead, generally waiting or observing (Gutfeld, G. and Sangriorgio, M. P.E or not P.E. Prevention. July 1993, Vol 45, Issue 7, p 18). **(PUC CCMS & PUC CCECHS)** believes that regular activity during the school day is strongly associated with higher concentration levels, as well as more directed, composed behavior ([www.livestrong.com/article/529108-what-are-the-benefits-of-physical-education-in-school/#ixzz207tQ5hOI](http://www.livestrong.com/article/529108-what-are-the-benefits-of-physical-education-in-school/#ixzz207tQ5hOI)).

Based on this research and our core values, **(PUC CCMS & PUC CCECHS)** will allocate at least 140 minutes of physical and health education and 200 minutes of arts per week during regular instructional time, with additional opportunities for physical activities and arts engagement in the extended day program.

- **An extended day (after-school) program will provide students with a safe place, academic support, arts, athletics, clubs, as well as enrichment in a variety of areas. The program will be custom built to the interests and needs of the students.**

**(PUC CCMS & PUC CCECHS)** will use an extended day schedule to provide academically low-achieving students with extra support in order to meet grade-level requirements and to provide a variety of learning and enrichment opportunities for all students. For example, **(PUC CCMS & PUC CCECHS)** assumes five-to-ten percent of its students will have demonstrated difficulties with the established grade-level standards in the general education curriculum or significant difficulties with behavioral and social competence that they will require Response to Intervention (RtI) Tier 3 interventions. These interventions consist of intensive instruction with continuous progress monitoring and may include individual and small group instruction, which, in addition to the regular school day, will take place during the extended day. In addition, English learner (EL) students will be offered additional English Language Development (ELD) learning opportunities during the extended day program to ensure comprehension of instructional input.

The schools doors will be open from 7:00 a.m. to 6:00 p.m. **(PUC CCMS & PUC CCECHS)** is in agreement with recent findings by the Ed Sector report, extended learning models that build on the regular school day, but with learning methods that engage students in different ways, are most successful. “Expanding time in schools is not just about increasing achievement in academic classrooms. Additional time also can open up opportunities to broaden students’ exposure to different learning experiences. In poor neighborhoods, where the availability of such opportunities outside of school is often scant, the need for schools to provide such exposure is even greater” (<http://issuu.com/nationalcenterontimelearning/docs/caseformoretime>). Thus, **(PUC CCMS & PUC CCECHS)** will offer after-school clubs that go beyond adding more time to the classroom and may include cooking, dance, theater, music, athletics, art, leadership development, tutoring, mentoring, homework support, gaming, and much more.

- **The school will implement supportive and purposeful teaching as the norm.**

The curriculum will be aligned to the CA CCSS and designed by teachers through a backwards planning model. **(PUC CCMS & PUC CCECHS)** teachers embrace their role as intellectual

architects. They use the learning cycle to maximize learning time and ensure that students master the standards. Research-based teaching strategies are strategically selected and curriculum is differentiated based on data. In addition, we believe learning is a social activity that requires students to interact with each other to build content knowledge. Students engage in inquiry and academic discourse to collaboratively construct meaning. Basic skills will be combined with advanced concepts; differentiated instruction will be practiced to meet the learning needs of all students. Based on Dr. Howard Gardner's theory of *Multiple Intelligences*, teachers will address the different type of learners in their classrooms; in accordance with *Taking Center Stage*, "Curriculum content is presented in multiple ways: deductively, inductively, aurally, orally, visually, or by 'hands-on' doing."

- **The school will implement an inclusion model for students with special needs, an immersion program for EL students, as well as strategies, such as pre-teaching, in order to build confidence and well-being.**

The (PUC CCMS & PUC CCECHS) school community is committed to designing learning experiences that differentiate for each population of students. Expectations are set high and made clear for students, while scaffolds are put in place for students requiring additional support. At PUC CCMS & PUC CCECHS, students with learning disabilities and 504 plans are fully included in the general education classroom, while EL students are immersed into the English language with additional primary language support, as needed, and targeted English language development instruction (Additional specific information will be provided in Section 1.6.1). To meet the specific populations that it serves, data are disaggregated and carefully analyzed with the goal of revising pacing and offering strategic, differentiated support to ensure that all students master the standards. Bi-weekly meetings allow our staff to efficiently co-teach and co-plan lessons and assessments directly with the teachers to further ensure that differentiation is embedded into the classroom structure, curriculum, and environment. Further, teachers are culturally and linguistically responsive, believing different ways of thinking, speaking, and learning are resources to develop, rather than problems in need of repair.

- **The school will strategically cultivate a positive school environment characterized by mutual respect through participation in the Community Circle from the *Tribes* program.**

PUC CCMS & PUC CCECHS will work purposefully to inculcate in its students the core values of respect, caring, responsibility, and justice. Because community building is a necessary part of creating a positive school environment, PUC CCMS & PUC CCECHS will use the Community Circle from the Tribes Program created by Jeanne Gibbs who, like PUC CCMS & PUC CCECHS, believes that the classroom atmosphere impacts student learning. To create a Community Circle, each student sits with the teacher in an all-inclusive circle. Everybody in the circle then addresses the topic that has been introduced that day. The concluding portion of the circle includes reflection questions and statements of appreciation. The norms of the Circle are: active listening, mutual respect, no put-downs, and right to pass. Both the Community Circle and regularly held community meetings are deemed essentials of the Homeroom program in which students and teachers explore the meaning and enactment of the school's guiding principles and scholarly attributes. Evaluating the impact of these values is largely reliant on objective measures: pre-post comparisons of teacher perceptions of student behavior, as well as data from student and parent surveys while school

climate is evaluated through suspension and retention rates. When the empirical research that has been collected at PUC schools is analyzed with a qualitative and quantitative lens, the positive findings include: increased empathy and compassion for peers, reduced disciplinary issues, as well as greater student engagement, reflection, and ownership of their learning.

- **The school will prioritize each child’s emotional and physical health in addition to their academic needs. Services will be identified and offered to alleviate the barriers to learning.**

Based on our 16-year experience in the Northeast San Fernando Valley, the population is faced with overwhelming challenges that may negatively impact student’s school performance. To remedy this situation, PUC CCMS & PUC CCECHS assumes a whole child approach as it understands: “Even when low-income parents do everything they can for their children, their limited resources put kids at a huge disadvantage” (<http://www.ascd.org/publications/books/109074/chapters/how-poverty-affects-behavior-and-academic-performance.aspx>). As is the case in all other PUC schools, PUC CCMS & PUC CCECHS will have a clinical counselor on staff to provide counseling for students and families. The goal is to develop a program in which interns earning their Marriage & Family Therapy (MFT) hours will provide a high level of support to students and families under the supervision of the Clinical Counselor. PUC CCMS & PUC CCECHS will also work with various service providers that have been identified through community outreach and relations to ensure that each student is healthy, safe, engaged, and supported. PUC CCMS & PUC CCECHS will work with families to link them with a variety of services that will include dental care, health care, vision, nutrition, and tutoring. This approach is best for ensuring long-term student success.

- **Collaboration among all stakeholders, including service providers, will sustain a culture in which all stakeholders are united in a vision of success for every child. Ongoing professional development and weekly meetings will be relevant, pertinent, and data-driven.**

PUC CCMS & PUC CCECHS is committed to developing a team composed of all stakeholders. The team will increase student achievement through use of collaborative learning communities supported by the implementation of Critical Friends Group (CFG). Research cited by the National School Reform Faculty indicates, “Implementation of a CFG promotes the values of reflective practice, shared leadership, authentic pedagogy, democracy, equity in opportunity, and social justice, resulting in improved learning for all students” (<http://www.nsrharmony.org/faq.html>). Furthermore, teachers trained and participating in CFG’s are more thoughtful about connecting curriculum, assessment, and instruction, and believe that they can affect student achievement. These teachers have higher expectations for student learning, which, in turn, leads to greater student achievement.

PUC CCMS & PUC CCECHS believes that professional development is the cornerstone for educational equity and academic achievement for all students. “Research shows that teachers account for one-third of a school’s total impact on student achievement” (New NY 54). At PUC CCMS & PUC CCECHS, professional development will be offered to enhance and improve staff’s role as effective educators and will enhance their ability to implement the instructional program



and to fulfill the school mission. Professional development will be designed and delivered in response to specific teacher and student needs, as informed by data analysis. It will span a broad range of job embedded learning opportunities, including: co-planning, observing, co-teaching model lessons, interactive application based workshops, and examination of student work. It will also seek partnerships with external providers. Further, PUC CCMS & PUC CCECHS recognizes professional development as “...a proven method to recruit, retain, and develop a high quality teaching force.” (New NY, page 21). The following principles, identified by Richard Elmore in “Investing in Teacher Learning: Staff Development and Instructional Improvement in CSD #2, NYC,” as effective strategies for using professional development to bring about system-wide change in instruction, will guide all professional development opportunities:

- Instructional change is a long multistage process.
- Shared expertise is the driver of instructional change.
- A focus on system-wide and classroom specific improvement.
- Clear expectations and responsibility for achieving them are shared by all.
- Environment of collegiality, which results in learning for all.
- Respect and care for the students and the adults working to meet their needs;
- Focus on content and instruction (Elmore, 1997).

## 1.11 CURRICULUM

### **Middle School:**

PUC CCMS develops curriculum founded on Common Core content standards and backwards-designed unit plans to create a rigorous and relevant learning environment for all students. PUC CCMS supports a diverse population of learners including students identified as GATE and ELL, and students with IEPs in inclusive classrooms by following a common learning cycle across all contents which includes students accessing their prior knowledge, extending their prior knowledge, and applying their learning. The learning cycle allows opportunities for teachers to utilize graphic organizers, group structures, student discourse, and multiple checks for understanding to monitor students’ progress toward mastery of the content standards. In order to further support teachers in creating student-focused learning activities, administration provides feedback on weekly lesson plans which focuses on students’ cognitive engagement as shown in data and differentiated instruction.

Teachers are guided by common curriculum across the school. For example, all math teachers attend a specific summer training and utilize the Eureka Math curriculum and common year-long units and assessments created by PUC Schools math teacher leaders to allow for high expectations and collaboration during professional development. English courses follow a thematic unit structure which highlights a variety of fiction and nonfiction text and uses elements of Engage NY’s standards-based English Language Arts curriculum to encourage students to delve deeper into analyzing themes and applying this knowledge to their lives in speaking, listening, reading, and writing modalities. Science courses are designed based on a real-world inquiry approach founded in rigorous NGSS standards. The PUC CCMS science teachers have also implemented strategies to support literacy in their classrooms including

annotations to analyze scientific text and a common Claim, Evidence, Reasoning (CER) writing structure. History courses also integrate common literacy practices and writing expectations with on-demand writing, CER writing, and analyzing primary and secondary sources to write longer, revised essays throughout the school year.

## **ENGLISH LANGUAGE ARTS (Core)**

### *READING, WRITING, RESEARCHING, SPEAKING AND LISTENING*

The ELA curriculum for students at PUC CCMS & PUC CCECHS focuses on developing students' strength as readers, writers, researchers, listeners, speakers, and collaborators. PUC CCMS & PUC CCECHS students develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Students will become familiar with their own applications of reading and writing processes, and learn how to monitor their own learning and growth in these areas. When working on various types of assignments such as research reports, literature logs or essays, students will understand the process of documenting the steps followed to complete the task or project. Teachers will assess both the final product and the unique process undertaken in developing understanding. In this way, students not only demonstrate mastery of content, but also gain an understanding of their own processing skills, an essential component of their continued success as lifelong learners. Self-evaluation, peer feedback and teacher conferencing augment the process-based approach and all play important roles within the classroom.

Sixth grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students develop greater focus and active engagement with text. Students study narration, exposition, and persuasion. Students read a wide variety of literacy selections and write narrative, persuasive, and descriptive text as they continue to extend their knowledge of Standard English. Classic and contemporary literature is used to increase each student's motivation to read while popular media will be a tool that is used to entice learners. A variety of prewriting strategies are used for planning and organization. Topics are developed with relevant facts, definitions, concrete details, quotations or other information and examples. Students engage with others to build on others' ideas and to express their own clearly, distinguishing claims that are supported by reasons and evidence from claims that are not.

Seventh grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students transition from learning to read to reading to learn. Students develop and practice academic vocabulary, in oral and written form, and strengthen independent reading skills. Students expand their writing skills with attention to organization and use greater documentation to support their writing. Students maintain a personal reading list to reflect their motivation to read. To respond to their reading of literary and information texts, students engage in a variety of writing activities and will publish writing. Through class lectures, brainstorming sessions with peers, and classroom discussion, students listen to comprehend and actively participate.

Eighth grade language arts students will read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students strengthen readiness skills that prepare them for high school content. Students will analyze literacy elements and devices (character, plot, etc.). Students will read and think about a wide variety of literary selections and will extend their writing to construct their own arguments. To demonstrate a motivation to read, students engage in independent silent reading for extended periods of time and read voluntarily for a variety of personal and academic purposes. Writing requirements expand in length and depth. Students maintain a portfolio of writing that includes a variety of genres. Communication with others demonstrates a respect for differences and an ability to express personal opinions. They also integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### **MATHEMATICS (Core)**

The core curriculum for students is designed by teachers aligned to the CA Common Core State Standards and provides students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of the designed curriculum are a focus on real-life problem solving, student communication of mathematical thinking and appropriate use of technology. The curriculum also emphasizes balancing different types of instruction, using various methods for skills, practice, and fostering parent involvement in student learning. Teachers will design and utilize various assessment tools that can be used both for planning instruction (formative assessment) and for assigning grades (summative assessment).

Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. (Common Core Standards.org)

### **SCIENCE (Core)**

As the world faces issues such as global warming and a lack of an adequate water supply, middle school students require exposure to scientific knowledge. PUC CCMS & PUC CCECHS students

will be trained to master the scientific skills and content that is imperative to participate effectively in today's global society. Teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Instruction will focus on understanding important relationships, processes, mechanisms, and applications of concepts. Less important is the memorization of specialized terminology and technical details. Our science classes will support student's ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, it is recommended that students have the opportunity to develop their skills of analysis, inquiry, and design through active laboratory work on a regular basis in grades 6, 7, and 8.

PUC CCMS & PUC CCECHS will be transitioning to Next Generation Science Standards which are based on "3D" learning. "3D" learning is the purposeful and deliberate integration of three distinct dimensions: Scientific and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). The emphasis is not on isolated facts but a focus on looking at science in a more integrated way. The NGSS represents a fundamental shift in science education and require a different approach. Teachers must first have a clear understanding of how the standards are structured and what each dimension means so that they can design inquiry based units and lessons rooted in phenomena and real world applications.

Sixth grade science places focus on Earth Science. Students explore the organization of the universe and Earth's place in it. The Geologic Time Table, the theory of continental drift and plate tectonics, and how fossils form help students create an overall view of planet Earth's history. Students also explore geological characteristics of the Earth, including volcanoes, earthquakes, and factors of change such as erosion. Finally, students study global weather and changes in weather patterns. Sixth grade science creates a foundation for science to come. Sixth grade mathematics and science teachers coordinate and develop interdisciplinary theme units and activities with specific content from the adopted state content standards. Sixth grade students complete Earth Science with a clearer understanding of the world around them and demonstrate readiness to begin study of life in seventh grade.

Seventh grade science places focus on Life Science. Students explore life from the cellular level to groups of organisms. The course focuses on understanding the development of life from genetic and evolutionary standpoints to the organization, structure and function of living things. Hands-on lab experiments enhance the concepts learned and stimulate critical thinking necessary to draw conclusions from observations. To further their understanding of the scientific method and practice, the culminating project for the year requires students to work in pairs to develop science experiments. Students conceive, design, run and report on the experiment of their choice. Students utilize the Internet and other resources to research the background of their topics and assist in developing their experiment. To help students select challenging projects, teachers arrange for

speakers during the school year to conduct experiments with the students or demonstrate scientific technology. Teachers also closely monitor the progress of projects. Seventh grade science serves to develop experimental practice and curiosity in students to learn more about physical science in eighth grade.

Eighth grade science places focus on Physical Science. Focusing on the concepts of Energy and Motion, students incorporate skills learned in mathematics to utilize formulas in calculating speed, force, heat and other quantities. Graphing data and interpreting trends from graphs assist students in drawing conclusions from lab experiments. Continuing the hands-on nature of the science program, students conduct experiments to investigate average speed, friction force of gravity, patterns of waves in wave tanks and many others. Given the more abstract nature of Physical Science questions posed include the critical thinking variety. Critical thinking questions draw upon the concepts learned and require students to consider multiple aspects of a given problem. Critical thinking questions will be included with the conclusion questions on labs and on exams. Use of pertinent data and information will be required as evidence to support their answers to these questions. Science teachers will develop a rubric to assess these questions in an effort to help students improve their critical thinking skills. The culminating project for eighth grade science is the portfolio project in Science Design. The project incorporates both mathematics and science and includes experimental design, calculations and reasoning. In preparation for this project, teachers continue to arrange for interactions with scientist and engineers.

### **SOCIAL STUDIES (Core)**

The primary mission of the History and Social Science curriculum is to teach chronological and spatial thinking, research, evidence, point of view, and historical interpretation that will enable students to know themselves more fully as developing individuals in a changing historical context and as active participants in their local, national and world communities. The school will seek to nurture each student's enjoyment of history; teach a body of knowledge; develop skills in reading, research, writing and oral expression; implement learning activities which systematically develop critical thinking; and instill in students a sense of service to others and responsibility for their world. The History-Social Science program will examine global human experience in light of such unifying themes as the process of change over time and the interrelationships among societies. Information will be selected to stimulate student interest and understanding of historical concepts and patterns. Issues of race, religion, gender, ethnicity and class will be incorporated into the curriculum along with current events, geography, and an introduction to social sciences: anthropology, sociology, psychology, economics and international relations. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500Ð 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment



philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

### **ARTS (Core)**

The arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria

Students in grades 6 - 8 will have experiences in the four core visual and performing arts forms; Theatre, Music, Visual Arts, and Dance. In addition, students in the high school grades will take at minimum one year of arts classes and will be able to take additional courses if they so desire.

### **DANCE, THEATRE, MUSIC, VISUAL ART**

The curriculum at PUC CCMS & PUC CCECHS allows 6<sup>th</sup> and 7<sup>th</sup> graders to engage in a trimester of a year in each of three major Arts forms. This provides them with an introduction to the history, influence, and skills of each in the 7<sup>th</sup> grade they continue to build on the knowledge that they received the year before. By the end of their 7<sup>th</sup> grade year, each student would have experienced each art form. Students also have arts classes in 8<sup>th</sup> grade. In the high school grades all students will complete the "F" requirement necessary for admission to a four year California public university. In addition, the students have an opportunity to take additional electives in art forms that are of particular interest to them.

### **THEATRE**

The theatre program at PUC CCMS & PUC CCECHS is designed to help the seventh grade students learn how to express themselves, improve their focus, build confidence and self-esteem, think critically and problem solve, and work collaboratively in a respectful environment. Utmost importance is placed on creating a safe, supportive, and positive community in which students can explore and share ideas without fear of criticism, courageously practice creative expression, and be productive. Students will learn theatre terminology and learn how to perform fundamental and foundational skills such as pantomime, improvisation, and tableau. They will engage in voice work and learn how to speak with effective projection, articulation and expression. Students will delve

into story and learn about character, objective, motivation, conflict, resolution, setting, and plot. Most of the work done in theatre class will involve working in groups; therefore, a major focus will be on how to effectively collaborate. Playwriting will also be taught with students learning how to properly structure a stage play script. They will learn about the process of cold-reading, breaking down a script and analyzing character elements, the use of props, blocking, memorizing, and rehearsing. Stage blocking notations will be learned, as well as what it means to be “on-book” and “off-book.”

## **MUSIC**

The music curriculum at PUC CCMS & PUC CCECHS is designed to develop fundamental musicianship skills, as well as support student growth across disciplines in other content areas. This is achieved over the course of a year- long music class in the sixth grade. In this class our students are not only working on attaining high level musicianship skills, our students are also working on putting mathematical concepts into action while engaging in a process of language acquisition through discipline specific academic discourse. Student engagement in the music specific systems of our classes enhances the elasticity of the brain and works the mind in a way that cannot be duplicated in any other content area. Through our music classes, students learn to develop critical-thinking and problem-solving skills in real time performance scenarios at the intersection of the heart, body, and mind. The experiences of rehearsing music in a classroom setting definitely instill multiple skills for success. Music students learn how to multi-task at immense levels by incorporating listening, keeping tempo, reading music, following the music director, in addition to physically using multiple parts of the mind and body. Students receive a holistic education regarding etiquette and respect while learning the foundations of how to rehearse and perform in an ensemble setting. It is with this experience that they gain a new confidence, believe they can succeed in whatever they choose, and realize their full potential. Our music program is designed to build a foundation that prepares students for success in a high school instrumental music class. The students will be sent to high school music classes fully prepared with fundamentals in keeping a steady tempo, rhythm (from whole notes/rests up to 1/16th's), harmony (major/minor triads), and reading notes on the grand staff (treble and bass clefs). The sixth grade music class uses drumming to apply concepts of music theory, composition, aesthetic valuing, improvisation, and performance. It is here where students begin to engage in processing, analyzing, and responding to sensory information through the language of music. The eighth grade music class uses keyboards as the means of deepening their understanding of that language. In this class, students build on what they have learned previously and add to that knowledge by developing keyboard skills that include reading, writing, performing, analyzing, creating, and connecting to music both historically and culturally. Many of the fundamentals listed are usually introduced during an Instrumental Music/Beginning Music class. Since our middle school students are being successfully trained, when they move on to high school, they are prepared for more advanced concepts such as: intervals up to a perfect fifth; major/minor/diminished/augmented seventh chords; arranging/composition and higher level sight reading. Through this course, students will not only develop strong-high-level- fundamental music skills, but they are better prepared for high school and have fostered skills needed to be successful in college and beyond.

## **VISUAL ARTS**

The Visual Arts at PUC CCMS & PUC CCECHS focus on making, looking at, discussing, and critiquing art. The courses help students learn how to think creatively and critically, problem solve,

and express themselves. Students will develop artistic skill in a variety of materials and techniques such as contour drawing, perspective, charcoal and pastel blending, various painting techniques, composition, and color theory. Students will make connections to other contents such as language art, history, science, and math. Students will learn the language of the discipline and basic principles of visual arts. They will begin to understand the role art plays in different countries, communities, and among different individuals. Students are introduced to the history of art and potential careers in the arts field. Every art teacher administers a pre- and post assessment along with performances and exhibitions throughout the year. All arts teachers document these performances in their on-line portfolios. In the high school grades AP level visual arts courses are offered.

### **PHYSICAL EDUCATION AND HEALTH (Non-Core)**

We strongly believe that middle school is an ideal time for students to gain knowledge and establish life-long practices of a healthy lifestyle. Students will engage in a variety of physical activities that include but not limited to team sports. The primary goal of the PUC CCMS & PUC CCECHS physical education program is to instill in its students a life-long pursuit of healthy living. To do so, the PUC CCMS & PUC CCECHS physical/health education program will focus on each student's individual short-term and lifelong physical/health goals and needs. Instruction will be augmented with lessons in nutrition and healthy life-style choices.

### **SSR (Non-Core)**

Sustained Silent Reading (SSR) is a period of uninterrupted silent reading. It is based upon a single simple principle: Reading is a skill. And like all skills, the more you use it, the better you get at it. As reported in Jim Trelease's book, The Read Aloud Handbook, students do not read very much. In one reported study from the book, 90% of the students studied devoted only 1 percent of their free time to reading and 30% to watching television. 50% of the students read for an average of four minutes or less per day, 30% read two minutes per day, and 10% read nothing at all. In a comprehensive seven-year study conducted by John Goodlad, *A Place Called School*, it was reported that only 3 percent of class time is occupied by the act of reading in the middle school, and 2 percent in the high school. Therefore, with this research in mind, the goal of our SSR program is to increase the amount of reading, build a love for reading, and improve students reading comprehension. The SSR program will also increase students' access to literature as the Common Core reduces the percentage of literature and increases the percentage of informational text over time (8<sup>th</sup> grade: 45% literary & 55% informational). Four teachers per grade level will facilitate SSR which is a not for credit course. Assessment of reading levels or Lexile levels will be completed in English classes. Students will have SSR 25 minutes, 3- 4 times per week.

### **HOMEROOM (Non-Core)**

#### ***PUC CCMS:***

**PUC CCMS** students will participate in an advisory period five days a week. Generally, studies have shown that students who do not feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic achievement.



At **PUC CCMS** there are four main goals of the advisory program:

- **Social Emotional:** Students will be in an environment that fosters bonding within an advisory group so that they feel accepted and valued by their teacher and peers.
- **Community Service:** Students will learn about the theories and actions of community service and engage in multiple community service experiences prior to graduation.
- **College Ready Skills:** Students will build non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study skills, work habits, time management, help-seeking behavior, and social problem solving skills. They will begin to develop the behaviors, problem solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of high school and college. These skills are based on PUC CCMS's Habits of a Scholar. Through classroom instruction our students learn about each of these habits and learn to be an active member of our community. In 8<sup>th</sup> grade students engage in curriculum delivered by Peer Health Exchange during which college students deliver health related and life skills lessons. The added bonus of this program is that the college students serve as outstanding role models our high school students.
- **College Knowledge:** Students will begin to gather the information and skills that will allow them to successfully navigate the complex college admissions and financial aid processes, as well as begins to develop an understanding of college norms and culture.

#### ***PUC CCECHS:***

**PUC CCECHS'** students participate in an advisory period, called the PUC Competitive Edge (PCE) once a week at the end of the day. Generally, studies have shown that students who do not feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic growth and achievement.

At **PUC CCECHS** there are four main goals of the advisory program:

- **Social Emotional Learning:** Students will be in an environment that fosters bonding within an advisory group so that they feel accepted and valued by their teacher and peers. In addition, PUC CCECHS has adopted the "Every Monday Matters" curriculum that is focused on building a positive school culture of empathy, kindness, and student leadership.
- **Community Service:** Students will learn about the theories and actions of community service and how to engage in multiple community service experiences prior to graduation.
- **College and Career Ready Skills:** Students will develop non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study skills, work habits, time management, help-seeking behavior, and social problem-solving skills. They will begin to develop the behaviors, problem solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of high school and college. Students focus on assigned tasks from the Naviance Programs that is connected to both college and career ready skills. Some of the career tasks that are assigned are the Gallup Strengths Explorer, Career Cluster Finder, and the Career Interest Profiler. Students develop S.M.A.R.T goals focused on academics and personal growth as well as build their resume.

- College Knowledge:** Students will begin to gather the information and skills that will allow them to successfully navigate the complex college admissions and financial aid processes, as well as begins to develop an understanding of college norms and culture. For grades 9 through 12 the students are engaged in specific advisory program instructional components that comprise our own unique advisory curriculum that we call the PUC Competitive Edge. This program is specially designed for this particular age group in order to best prepare them for college. Students focus on writing college admission essays, submitting scholarship applications, completing college applications, applying to a minimum of 5 colleges, and complete Cal State University's Educational Opportunity Program (EOP) application prompts.

The Community Circle, from the Tribes Program created by Jeanne Gibbs, will regularly be held in all grade levels. Community Circle was developed around the concepts of: Appreciation, Respect, Camaraderie, and Cooperation. Its emphasis is largely social and intended to produce a climate in which maximum learning is possible and where people enjoy school and are successful. Its purpose is to provide the scaffolding for unhampered learning by building the skills of community through class building, team building, and relationship skill building through cooperative learning strategies. Throughout the process students learn to use specific collaborative skills, and to reflect on both the interaction and the learning that is taking place. The process not only establishes a caring environment for cooperative learning, but provides structure for positive interaction and continuity for working groups.

### **Intervention and Enrichment Programs**

PUC CCMS works diligently to ensure all students receive appropriate academic and behavioral support. To initiate this process, grade-level and individual teacher practices are established at the beginning of the school year to collect observational and numerical data about individual students on a daily and weekly basis. One PUC CCMS practice is a clipboard system which tracks homework completion and behavior marks and moves from class to class with each cohort in all three grade levels. Prior to the start of each school year, teachers revisit the clipboard system for their grade-level to assess the efficiency of their system and calibrate across all contents on student expectations. At weekly staff meetings, teachers refer to their clipboards to identify trends in the data, determine students who may require additional supports, and decide on next steps. The next steps include one-on-one conferencing with the student, a "swarm" where all teachers meet with the student to share their concerns and express belief in the student's potential to improve, parent phone calls, teacher-student-family meetings, and Family Support Team (FST) meetings which include administration in goal setting and next steps with the student and their family.

Academic support systems are embedded throughout the school day and across content areas. Teachers analyze course grades as well as benchmark assessment data and use the RTI model to identify tiers of students and appropriate interventions at each tier. Initial interventions begin in lesson planning to integrate strategies meant to support all learners. These strategies include vocabulary supports, reading strategies, multiple learning modalities, teacher exemplars and think alouds, and strategic partner and group structures. The next tier of intervention includes teachers inviting select students to participate in after school intervention classes called Academic Coaching focused on English and Math skills. Based on the academic data and needs of the

identified subgroup of students, teachers reteach and preview skills needed to make progress toward mastering content standards. Pre and post assessment data is used to measure student growth and determine students' continued participation in Academic Coaching. As another support for all students, our extended day program offers a segment of time for homework club monitored by after school tutoring staff. From 5 in the evening until students are picked up from school, students are provided a classroom space to work on their homework and ask questions to clarify their understanding.

***Using data to ensure every child is successful.***

After each round of benchmark analysis, teachers create intervention class rosters and scope and sequences. Based on the structure of his or her classroom, the teacher has the autonomy to create intervention to support the needs of the students. Students with special needs receive immediate intervention throughout the week by the Inclusion Specialist. IEP students are required to meet with the resource teacher to check in on progress and to receive immediate intervention. The Inclusion Specialist conducts small group instruction, re-teaching, scaffolding of new concepts, and assessment support, as well as continued reflection on subject specific progress to ensure students are being prepared and not failing.

Common practices at PUC CCMS are intervention classes based on a specific standard or bundle of standards, reading intervention classes to increase comprehension and fluency and previewing intervention to increase vocabulary comprehension and retention, this is called Strategic intervention.

Additionally, all incoming 6<sup>th</sup> grade students take an additional class called Learning Lab. The focus of this class is English and Math and includes helping students with their study skills and organizational skills.

**Enrichment Program**

At the conclusion of each day all students have the option to participate in the after school program. The after school program includes three primary components: academic tutorial; homework assistance and enrichment/recreation operating right after school until 6:00 p.m. five days per week. Teachers provide additional support during lunch period for students who cannot attend academic tutorial or homework assistance. The goal is to raise academic levels, improve academic performance, strengthen social relationships and provide meaningful opportunities for children to increase self-esteem by expanding their skills in a variety of areas.

During afterschool programing, tutors work directly under supervision of the Site Coordinator and School Leader. Tutors will provide one-on-one academic tutoring in subjects such as math, science, reading and writing and assist and/or facilitate enrichment activities. Some of the enrichment opportunities include cooking, photography, book scraping/ arts and crafts, and sports. The administration would be available for staff or parents' questions or concerns. At 6:00pm, the school officially ends its day.

**Instructional Materials**

PUC CCMS teachers also use a variety of instructional materials and resources, which support the Common Core standards and unit's daily objectives. In order to prepare students to be 21st

century learners, our teachers consistently identify and plan opportunities for students to use technology in the classroom. For example, in English Language Arts, History, and Science, students access Newsela which is a informative text-based online resource that provides relevant text at students' independent reading level determined by reading comprehension quizzes at the end of each current event reading. As students show progress within the program, the complexity of the text mirrors the students' independent reading capability. Using the same model, PUC CCMS math courses utilize Imagine Math, which is an online program which assesses students independent math literacy at the beginning of the school year and then provides lessons and supports throughout the school to assist each individual student toward math skills growth. All content classes have access to technology (document camera, projector, and student laptops) that allows teachers to project exemplars, visual, and text as well as allows all students to access applications such as Google Classroom. Google Classroom allows students to think, write, and create content-based assignments with immediate feedback in live time. As a supplemental support for students determined to need additional intervention to build reading skills, students in after school Academic Coaching also use iReady. iReady is an online program that intervention teachers use as part of their small group instruction that assesses and provides differentiated lessons to address reading needs from phonics to grade-level text comprehension.

There is no set textbook or curricular program. The selection of curriculum, materials and instructional activities will occur as a result of a collaboration that will take place between the principal (instructional leader of the school) and the teachers. All selections will be aligned with the CA CCSS and the academic content and performance standards. They will be aligned with the instructional philosophy, vision, and mission of the school.

In PUC CCMS & PUC CCECHS classrooms, sets of books provide basic reference materials for students. Teachers identify resource materials that best achieve learning through their curriculum design. PUC teachers choose resource materials based on recommendation by other PUC teachers (based on a track record of success with the same materials), researched by PUC National Instructional team members, and acquisition is approved by the Principal or Assistant Principal. Rather than support a single textbook approach, PUC CCMS & PUC CCECHS employs a variety of supplementary materials (books, articles, primary source, photos, video, etc.) to present the CA CCSS within its curriculum. The Principal or Assistant Principal will be responsible for approving acquisition and ensuring the supplementary materials align with the CA CCSS.

The following table provides a list of textbooks that have been used by schools in the PUC network and will be considered by PUC CCMS & PUC CCECHS teachers. The textbook list will be updated as the list of approved CA CCSS textbooks is compiled by the state. PUC CCMS & PUC CCECHS will use supplemental resources for ELD such as *Connect*, “a fun, 4-level, multi-skills course especially written and designed for young adolescents” and Oxford Picture Dictionary Reading Library “Nine readers based on topics in *The Oxford Picture Dictionary* with narratives on issues including society, school and the workplace.”

Subject	Textbook
Language Arts	1. Engage NY 2. iReady
Mathematics	1. Engage NY-Eureka 2. iReady 3. Khan Academy
Social Science	1. TCI; History Alive 2. McGraw Hill; Discovering Our Past
Science	1. Holt; Science & Technology 2. McGraw Hill; Focus on Science 3. Stem Scope
English Language Development	1. Leveled Texts 2. iReady 3. Rosetta Stone

### **HIGH SCHOOL:**

The courses offered at PUC Community Charter Early College High School (PUC CCECHS) are designed to prepare students to enter and succeed in college. The curriculum is aligned to the A-G requirements and augmented with select non-A-G courses offered as supports or enrichments for students. A majority of students will take one more Advanced Placement courses prior to graduation. Additionally, PUC CCECHS develops curriculum aligned with the Common Core content standards to create a culturally relevant and socio-constructivist learning environment for all students. Furthermore, instruction at PUC CCECHS is guided by a learning cycles that consists of the accessing of prior knowledge, continues with extension of prior knowledge, follows with an application of the new knowledge, and concludes with a reflection on learning. PUC CCECHS supports a diverse population of learners including students identified as GATE and ELL, and students with IEPs in inclusive classrooms. Additionally, PUC CCECHS has a Scholar Success Center (SSC) that is designed to provide moderate to severe 9<sup>th</sup> and 10<sup>th</sup> grade students with special needs with grade level content at their individual skill level. Students receive ELA and Math instruction in a small group setting, while improving targeted cognitive skills. The SSC is considered a temporary placement, designed with the intent of returning students to the full inclusion model by the 11<sup>th</sup> grade.

PUC CCECHS teachers also use a variety of instructional materials and resources, which support the Common Core standards, NGSS framework, and College Board objectives. Teachers provide students with multiple informational texts that allow students to gain multiple perspectives on an event or phenomenon and then apply their findings to projects, essays, debates, and speeches. In order to prepare students to be college and career ready, our teachers consistently identify and plan opportunities to integrate technology in the classroom. For example, in Math classes, students access Khan Academy, which is an online program that provides individualized lessons and supports to assist each individual's math skills growth. All content classes have access to technology (document camera, projector, and student laptops) that allows teachers to project visuals, short clips, informational decks, and text as well as allows all students to access

applications such as Google Classroom. Google Classroom allows students to think, write, and create content-based assignments with immediate feedback in live time.

As an Early College high school, PUC CCECHS encourages students to take college classes in addition to their high school courses. Concurrent enrollment gives students experience with college level work with the additional support from the high school staff. It also provides them with valuable credits toward their college degrees. Our high school college counselors collaborate with local community colleges to help students identify appropriate courses. College courses are frequently offered on the high school campus to facilitate student participation. Students also attend college and career fairs, college visits, and receive critical information and support in the college selection, application, and enrollment process from advisors, peer mentors, and counselors.

### High School Course List & Course Descriptions:

#### HIGH SCHOOL COURSE PATH DOCUMENT - PUC Community Charter Early College High School

COURSES		9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>		
"A"	History/Social Science		<ul style="list-style-type: none"> <li>Modern World History</li> <li>AP European History</li> </ul>	<ul style="list-style-type: none"> <li>US History</li> <li>AP US History</li> </ul>		<ul style="list-style-type: none"> <li>U</li> <li>E</li> </ul>
"B"	English/Language Arts	<ul style="list-style-type: none"> <li>English 9</li> </ul>	<ul style="list-style-type: none"> <li>English 10</li> </ul>	<ul style="list-style-type: none"> <li>English 11</li> <li>AP English Language</li> </ul>		<ul style="list-style-type: none"> <li>C</li> <li>A</li> <li>A</li> </ul>
"C"	Math	<ul style="list-style-type: none"> <li>Integrated 1</li> </ul>	<ul style="list-style-type: none"> <li>Integrated 2</li> <li>Integrated 2 Enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Integrated 3</li> <li>Enhanced Integrated 3</li> </ul>		<ul style="list-style-type: none"> <li>P</li> <li>S</li> <li>C</li> <li>A</li> </ul>
"D"	Laboratory Science	<ul style="list-style-type: none"> <li>Biology</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry</li> </ul>		<ul style="list-style-type: none"> <li>P</li> </ul>
"E"	Language Other Than English		<ul style="list-style-type: none"> <li>Spanish 1</li> <li>Spanish. Nat. Sp. 1</li> </ul>	<ul style="list-style-type: none"> <li>Spanish 2</li> <li>Span. Nat. Sp. 2</li> <li>AP Spanish Language</li> </ul>		<ul style="list-style-type: none"> <li>A</li> <li>A</li> <li>S</li> </ul>
"F"	Visual and Performing Arts		<ul style="list-style-type: none"> <li>Art 1</li> <li>Instrumental Music</li> </ul>	<ul style="list-style-type: none"> <li>Art 1</li> <li>Art 2</li> <li>Instrumental Music</li> <li>Band</li> </ul>		<ul style="list-style-type: none"> <li>A</li> <li>A</li> <li>I</li> <li>A</li> </ul>
"G"	College Prep Elective	<ul style="list-style-type: none"> <li>College and Career Applied Mathematics</li> </ul>				<ul style="list-style-type: none"> <li>Y</li> <li>L</li> </ul>
----	NON "A-G" Course Offerings	<ul style="list-style-type: none"> <li>PCE 1</li> <li>PE</li> <li>Literacy Lab</li> <li>Integrated Math 1 Support</li> </ul>	<ul style="list-style-type: none"> <li>PCE 2</li> <li>Reading</li> <li>Integrated Math 2 Support</li> </ul>	<ul style="list-style-type: none"> <li>PCE 3</li> </ul>		<ul style="list-style-type: none"> <li>P</li> </ul>



**High School:****High School Course List /PUC Community Charter Early College High School (CCECHS)  
Course Descriptions:****History/Social Science “A”**

Course Title
US Government
Economics
US History AB
Modern World History AB
AP European History AB
AP US History

Course Title & Number	Description
US Government- HS5017	Students pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.
Economics - HS5015	The general objective of a high school economics course is for students to master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data. They should learn to make reasoned decisions on economics
US History A, B- HS5013, HS5014	In this course students will examine major turning points in American history in the twentieth century. Students will analyze what is meant by the American Dream by looking at how this dream came to be and what it entails. This will be viewed through a historical lens, looking at the evolution of American ideals such as freedom, equality and justice for all. Students will constantly question why there has often been a gap between these ideals and the reality of American life for many groups in this country. Throughout this course, students will compare and contrast America’s ideals with the truth of American history, paying special attention to minority groups and whether or not they had access to making the American Dream a reality
Modern World History A,B- HS5001, HS5002	The purpose of the 10th grade World History course is to develop greater understanding of the evolution of global processes from 1450 until present. We will focus on themes of political philosophy, sociopolitical revolution and change, nationalism, industrialism, colonization and de-colonization, militarism, globalization, and migration as we move both regionally and chronologically through the major occurrences of the last 500 years. 10th grade World History is a high-level course that offers students an opportunity to gain a global perspective on the past—a vision of history that is meaningful and appropriate for studying the world today.

AP European History, B- HS5019, HS5020	This course will examine the period of European history from 1350-2007 AD. The course will focus on the social, political, religious, intellectual, technological and economic developments throughout this period of history. Students will be required to have a mastery of basic chronology and major events and trends from the Renaissance through modern day. Students will use the textbook, as well as a plethora of primary sources, to become more familiar with these themes. The AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts. These skills will be assessed through a number of tests, quizzes and assignments
AP US History- HS5021, HS 5022	This course is designed to study the history of the United States chronologically, with emphasis on interpretation and analysis of the material. Through the use of primary and secondary sources the student will not only acquire a basic understanding of the factual material, but will develop the analytical and interpretive skills necessary to deal with the subject in greater depth. A successful student in this course will show a deep understanding of the history we study and will be prepared to pass the AP US History exam

### English “B”

Course Title
<b>English 9</b>
<b>English 10</b>
<b>English 11</b>
<b>CSU Expository Reading &amp; Writing AB</b>
<b>AP English Language and Composition AB</b>
<b>AP English Literature and Composition AB</b>



Course Title & Number	Description
English 9 A,B– HS1001, HS1002	This course introduces ninth-grade students to critical analysis of literature through group discussion, written responses, and essay writing. Correct grammar, punctuation, and language usage are emphasized. The course curriculum and assessments are designed to prepare students for higher level English courses and testing. Students will read texts covering a variety of genres and will analyze recurrent patterns and themes in historically or culturally significant works. Students read selected short stories, news articles, analytical essays, poems, biographies, plays, speeches and novels. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrate research, organization, drafting, and revision.
English 10 A,B- HS1003, HS1004	Tenth Grade English is a rigorous course designed to continue preparation for college. Students will read and compare a variety of full-length works including novels, dramas, poetry, essays, short stories, and nonfiction pieces. Literature assignments focus on the further development of comprehension and fluency, as well as analysis of literary devices, themes, and critical thinking. Students continue to develop their language skills through the study of grammar and syntax, vocabulary development, listening and speaking, and regular writing practice. A research project is required using the MLA format. Other writings include autobiographical, reflective, analytical, persuasive, cause and effect, compare and contrast, and expository essays. Oral and multimedia presentations, both formal and informal, are extended from the ninth grade introduction. Intense focus and preparation for the CAHSEE is part of the curriculum.
English 11- HS1005, HS1006	English 11 reflects the four strands of the California English Language Arts Framework, with particular emphasis on writing. Students will focus on developing a variety of strategies in writing effective essays. Practice in a process approach to writing will continue. The student, as speaker and writer, will observe and address issues of both personal and social interest. The student's voice will progress from the personal to one that explores and analyzes multiple points of view in order to advocate and communicate a position through writing. Students will read a variety of literature, with an emphasis on nonfiction, presenting writers who use their craft to explain, analyze, and entertain. Writing for a variety of purposes and audiences, students will be instructed in a range of rhetorical techniques to enable them to express ideas with precision, force and artistry. As a result, students will not only be individuals who have something to say, but individuals who have learned a process that will enable them to discover in language what they think, feel, and value.
CSU Expository Reading & Writing A,B- HS1013, HS1014	This course is designed to prepare students for successful entrance into CSU-level English coursework. Students will engage in a data-driven sequence of review ELA standards in order to strengthen their knowledge of fundamentals as needed.
AP English Language & Composition A,B- HS1009, HS1010	The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will be active participants in their reading and writing in order to deepen their awareness of rhetoric and how language works, and to understand how stylistic and rhetorical effects are achieved by writers' linguistic choices. Students will enter an intellectual dialogue in their writing through the use of evaluated and cited sources of research, and students will learn to write with an emphasis on and a demonstrated understanding of content, purpose, and audience.
AP English Literature & Composition A,B- HS1009, HS1010	This senior level course will continue the study of poetry introduced in AP Junior English B. A Shakespearean play and two or three novels and/or plays will be included in the literature requirements. Students will study Chaucer, sixteenth century poetry, and other pre- eighteenth century literature. Students will be required to write a minimum of 3 lengthy essays of literary analysis in addition to a personal essay appropriate for college applications

## Mathematics “C”

Course Title
<b>Integrated 1AB</b>
<b>Integrated 2 AB</b>
<b>Integrated 2 Enhanced AB</b>
<b>Integrated 3 AB</b>
<b>Integrated 3 Enhanced AB</b>
<b>Pre-Calculus with Trigonometry AB</b>
<b>Calculus AB</b>
<b>AP Statistics and Probability AB</b>

Course Title & Number	Description
Integrated Math 1A,B – HS2001, HS2002	Integrated Math I topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above
Integrated Math 2 A,B- HS2003, HS2004	Integrated Math II topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above
Integrated Math 2 Enhanced AB-HS2024, HS2025	Integrated Math II Enhanced is a faster paced, Honors-level course for advanced students. Integrated Math II topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

Integrated Math 3 A,B- HS2005, HS2006	Integrate Math III is the final course in the three-course Integrated Math series. With this course, students further explore quadratic functions and extend learning to polynomial functions. Students extend their understanding of arithmetic and geometric sequences to series, and their knowledge of trigonometric ratios to trigonometric functions. Additionally, students explore distributions of data, confidence intervals, and statistical significance
Integrated Math 3 Enhanced A,B-HS2026, HS2027	Integrate Math III is a faster paced, Honors-level course for advanced students. Integrated Math III Enhanced is the final course in the three-course Integrated Math series. With this course, students further explore quadratic functions and extend learning to polynomial functions. Students extend their understanding of arithmetic and geometric sequences to series, and their knowledge of trigonometric ratios to trigonometric functions. Additionally, students explore distributions of data, confidence intervals, and statistical significance
Pre-Calculus with Trigonometry A,B- HS2008, HS2009	This course will introduce students to Trigonometry, as well as higher level concepts with equations. Students will need to have a strong foundation of the basic arithmetic functions: adding, subtracting, multiplying and dividing in order to be successful
Calculus A,B HS2012, HS2013	This course is designed for students who wish to study the concepts of calculus and gain experience with its methods and applications. This course covers many topics in the differential and integral calculus of elementary functions. It covers at least as much material in one year as a standard first semester of college calculus. Topics include: a review of basic concepts of analytic geometry and functions; limits and continuity; derivatives of algebraic, trigonometric, exponential, and logarithmic functions; applications of the derivative; the Fundamental Theorem of Calculus; integration; and applications of the definite integral. Throughout the course, graphing calculators are utilized for the purpose of modeling and solving problems
AP Statistics and Probability A,B- HS2022, HS2023	Statistics is the study of the collection, analysis, and interpretation of data. This course is designed to educate students about producing data through samples and experiments, organizing data through graphs, diagrams, and plots, and using elements of probability to make inferences from the data. Topics include: designing experiments; performing surveys; descriptive statistics; histograms; stem-and-leaf diagrams; box plots; skewness; measures of central tendency and spread; elementary probability; conditional probability; Central Limit Theorem; normal distribution; binomial distribution; sampling distributions, statistical inference: significance tests; one/two sample tests of hypotheses; t-distribution; confidence intervals; Chi-square procedures; and linear, power, exponential and logarithmic regression. This course will prepare students for successful passage of the AP Statistics and Probability exam

## Laboratory Science “D”

Course Title
<b>Biology AB</b>
<b>Chemistry AB</b>
<b>Physics AB</b>

Course Title & Number	Description
Biology A,B-HS3001, HS3002	In this course students will meet the California State Standards for biology. Through lab work, the student will have the opportunity to develop science skills such as: asking meaningful questions, conducting careful investigations, designing experiments, making observations, recording data, and formulating explanations using logic and evidence. In addition, students will have the opportunity to further develop their reading and writing skills

Chemistry A,B-HS3007, HS3008	Chemistry is the study of matter and the changes it undergoes. In this course students will learn about atomic structure, chemical bonds, stoichiometry, gases, acids and bases, solutions, thermodynamics, reaction rates, equilibrium, organic and biochemistry, nuclear processes, and laboratory skills
Physics A,B-HS3015, HS3016	Physics is a two semester course that introduces the basic concepts of physics. Broad topics to be covered in this course include mechanics (motion and its causes), heat, electricity and magnetism, and wave phenomena (sound and light).

### Language Other than English “e”

Course Title
<b>Spanish I AB</b>
<b>Spanish II AB</b>
<b>Spanish Native Speaker I AB</b>
<b>Spanish Native Speaker II AB</b>
<b>Spanish III Non-Native AB</b>
<b>AP Spanish Language</b>
<b>AP Spanish Literature</b>

Course Title & Number	Description
Spanish I A,B- HS7009, HS7010	In this course students will explore Spanish through Communication, Culture, Connections, Comparison, and Communities, which connect us with the national foreign language standards. Through these components, students will continue their understanding of the conventions of language and cultural.
Spanish II A,B- HS7011, HS7012	Spanish II builds on the foundation established in Spanish I, focusing on the development of linguistic and cultural knowledge. We utilize the textbooks “Abriendo Paso Gramatica” and “Abriendo Paso Lectura”, “Nuevas Vistas Dos” and authentic resources as supplemental material. Students are graded using a variety of assessments tools which encourage them to evaluate and analyze their progress of the target language. The “Assessments Tools” are composed of “Vocabulary”, “Short Written Summaries”, “Class Readings”, “Recordings”, “Essays”, “Projects”, “Presentations”, a “Midterm”, the “AP Preparation Practice Exam” and the “Final Exam”.
Spanish I Native Speakers A,B- HS7001, HS7002	Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. In this course students will explore Spanish through Communication, Culture, Connections, Comparison, and Communities, which connect us with the national foreign language standards. Through these components, students will continue their understanding of the conventions of language and culture
Spanish II Native Speakers A,B- HS7003, HS7004	Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. Spanish II builds on the foundation established in Spanish I, focusing on the development of linguistic and cultural knowledge. We utilize the textbooks “Abriendo Paso Gramatica” and “Abriendo Paso Lectura”, “Nuevas Vistas Dos” and authentic resources as supplemental material. Students are graded using a variety of assessments tools which

	encourage them to evaluate and analyze their progress of the target language. The “Assessments Tools” are composed of “Vocabulary”, “Short Written Summaries”, “Class Readings”, “Recordings”, “Essays”, “Projects”, “Presentations”, a “Midterm”, the “AP Preparation Practice Exam” and the “Final Exam”.
Spanish III Non-Native A,B *Course Number Pending	Spanish 3 Non-Native is designed for students who have not been introduced to Spanish at home, who have taken and passed Spanish 1A/B and Spanish 2A/B Non-Native and who wish to continue their Spanish studies. Instruction will focus on reading, listening, speaking, and writing in the target language while completing rigorous assignments in preparation for college-level Spanish. English will be used to clarify the grammatical aspects of Spanish language when necessary. Furthermore, students will record four spontaneous conversations in the target language using the guidance of authentic scenarios that would occur in everyday life. In addition, students will write college ready paragraphs using two or more sources. Lastly, students will read three short novels, in addition to the cultural readings.
AP Spanish Language A,B- HS7015, HS7016	The Advanced Placement Spanish Language course is equivalent to a third year college level course. Therefore, the class is conducted in Spanish only. Students have the opportunity to continue improving their language skills in order to understand, to communicate, to read, and to write formal and informal Spanish. The AP Spanish class uses different tools and materials necessary to meet class standards and the AP exam requirements. We utilize the textbooks “Abriendo Paso Gramatica” and “Abriendo Paso Lectura”, “Nuevas Vistas Dos” and authentic resources as supplemental material. Students are graded using a variety of assessments tools which encourage them to evaluate and analyze their progress of the target language. The “Assessments Tools” are composed of “Vocabulary”, “Short Written Summaries”, “Class Readings”, “Recordings”, “Essays”, “Projects”, “Presentations”, a “Midterm”, the “AP Preparation Practice Exam” and the “Final Exam”.
AP Spanish Literature A,B- HS7017, HS7018	The Advanced Placement Spanish Literature class is equivalent to a college level course where students have the opportunity to study major Peninsular and Latin American authors and their writings. The approach to the various literary pieces is interpretive, analytical, comparative, and critical from a cultural, social and historical point of view. This study is in chronological order which starts from the Medieval and Golden Age, continuing to the 19th Century and concluding in the 20th Century. This plan provides with the opportunity to cover all required readings in the AP Spanish Literature list designated by the College Board. All students in class have taken and passed the AP Spanish Language Exam but there will be some exceptions done under teacher, parent and/ or student’s discretion. The AP Spanish Literature class uses different tools and materials necessary to meet the class expectations and the AP Exam requirements. We utilize the textbooks “Abriendo Puertas Tomo I and Tomo II” and authentic resources as supplemental materials. We also refer to “Nuevas Vistas Uno y Dos” when necessary in order to review students’ prior knowledge. I use “Momentos Cumbres de las literaturas hispanicas” and “Aproximaciones” to extend the students’ learning experience. I also introduce each literary movement from a cultural, historical and social perspective according to time and period.

### Visual and Performing Arts “F”

Course Title
<b>Art I AB</b>
<b>Art II AB</b>
<b>Instrumental Music AB</b>
<b>Advanced Concert Band, AB</b>

Course Title & Number	Description
Art I A,B-HS6001, HS6002	Art I will focus on studio work where students will be develop both skills in drawing and painting. In doing so, students will begin to see the world through the eyes of an artist. Students will be introduced to many art works from different time periods and cultures. By the end of the year, students will have the vocabulary to talk about art and a working knowledge of the aesthetics of art to appreciate it.
Art II A,B-HS6003, HS6004	Art II will focus on studio work where students will be continuing to develop both skills in drawing and painting. In doing so, students will begin to find their own creative voice as an artist. Students will continue to follow the art process of thumbnails, revision and critique. Throughout the year, students will be using a sketchbook and creating artwork that will go into their final portfolio and be shown in exhibits. Students will be introduced to many art works from different time periods and cultures. By the end of the year, students will have the vocabulary to talk about art and a working knowledge of the aesthetics of art to appreciate it.
Instrumental Music A,B-HS6020, HS6021	Instrumental Music is an introductory course that teaches techniques for playing musical instruments that develops musicianship skills for reading music notation and scores. Students will explore a variety of musical genre embracing a multicultural society. Concert preparation and musical performances are included
Advanced Concert Band, AB HS6024, HS6025	<p>Students will develop technical and artistic abilities through analysis, rehearsal, and performance. Students will become better performers by understanding rehearsal etiquette while exploring a variety of genres that embrace a multicultural society.</p> <p>Students' technical abilities will be challenged through various instrumental exercises, improvisation, composition, transposition and transcription.</p> <p>Students' writing skills will improve through written analysis of music's role in society.</p> <p><b>Course Objectives:</b> 1. Students will read, notate, listen to, analyze, and describe music and aural information, using the terminology of music; 2. Students will apply instrumental skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/technology when appropriate; 3. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers; 4. Students will rehearse daily and be expected to perform in class and out in the public; 5. Students will enhance their musicianship through technique exercises such as, sight-reading, scales, arpeggios, and studying modern music theory.</p> <p>An advanced course that improves techniques for playing musical instruments and that develops musicianship skills for reading music, improvising, and composition/arranging. Students will explore a variety of musical genre embracing a multicultural society. Concert preparation and musical performances are included.</p>

### College Prep Elective "G"

Course Title
Leadership AB
Yearbook AB
College and Career Applied Mathematics

Course Title & Number	Description
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Leadership A,B- HS8015, HS8016	Leadership is a yearlong course where students are able to explore the realm of school leadership through identity & community development and events & project management. Students create, oversee and execute school-wide events and measure goals to increase school-wide investment in events, increase student advocacy and awareness and increase student's levels of organization, planning and analysis. By the end of the year, students will be able to articulate and demonstrate their individual contributions to our school community while defining the necessary leadership skills in the communities they serve, especially in communities of color, throughout their personal and professional lives.
Yearbook A,B- HS8035, HS8036	This course is designed to provide practical, specific experiences with the goal being publication of the yearbook. Topics that will be covered include writing copy, captions and headlines, designing layouts, desktop publishing, photography, communication skills, interviewing, independent thinking skills, and responsibility. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Yearbook teaches real-world skills such as, meeting deadlines, working with your peers, working with advanced and professional technology, communication and responsibility.
College and Career Applied Mathematics A,B- HS2044, HS2045	This college-preparatory coursework will be anchored on supporting Math Common Core State Standards through an interdisciplinary fashion. The focus on applied mathematics is to provide explicit connections of the Mathematical Practices and Content through performance tasks and project based learning. The meaningful subject" (CA Math (Frameworks, 2015). This course priorities the "relevance" in learning mathematics as they apply their knowledge to social, economic, and engineering themes using various tools such as technology and art.

## Non "A-G" Course Offering

Course Title
<b>PUC Competitive Edge 1 AB</b>
<b>PUC Competitive Edge 2 AB</b>
<b>PUC Competitive Edge 3 AB</b>
<b>PUC Competitive Edge 4 AB</b>
<b>Physical Education AB</b>
<b>Literacy Lab AB</b>
<b>Integrated Math 1 Support</b>
<b>Integrated Math 2 Support</b>

Course Title & Number	Description
PUC Competitive Edge 1 A,B- HS8001, HS8002	The PUC Competitive Edge course (PCE) is designed to develop PUC high school students' core college and career knowledge, and to develop students into critical and self-reflective advocates for their own academic, social, and professional development. PCE sessions will take place weekly, in 40 minute increments, and will be a time during which students will work with their PCE advisors to discuss critical issues and topics, develop skills such as computer literacy and self-advocacy, and complete required college and career tasks through Naviance. Focus on Foundations for High School Success
PUC Competitive Edge 2 A,B- HS8003, HS8004	The PUC Competitive Edge course (PCE) is designed to develop PUC high school students' core college and career knowledge, and to develop students into critical and self-reflective advocates for their own academic, social, and professional development. PCE sessions will take place weekly, in 40 minute increments, and will be a time during which students will work with their PCE advisors to discuss critical issues and topics, develop skills such as computer literacy and self-advocacy, and complete required college and career tasks through Naviance. Focus on Informed Decision Making.

PUC Competitive Edge 3 A,B- HS8005, HS8006	The PUC Competitive Edge course (PCE) is designed to develop PUC high school students' core college and career knowledge, and to develop students into critical and self-reflective advocates for their own academic, social, and professional development. PCE sessions will take place weekly, in 40 minute increments, and will be a time during which students will work with their PCE advisors to discuss critical issues and topics, develop skills such as computer literacy and self-advocacy, and complete required college and career tasks through Naviance. Focus on Building Social and Academic Capital.
PUC Competitive Edge 4 A,B- HS8007, HS8008	The PUC Competitive Edge course (PCE) is designed to develop PUC high school students' core college and career knowledge, and to develop students into critical and self-reflective advocates for their own academic, social, and professional development. PCE sessions will take place weekly, in 40 minute increments, and will be a time during which students will work with their PCE advisors to discuss critical issues and topics, develop skills such as computer literacy and self-advocacy, and complete required college and career tasks through Naviance. Focus on Foundations for College Success.
Physical Education A,B- HS4005, HS4006	This course will follow the California Model Content Standards for Physical Education. Students in this course will learn human anatomy and kinesiology, how to make healthy choices, and how to effectively exercise for life-long health and fitness. This course will provide a safe, challenging, and enjoyable experience for students to develop positive and responsible athletic and social behaviors.
Literacy Lab AB HS8024, HS8025	This course supports literacy development, with a focus on re-teaching essential grammar, vocabulary, and conversational skills, and reinforcing concepts taught in English.
Integrated Math 1 Support A,B- HS2028, HS2029	Integrated Math Support is designed to provide additional practice and remediation time for students who are struggling in Integrated Math 1. The class functions as a Math Lab for students undertaking Integrated Math 1.
Integrated Math 2 Support A,B- HS2039, HS2040	This course is designed to provide additional practice and remediation time for students who need additional support with Integrated Math 2

### Enrichment Program

At the conclusion of each day all students have the option to participate in the after school program.

The afterschool program includes three primary components: academic tutorial; homework assistance and enrichment/recreation operating right after school until 6:00 p.m. five days per week. The goal is to raise academic levels, improve academic performance, strengthen social relationships and provide meaningful opportunities for children to increase self-esteem by expanding their skills in a variety of areas.

During afterschool programming, tutors work directly under supervision of the Site Coordinator and School Leader. Tutors will provide one-on-one academic tutoring in subjects such as math, science, reading and writing and assist and/or facilitate enrichment activities. Some of the enrichment opportunities include cooking, photography, book scraping/ arts and crafts, and sports. The administration would be available for staff or parents' questions or concerns. At 6:00pm, the school officially ends its day.

PUC CCECHS offers a diverse program of athletics, clubs, and student activities. The athletics program includes the following CIF varsity sports: cross country, girls and boys volleyball, boys and girls soccer, boys and girls basketball, baseball, and softball. Additional athletics and arts programs include a marathon training program, a dance team, National Arts Society and a variety



of concert bands. Clubs and afterschool activities include PRIDE Club, Latino Association, Journalism Club, Environmental Science Club, Titan Hiking Club, Commitment 3 Club, and Sisterhood Club. Two student organizations provide leadership, peer mentoring, and support for student activities. Peer College Scholars is a selective group of students trained to mentor peers in selecting and applying to college. Leadership is our student government group that promotes the vision of PUC CCECHS through activities and events that foster a positive school culture.

## Instructional Materials

There is no set textbook or curricular program. The selection of curriculum, materials and instructional activities will occur as a result of a collaboration that will take place between the principal (instructional leader of the school) and the teachers. All selections will be aligned with the CA CCSS and the academic content and performance standards. They will be aligned with the instructional philosophy, vision, and mission of the school.

In PUC CCMS & PUC CCECHS classrooms, sets of books provide basic reference materials for students. Teachers identify resource materials that best achieve learning through their curriculum design. PUC teachers choose resource materials based on recommendation by other PUC teachers (based on a track record of success with the same materials), researched by PUC National Instructional team members, and acquisition is approved by the Principal or Assistant Principal. Rather than support a single textbook approach, PUC CCMS & PUC CCECHS employs a variety of supplementary materials (books, articles, primary source, photos, video, etc.) to present the CA CCSS within its curriculum. The Principal or Assistant Principal will be responsible for approving acquisition and ensuring the supplementary materials align with the CA CCSS.

The following is a list of textbooks that have been used by schools in the PUC network and will be considered by PUC CCMS teachers. The textbook list will be updated as the list of approved CA CCSS textbooks is compiled by the state. PUC CCMS & PUC CCECHS will use supplemental resources for ELD such as *Connect*, “a fun, 4-level, multi-skills course especially written and designed for adolescents” and Oxford Picture Dictionary Reading Library “Nine readers based on topics in *The Oxford Picture Dictionary* with narratives on issues including society, school and the workplace.”

### English:

Literature varies by grade level and unit of study. No text books for Reading/Language Arts. The school uses fiction/non-fiction short stories through these anchor novels, which are Common Core-aligned. In addition, there is a focus on expository text.

Title	Author
<i>To Kill a Mockingbird</i>	Harper Lee
<i>Lord of the Flies</i>	William Golden
<i>Romeo and Juliet</i>	William Shakespeare
<i>Fahrenheit 451</i>	Ray Bradbury
<i>Merchant of Venice</i>	William Shakespeare
<i>Othello</i>	William Shakespeare
<i>The Great Gatsby</i>	F.Scott Fitzgerald
<i>Raisin in the Sun</i>	Lorraine Hasberry

<i>Their Eyes Were Watching God</i>	Zora Neale Hurston
<i>Beloved</i>	Toni Morrison
<i>Death of a Salesman</i>	Arthur Miller
<i>Frankenstein</i>	Mary Shelley
<i>Much Ado About Nothing</i>	William Shakespeare
<i>Hamlet</i>	William Shakespeare

Foreign Language			
Title	Level	Author	Publisher
<i>!Ven Conmigo! Nuevas vistas Uno</i>	Level One Advanced	Barbara Kristof	Holt, Rinehart and Winston
<i>!En español! Uno</i>	Level One	McDougal Littell	Gahala, Carlin, Heining-Boyton, Otheguy, Rupert
<i>!En español! Dos</i>	Level Two	McDougal Littell	Gahala, Carlin, Heining-Boyton, Otheguy, Rupert
Mathematics			
Title	Level	Author	Publisher
<i>Geometry</i>		McDougall Littell	Larson et al 2004
<i>Precalculus</i>		Larson	Houghton Mifflin
<i>Core Connections Integrated 1</i>		Leslie Dietiker, et al	College Preparatory Mathematics(CPM)
<i>Core Connections Integrated 2</i>		Leslie Dietiker, et al	College Preparatory Mathematics(CPM)
<i>Core Connections Integrated 3</i>		Leslie Dietiker, et al.	College Preparatory Mathematics(CPM)
<i>Trigonometry, Fifth Edition</i>		Charles McKeague and Mark Turner	Thomson
Science			
Title	Level	Author	Publisher
<i>Chemistry, 2005</i>		Wilbraham, Stanley, Matta, Waterman	Prentice Hall
<i>Essentials of Anatomy and Physiology, 2009</i>		Marieb	Prentice Hall, 4 <sup>th</sup> ed.,
<i>Prentice Hall Biology, 2006</i>		Miller, Kenneth R., Levine, Joseph S	Pearson Prentice Hall
<i>Physics: Principles and Problems, 2004</i>		Giancoli	Prentice Hall
<i>Environmental Science for AP, 2012</i>		Friedland & Relyea	W.H. Freeman and Company/BFW
Social Sciences			
Title	Level	Author	Publisher
<i>World History: Modern Times, California Edition</i>		Spielvogel	Glencoe - McGraw Hill
<i>Western Civilization Since 1300, 7th Edition</i>		Spielvogel	Glencoe - McGraw Hill
<i>American Government, California 2006</i>		McClenaghan, William A.	Magruder's - Pearson/Prentice Hall
<i>Call to Freedom: 1865 to the Present, 2003</i>		Author Unknown	Hold Rinehart Winston
<i>U.S. History Program</i>		Author Unknown	Teacher Curriculum Institute
<i>The American Pageant, 15th Edition, 2012</i>		David Kennedy/Lizabeth Cohen	Wadsworth Publishing
<i>History Alive,</i>		Bert Bower, Wendy Frey	TCI

## 1.12 GRADUATION REQUIREMENTS

Each student will take at minimum the following course scope and sequence designed specifically to meet the grade level standards and satisfy University of California A-G requirements.

PUC CCECHS uses the PUC -Wide HS graduation policies, that align with UC/CSU's minimum undergraduate admission requirements, and include a competitive edge column recommending students continue their coursework beyond UC/CSU's minimum requirements. These additional classes better prepare students for college and make them more competitive for admissions.

HIGH SCHOOL GRADUATION REQUIREMENTS				
GRADUATION REQUIREMENTS	PUC HS GRADUATION EXPECTATION/ COLLEGE COMPETITIVE ADVANTAGE	UC/CSU "A-G" REQUIREMENTS	PUC HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS	HS GRADUATION CREDITS
(a) History/Social Science	3 Years World History, U.S. History & Economics & Government	2 years	3 years	30 credits
(b) English/Language Arts	9 <sup>th</sup> – 12 <sup>th</sup> grade	4 years	4 years	40 credits
(c) Math	4 Years	3 years	3 years	30 credits
(d) Laboratory Science	3 Years* (Minimum of one year of Biology, Chemistry & Physics)	2 years	2 years	20 credits
(e) Language Other Than English (LOTE)	3 Years of instruction in the same language	2 years	2 years	20 credits
(f) Visual and Performing Arts	Minimum of one year (10 credits in the same VPA)	1 year	1 year	10 credits
(g) College Prep Elective	PUC students have a variety of elective opportunities to earn high school & college credit	1 year	1 year	10 credits
Physical Education and/or Other Electives	Physical Education	0	2 years	20 credits
PUC Competitive Edge Courses (PCE): 1, 2, 3 & 4	4-Years (2.5 credits per semester = 20 credits)	0	4 years **	20 credits
***Additional 20 Credits can be earned in the student's chosen area(s)				20 credits
<b>TOTAL REQUIRED CREDITS TO EARN A PUC HIGH SCHOOL DIPLOMA = (160 "A-G" credits &amp; 60 non "A-G")</b>				<b>220</b>
<p><b>*PUC College Competitive Advantage LAB SCIENCE</b> expectation align with <a href="#">University of California's (UC) undergraduate admissions requirements</a> and <a href="#">Next Generation Science Standards (NGSS) 3-course model guidelines</a>.</p> <p><b>** PCE COURSES</b> (9<sup>th</sup>-12<sup>th</sup> grade courses) provide a developmental school counseling program to prepare students for career, college/alternative higher education and life. Student grade level program task completion is tracked and monitored by both students and staff via Naviance and x2VOL reports.</p> <ul style="list-style-type: none"> <li>- <a href="#">Naviance</a> – Online Career, College &amp; Scholarships Collaboration</li> <li>- <a href="#">x2VOL</a> – Community Service Tracking Platform (embedded in Naviance)</li> </ul> <p><i>If a student does not earn a passing grade in PCE, s/he does not have to retake PCE, but will be required to make up the Naviance program tasks to help prepare them for post-high school college/alternative higher education &amp; career.</i></p>				

## **Credit Recovery**

PUC CCECHS will ensure it provides sufficient credit recovery opportunities through the APEX Online Learning tool as a way to support students in recovering credits. APEX is an online, accredited learning experience where students are assigned a course or courses based on their graduation requirements needs. Students utilize the computers on campus or have the option to also to complete sessions at their own time. College counselors and school leadership organize various APEX On-line Credit Recover Courses (After-school, before school, and summer school). Additionally, students have the option to recover credits by taking college classes which we offer through our dual enrollment with Los Angeles City College.

## **High School Course Transferability**

All A-G approved courses taught at PUC CCECHS will be transferable to colleges/universities or other public high schools, including those within LAUSD. Parents will receive notification of course transferability in all student recruitment and student enrollment materials. In addition, parents are notified via the PUC high schools' student/parent handbook regarding the transferability of courses to other public high schools.

Students and their family who transfer into the Charter School meet with their College Counselor to have their transcript analyzed to see where they stand in terms of high school graduation requirements and college eligibility/competitiveness. The counselor tailors a plan to ensure student is able to graduate and work towards their post secondary goals.

Charter School principal meets with the student and family to ensure transition plan prior to any family transferring to another high school. During the meeting questions related to transcripts and courses are discussed to ensure a smooth transfer from Charter School. Classes are A-G aligned and approved.

PUC CCECHS continuously communicates a student's graduation status with students and families. These communications are done via in-person meetings, letters, and phone calls. All communication is translated into the parents' primary language. Counseling is provided to ensure students are provided with the credit recovery opportunity and/or support to meet their post-secondary career and education plans.

PUC CCECHS's off-track communication templates are available on PUC Schools' Intranet for easy access. If a family has language needs that extend beyond Spanish and English translation supports are sort out to meet the family's needs.

## **College and Career Indicators**

PUC CCECHS will provide options that will ensure students meet the CDE's College and Career Indicators through the following:

1. Career Technical Education (CTE): CTE course options may be taken through our Early College High School model (ECHS). All PUC high schools are presenting options from a

local Los Angeles Community Colleges, and mapping out timelines to support students with planning, enrolling, and certificate completion.

2. Advanced Placement Exams (APs): PUC high schools offering Advanced Placement courses provide a variety of supports to ensure the students are able to achieve academic success in both the courses and end of year Advanced Placement exams. In alignment with College Board, all AP courses are submitted to AP Course Audit for approval, and supplemental teacher preparation (AP Summer Institute and academic coaching) is provided to support AP teachers and students success.
3. Completion of courses that meet the UC or CSU a-g criteria: All PUC Schools' students who are on a general education graduation pathway complete UC and CSU's "a-g" minimum undergraduate admissions requirements. Students who are special education eligible and per an IEP team decision have been placed on an alternative graduation path will be the only students who do not meet UC/CSU's "a-g" criteria (Certificate of Completion or California Minimum Diploma).
4. Smarter Balance Summative Assessments (ELA and Mathematics): In addition to the common core aligned college preparatory PUC Schools' high school curriculum. Students who identify via NWEA MAP data are provided supplemental English Language Arts (ELA) support via NEWSELA and math support via Khan Academy.

### **WASC ACCREDITATION:**

PUC CCMS & PUC CCECHS received a full accreditation from the Western Association of Schools and Colleges (WASC) expiring in June 30, 2021. In the Spring of 2018, PUC CCMS & PUC CCECHS had its mid-cycle review and met the WASC criteria for accreditation. Our accreditation is now reaffirmed through the end of the six-year cycle. Teacher professional development will continue to occur on Tuesdays and will be dedicated to the achievement of our WASC goals. Additionally, our School Success Plan is aligned with WASC goals. The goals are as follows:

1. Goal 1: Improve student reading and writing skills so that students are college ready upon completion of 12<sup>th</sup> grade.
2. Goal 2: Improve student proficiency in math so that students are college ready upon completion of 12<sup>th</sup> grade.
3. Goal 3: Explore and infuse scholarly traits and growth mindset into our school culture both inside and outside of the classroom.

### **1.13 INSTRUCTIONAL METHODOLOGIES AND STRATEGIES**

The skilled teachers at PUC CCMS & PUC CCECHS use a rich repertoire of instructional methods. In selecting the most appropriate ones, teachers consider the goals and objectives of the lesson and the unit, the students' prior learning, and strategies for maximizing cognitive engagement. Based on Dr. Howard Gardner's theory of Multiple Intelligences and Norman L. Webb's Depth of Knowledge (DOK), we believe that our teachers must address the different types of learners in their classrooms and the degree of understanding students need to be successful.

Following is a brief description of the general instructional methods PUC CCMS & PUC CCECHS teachers employ to engage students with the content.

### ***METHODOLOGIES***

- **Constructivist learning:** PUC CCMS & PUC CCECHS teachers facilitate learning by recognizing the knowledge that students bring to the classroom. Students' learning is supported through an inquiry process as students construct new understanding and meaning.
- **Problem Based and Inquiry Learning:** PUC CCMS & PUC CCECHS teachers give students a problem which the student must then solve by gathering data, organizing data, and attempting an explanation, "whereby students become increasingly accomplished problem-solvers given structure and guidance from mentors who scaffold students through coaching, task structuring, and hints, without explicitly giving students the final answers. An important feature of scaffolding is that it supports students' learning of both how to do the task as well as why." [http://www.cogtech.usc.edu/publications/hmelo\\_ep07.pdf](http://www.cogtech.usc.edu/publications/hmelo_ep07.pdf).
- **Gradual Release Model:** The gradual release of responsibility model of instruction requires that the teacher shift from assuming "all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility." (Pearson and Gallagher, 1983) The model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. First, the teacher models his or her thinking and understanding of the content for students. Then, during guided practice, the teacher prompts, questions, and facilitates as students engage in tasks that increase their understanding. To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as stations, ensure that students practice and apply their learning while interacting with their peers.
- **Discovery learning:** Discovery learning is when PUC CCMS & PUC CCECHS teachers encourage students to derive their own understanding or meaning for something. We agree with the Middle Grades Task Force that "direct instruction and discovery instruction are complementary strategies used to enhance learning" (<http://literacy4learning.lacoe.edu/differentiation/differentiation.html>).
- **Experiential learning:** PUC CCMS & PUC CCECHS students learn by doing. Concrete objects or situations, from which our middle school students derive data for further thought or action, help them to make meaning out of their world. Concrete experiences at PUC CCMS & PUC CCECHS include role-playing, interviewing, community service, and similar activities in which they are able to analyze a common experience and explore ideas and values.

### ***STRATEGIES***

- **Heterogeneous grouping:** PUC CCMS & PUC CCECHS will provide all students with the same rigorous content and will scaffold support. Heterogeneous grouping has been shown to improve overall learning although some have called grouping at the middle level "the most important unresolved issue in education" (George 1988). In a review of research on ability grouping over a sixty-year period, Slavin (1987) concluded that "almost without exception, reviews from the 1920s to the present have come to the same general conclusion: that between-



class ability grouping has few if any benefits for student achievement." (<http://rer.sagepub.com/content/57/3/293.abstract>). At PUC CCMS & PUC CCECHS, all students, including students identified for special education as well as English Learners, will be active members of the classroom.

- **Pre-teaching, or front loading:** Prior to lessons (on an as needed basis), PUC CCMS & PUC CCECHS teachers will introduce students to the concepts that are to be presented in an upcoming lesson. PUC CCMS & PUC CCECHS applies pre-teaching as a way to build bridges between prior knowledge and new concepts, content, or skills. Visual aids and graphic organizers may be used. Students' self confidence levels increase through the practice of pre-teaching.
- **Targeted re-teaching:** When PUC CCMS & PUC CCECHS assessments reveal that students are struggling with a particular skill or concept, students will receive targeted instruction that re-teaches a particular skill or concept. PUC CCMS & PUC CCECHS teachers will build on previous activities with an approach that is different from the one they initially used. Focus will be given to particular errors or omissions.
- **Teacher Lecture:** Teacher lecture is a familiar and effective method for teaching at PUC CCMS & PUC CCECHS that is used thoughtfully and properly. Synthesized research on learning processes presented in *How People Learn* (1999) confirms, "experts' abilities to think and solve problems depend strongly on a rich body of knowledge about subject matter" (<http://www.centerforpubliceducation.org/Learn-About/21st-Century/Putting-it-all-together.html>). Facts acquired through lecture, text, or empirical research are an essential component of constructing knowledge.
- **Collaborative Learning:** Students process information and derive knowledge through discussing course-related issues and topics with other PUC CCMS & PUC CCECHS students. Evidence indicates that it, "raises achievement, promotes positive self-concept, and raises regard for others. It appears to be especially useful for students from racial minority and low socio-economic groups who have not excelled to the same degree as middle income majority-culture pupils in the traditional competitive classroom. Cooperative learning may also help to lessen the fatalistic attitude toward schooling that is often found among students from minority groups and those who have experienced repeated failure in the schools. When these students notice the value of their input and effort, a more internal locus of control and belief in one's ability is fostered. Social and work skills are imbedded" (<http://www.behavioradvisor.com/CoopLearning.html>).
- **Cooperative Learning:** Small groups of PUC CCMS & PUC CCECHS students work together to solve a problem or complete a task. Cooperative learning brings students of varied ability together in small groups to increase student participation and involvement in the learning process. Students take responsibility not only for their own learning, but also share the responsibility for helping other members of the group achieve instructional goals (Slavin 1987). PUC CCMS & PUC CCECHS believes that the middle school classroom is an especially appropriate place to use cooperative learning strategies. Students working with others toward a common goal draw upon their interest in the peer group that gives meaning to the relationship. A number of studies have indicated that cooperative learning enhances academic learning, fosters intergroup relations, heightens self-esteem, improves mutual concern and trust, and increases the likelihood of positive social behavior (*Educational Leadership*, December 1989/January 1990).

### 1.14 STUDENT MASTERY OF CA CCSS AND OTHER STATE CONTENT STANDARDS

All students at PUC CCMS & PUC CCECHS will receive instruction that is designed to facilitate their attainment of the State learning standards, Next Generation Science Standards(NGSS), and the English Language Developments Standards. Specific content in all subject areas will be drawn from the adopted (CA CCSS) and the California Content Standards, including the NGSS and the ELD standards. Teachers will design the curriculum to support varying learners and learning styles, including English Learner (EL) students and students with special needs. PUC CCMS & PUC CCECHS will not utilize one particular textbook or program in any of the content areas. PUC CCMS & PUC CCECHS believes that curriculum design is a tool that can be used to empower teachers. Research has found, “Teachers are not likely to make changes to practice unless they judge them to be necessary or desirable, or if they are have opportunities to discuss change and to learn from others.” (Appleton & Asoko, 1996; Arora, Kean, & Anthony, 2000; Franke, Carpenter, Fennema, Ansell, & Behrend, 1998). Cross organizational teacher teams and instructional coaches provide teachers with opportunities to collaborate and learn from one another as milestone documents are developed. PUC CCMS & PUC CCECHS underscores the value of its teachers as intellectual architects in this task. PUC CCMS & PUC CCECHS also values the incorporation of a student’s intellectual, social, emotional and political learning into curriculum design and will, therefore, hire culturally responsive teachers who “realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage” (<http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm>).

All PUC CCMS & PUC CCECHS teachers receive training in standards deconstruction, use of the testing blueprints, careful analysis of assessment data, and induction to the PUC model of effective teaching to support a college-ready environment that provides a high level of instruction. From this carefully guided work each teacher develops a standards driven, time bound scope & sequence with specific learning targets and ‘big ideas’ for each unit and lesson. PUC CCMS & PUC CCECHS teachers will use the CA CCSS and the CA Content Standards as the backbone for the development of a scope and sequence. This scope and sequence will be used to make instructional plans and write lessons. The scope will inform the breadth of curriculum that students must be taught. The sequence will guide how the skills and subject material will be instructionally presented over time. The two work together in synchronization; they both have implications for the other. PUC CCMS & PUC CCECHS’ scope and sequence will be both horizontally and vertically aligned. Appropriate grade level and cross-grade level teams will be established to maximize collaboration on scope and sequence decisions. PUC CCMS & PUC CCECHS teachers will modify their scope and sequence to ensure gaps in skills or content are addressed. There are many variables that inform a teacher’s scope and sequence but most important is the data teachers constantly collect and analyze. This data informs their lesson planning and includes planning for individual, small group or whole group needs.

California will begin CA CCSS testing during the 2014-15 school year. PUC, as an organization, has embarked on a comprehensive initiative to ensure that we prepare teachers to prepare students with the knowledge and skills they need to succeed in college and in their careers. In our transition to the CA CCSS, PUC has utilized some of the resources provided by Engage NY and NYSED.



Our focus has been on the six instructional shifts in ELA and Math. In addition, in the spring of 2013, a PUC school was part of the early adopters CA CCSS assessment pilot.

The adoption of the CA Common Core State Standards (CA CCSS) demands significant shifts in the way teachers think about, design and deliver instruction to students. The content and structure of the CA CCSS strongly align with PUC's approach to teaching and learning; however, we recognize as an organization that we need to 1) Ensure all stakeholders understand the teaching and learning requirements outlined by the common core and explicitly link current organizational practices to the CA CCSS, 2) identify and formally incubate bright spots in order to formally disseminate these best practices across our network.

PUC places a high value on structuring time during the year for both grade level and content teachers within and across schools to convene and collaborate. Within schools, teachers meet in content and grade level teams one to two times monthly. Across our network, teachers meet in content teams 3-5 times a year. This cultural value of shared collaboration will provide a strong foundation as we focus these conversations on the CA Common Core State Standards.

The following tables outline the conversations that occur during staff collaboration with regards to current PUC practices:

<b>CA CCSS Focus in English Language Arts/Literacy</b>	
<b>Focus</b>	<b>Description</b>
<ul style="list-style-type: none"> <li>Balancing Informational and Literacy Text</li> </ul>	There is a focus on reading more rich, non-fiction texts in all grade levels across all disciplines. The balance between fiction and non-fiction ranges from 50%/50% in elementary to 30%/70% in High School.
<ul style="list-style-type: none"> <li>Knowledge in the Disciplines</li> </ul>	Students build knowledge about the world through TEXT rather than the teacher or activities.
<ul style="list-style-type: none"> <li>Staircase of Complexity</li> </ul>	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
<ul style="list-style-type: none"> <li>Text-based Answers</li> </ul>	Students engage in rich and rigorous evidence based conversations about text.
<ul style="list-style-type: none"> <li>Writing from Sources</li> </ul>	Writing emphasizes use of evidence from sources to inform or make and argument.
<ul style="list-style-type: none"> <li>Academic Vocabulary</li> </ul>	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done by spiraling like content in increasingly complex tasks.

#### **Current Practices Aligned to ELA/Literacy:**

- Our schools have maintained a focus on reading across the content areas, increasing the amount of non-fiction text that student read throughout the day. Grade level and content teams utilize common reading strategies (i.e., Generating Interactions Between Schemata and Text (GIST), text annotation, etc.) to increase student access to content.

- Our ELA Unit Framework which is focused on core literature includes a summative writing task that requires students to use textual evidence to support their answers. Additionally, the unit framework integrates non-fiction texts that augment and support students' understanding of the key concepts in the literature.
- The PUC model of writing: School sites develop common language around the stages in this model: writing a claim, providing reasons and evidence, making counterclaims and providing a rebuttal and drawing conclusions. PUC ELA teachers collaboratively designed an articulated writing rubric that is utilized across the network. In addition, a subset of our schools has incubated the use of the writing model and rubric in all content areas..
- Content walls are utilized across the disciplines to provide a deep focus on meaningful language of the discipline. These walls include more than a list of words – they build a web of content information grounded in the language of the discipline. Students and teachers utilize these walls to make sense of text and integrate vocabulary into both their writing and academic discourse.
- PUC places a premium on speaking like a scholar (I.e., using academic discourse scaffolded by the content walls and discourse sentence stems) in our classrooms. Teachers hold students accountable to use complete sentences, appropriate discourse structure and academic vocabulary in both whole and small group instruction. Moreover, students develop the habit of supporting their assertions with evidence, which is more often than not textual evidence. In the spirit of healthy debate, students are encouraged to push their peers to substantiate counter arguments with evidence.

CA CCSS Focus in Mathematics	
Focus	Description
1. Depth of focus	Teachers significantly narrow and deepen the scope of how much time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts prioritized by the standards.
2. Coherence	Teachers carefully connect learning within and across the grades so that students can build new understanding onto foundations build in previous years.
3. Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework for students to memorize, through repetition.
4. Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
5. Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
6. Dual Intensity	Students are practicing and understanding. There is more of a balance between these two things in the classroom – both are occurring with intensity.

**Current Practices Aligned to Mathematics Standards:**

- PUC Schools has partnered with the Bill and Melinda Gates Foundation to take part in the Math Design Collaborative grant to pilot a series of secondary Formative Assessment Lessons (FAL). These lessons are aligned to the CA Common Core State Standards and require students to think deeply about one math concept, apply their learning in application tasks with a partner or group without over-scaffolded instruction from the teacher. The teacher's role is to review a short pre-assessments completed by each student, provide feedback questions to prompt understanding, continue to probe understanding while students engage in exploration of the math concept, and then correct misconceptions and deepen students' understanding of the focused math concept through a plenary discussion. At the conclusion of the lesson, students retake the assessment and reflect on their progress.
- PUC Math teachers in the middle-school grades utilize a process called a Math or Mad Minute, which is a timed skills drill conducted at the beginning of class. The teacher selects the underlying math skills/calculation students will need to build for the current unit and provide students with daily fluency practice. The teacher and students track their progress with these drills over time. This practice is an effective method to develop the procedural fluency required by the Standards for Mathematical Practice.
- PUC teachers provide Mental Math practice to develop procedural fluency, the efficient use of estimation, and strategies for calculating quickly.
- Mathematical Tools: PUC teachers give students practice with different representations and tools, such as algebra tiles, number lines, and graphs, to help students make sound decisions about when each of the tools might be helpful.
- All PUC teachers utilize the learning cycle (Accessing prior knowledge, extending prior knowledge, application and reflection) to organize instruction. By following this model, teachers limit direct instruction and provide structured and guided practice time prior to asking students to apply knowledge independently.
- To help students develop the modeling and representational skills required by the Standards for Mathematical Practice, PUC teachers provide students with rich, non-routine problems. Students must bring to bear all of the problem solving strategies in their toolkits (making charts, drawing pictures, creating formulas, guessing and checking, etc.) to solve the problems. They often have the opportunity to solve problems collaboratively, which gives them the opportunity to develop the ability to analyze problem solving approaches.
- Error analysis: PUC math teachers engage students in analyzing student errors. This practice helps students to uncover and correct misconceptions, use the language of the discipline to explain a problem solving process, and utilize procedural skill to solve problems accurately.

**Additional Support for the CCSS**

As part of our weekly leader meetings, we integrated an intensive focus on the CA CCSS so that all leaders have a firm understanding of the demand of the CA CCSS and the assessment system.

**Professional Development for Leaders**

- Leader Course of Study
  - Sessions at leader meetings approximately once per month on topics of greatest need; additional sessions on 3 early-out Tuesdays, and at 3 PUC-wide PDs
  - Differentiated into small groups as needed

- May include book or topic study requiring outside reading

### **Professional Development for Teachers**

- 4 Content-focused PDs
- Cross- site analysis of assessment data
- Performing arts teacher work on Common Core
- Inclusion specialist team work on Common Core

## **1.15 DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS**

Evidence indicates that computers can help students improve their performance on tests of basic skills, but researchers investigating the use of technology in education have found that technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking (Culp, Hawkins, & Honey, 1999; Sandholtz, Ringstaff, & Dwyer, 1997; Means, 1994). To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework. Courseware (computer software designed to be used in an educational program) should reflect curricular standards, and should take into account research on how students learn. Using technology in the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al., 1997; “Critical Issue,” 1999). The intent of the use of technology at PUC CCMS & PUC CCECHS is to enhance the instruction and education of its students through the integrated use of technology in the support of a standards-based curriculum. In order to support the appropriate usage of technology, the PUC Director of Instructional Technology and Assessments works with the leadership and staff of the Charter School. Technology facilitates the creation, location, organization, manipulation, and presentation of information by teachers, students, and administration. Technology also enhances communication and information exchange between teachers, parents, students, and administration. PUC CCMS & PUC CCECHS students will be well-versed in the use of computer hardware and software, including email, the Internet, educational software, and reference material. They will use these technologies to locate, organize, manipulate, create, and present information. They will become information navigators with the help of their teachers and parents.

In order to be ready to take CAASPP assessments PUC CCMS & PUC CCECHS’ students will be well-versed in the use of computer hardware and software, including email, the Internet, educational software, keyboarding, and reference material. They will use these technologies to locate, organize, manipulate, create, and present information as required when taking CAASPP assessments.

In addition, all students:

- take the SBAC interims in December and March to prepare.
- practice typing in their Technology class.
- take the training tests prior to taking the summative test.
- use Achieve 3000 weekly, that supports them in many of the thinking and computer navigation skills they need for CAASPP testing.

As a result, technology use at PUC CCMS & PUC CCECHS shall be guided by the following principles:

- The use of technology at PUC CCMS & PUC CCECHS will not be viewed as a separate curricular area but as a tool used daily to support the existing curriculum.
- It is essential to keep children's needs at the center of technology implementation.
- Ongoing staff development will be crucial to the successful implementation of the Technology Use Plan and effective technology integration.
- Ongoing parent education about the applications and use of technology at PUC CCMS & PUC CCECHS will be a critical component to student success.
- Equitable hands-on experience with instructional technologies will be provided for all students at all grade levels.
- Computers are a dynamic learning tool, used for information processing, skill development, artistic expression, writing and composition, research, and other numerous applications for daily life and learning.
- The writing and editing process is enhanced by the use of computer applications.
- Students will access an infinite source of visual information from an abundance of sources world-wide continually available to all learners to enhance and reinforce their learning experiences.
- Communication with students who are geographically and culturally different will be enhanced by the use of telecommunications.
- Teachers will collaboratively acquire, adapt and develop ideas that incorporate using technology in the learning process.
- Teachers at every level and in all subject areas will recognize and take advantage of instructional technologies as powerful and concrete devices for teaching critical-thinking and problem-solving skills.
- Teachers will integrate technology into the curriculum while facilitating the learning process for students through modeling, coaching and monitoring.
- Teachers will use a school-wide communication device to allow constant and promote collegial interaction.
- Teachers will use the computer as an effective instructional tool for preparing materials and presenting lessons.
- Teachers will be the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.

### **1.16 ACADEMIC CALENDAR**

PUC CCMS & PUC CCECHS will adopt at least a 176-day instructional calendar divided into trimesters. Teachers and selected staff will be required to participate in 5 - 20 additional days during the summer to prepare for the upcoming school year in addition to 10 professional development days during the year.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Budget Services & Financial Planning Division

PUC COMMUNITY CHARTER MIDDLE SCHOOL & EARLY COLLEGE HIGH SCHOOL  
2018-19 CALENDAR OF REPORTS  
LOC: 8453, TRACK A (GR. 9-12)

SCHOOL YEAR 2018-19											PUC Community Charter MS & Early College HS, Track A											Days of Inst.	
School Month	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
1	AUG 13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	SEP 3	4	5	6	7	18		
2	SEP 10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	OCT 1	2	3	4	5	18		
3	OCT 8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	NOV 1	2	18		
4	NOV 5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	14		
5	DEC 3	4	5	6	7	10	11	12	13	14	JAN 7	8	9	10	11	14	15	16	17	18	20		
6	JAN 21	22	23	24	25	28	29	30	31	FEB 1	4	5	6	7	8	11	12	13	14	15	17		
7	FEB 18	19	20	21	22	25	26	27	28	MAR 1	4	5	6	7	8	11	12	13	14	15	18		
8	MAR 18	19	20	21	22	25	26	27	28	29	APR 1	2	3	4	5	8	9	10	11	12	18		
9	APR 15	16	17	18	19	22	23	24	25	26	29	30	MAY 1	2	3	6	7	8	9	10	15		
10	MAY 13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	JUN 3	4	5	6	7	19		
																					178		
◀ Returning from Winter Break																					○ Holiday	# Non-Instructional Day	🎓 Graduation Pending

◀ Returning from Winter Break

○ Holiday

# Non-Instructional Day

🎓 Graduation Pending

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Budget Services & Financial Planning Division

PUC COMMUNITY CHARTER MIDDLE SCHOOL & EARLY COLLEGE HIGH SCHOOL  
2018-19 CALENDAR OF REPORTS  
LOC: 8453, TRACK B (GR. 6-8)

SCHOOL YEAR 2018-19															PUC Community Charter MS & Early College HS, Track B										Day of Inst
School Month	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
1	AUG 13															SEP ③									
2	SEP 10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	OCT 1	2	3	4	5	#				
3	OCT 8	9	10	11	12	15	16	17	18	19 #	22	23	24	25	26	29	30	31	NOV 1	2					
4	NOV 5	6	7	8	9	(12)	13	14	15	16	19	20	21	22	23		26	27	28	29	30				
											Thanksgiving Break														
5	DEC 3	4	5	6	7 #	10	11	12	13	14	#	JAN 8	9	10	11	14	15	16	17	18					
6	JAN (21)	22	23	24	25	28	29	30	31	FEB 1 #	4 #	5	6	7	8	11	12	13	14	15					
7	FEB (18)	19	20	21	22	25	26	27	28	MAR 1	4	5	6	7	8	11	12	13	14	15 #					
8	MAR 18	19	20	21	22	25	26	27	28	29	APR (1)	2	3	4	5	8	9	10	11	12					
9	APR 16	17	18	19		22	23	24	25	26	29	30	MAY 1	2	3	6	7	8	9	10					
	Spring Break																								
	15																								
10	MAY 13	14	15	16	17	20	21	22	23	24	(27)	28	29	30	31	JUN 3	4	5	6	7					
																						176			
◀ Returning from Winter Break      ○ Holiday      # Non-Instructional Day      🎓 Graduation Pending																									

◀ Returning from Winter Break

○ Holiday

# Non-Instructional Day

🎓 Graduation Pending

July / Julio 2019 (0)

January / Enero 2020 (18)



PUC CCMS & PUC CCECHS									
Mon	Tue	Wed	Thu	Fri	School Year 2019-2020				
1	2	3	4	5	Student # of Days = (176 days during SY + 5 Summer)				
8	9	10	11	12					
15	16	17	18	19					
22	23	24	25	26					
29	30	31			Teacher # of Days = (183 days during SY)				
August / Agosto (15)									
Mon	Tue	Wed	Thu	Fri					
			1	2					
5	6	7	8	9	Aug.5-11, 2019				
12	13	14	15	16					
19	20	21	22	23					
26	27	28	29	30					
Sept. / Septiembre (18)					Aug. 12				
Mon	Tue	Wed	Thu	Fri					
2	3	4	5	6					
9	10	11	12	13					
16	17	18	19	20	Sept. 2				
23	24	25	26	27					
30									
October / Octubre (22)									
Mon	Tue	Wed	Thu	Fri	Sept. 3				
	1	2	3	4					
7	8	9	10	11					
14	15	16	17	18					
21	22	23	24	25	Sept. 20				
28	29	30	31						
Nov. / Noviembre (15)									
Mon	Tue	Wed	Thu	Fri					
				1	Oct. 4				
4	5	6	7	8					
11	12	13	14	15					
18	19	20	21	22					
25	26	27	28	29	Nov. 11				
Dec. / Diciembre (9)									
Mon	Tue	Wed	Thu	Fri					
2	3	4	5	6					
9	10	11	12	13	Nov. 25-27				
16	17	18	19	20					
23	24	25	26	27					
30	31								
136 Regular Days					Nov. 28-29				
37 Early Release Days									
3 Minimum Days-TBD									

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
February / Febrero (17)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
March / Marzo (20)				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
April / Abril (17)				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
May / Mayo (20)				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
June / Junio (5)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Site Days/Bridge
First Day of School
Labor Day
PUC Kick-off
Staff Retreat
PUC-wide PD
Veteran's Day
PD & Pupil Free
Thanksgiving Holiday
Winter Recess
Dr. Martin Luther King Jr. Holiday
PUC-wide Community of Practice
President's Day
PD & Pupil Free
PD & Pupil Free
PD & Pupil Free
Cesar Chavez Day
Spring Break
Memorial Day
Last Day of School & Minimum Day
STAFF MEETING / PD / EARLY RELEASE DAY!
FIRST DAY / LAST DAY OF SCHOOL
INTERSESSION / BRIDGE & SITE PD
HOLIDAYS / RECESS
REGULAR DAY OF ATTENDANCE
PROGRESS REPORTS / REPORT CARDS
NEW TEACHER/LEADER LEARNING LAB/PD
TEACHER PD (NO STUDENTS)/PUPIL FREE
MINIMUM DAYS
SUPER MINIMUM DAYS (TBD)

**PUC CCMS Sample Student Schedules****6<sup>th</sup> Grade Schedule****Regular Day Schedule****8:00 AM – 3:30 PM**

<b>Period</b>	<b>Start Time</b>	<b>End Time</b>	<b>Minutes</b>
<b>Advisory</b>	8:00 AM	8:54 AM	54
Period 1	8:56 AM	9:56 AM	60
Period 2	9:58 AM	10:58 AM	60
<b>Nutrition</b>	10:58 AM	11:13 AM	15
Period 3	11:18 AM	12:18 PM	60
<b>Lunch</b>	12:18 PM	12:53 PM	35
<b>Book Club*</b>	12:58 PM	1:28 PM	30
Period 4	1:28 PM	2:28 PM	60
Period 5	2:30 PM	3:30 PM	60
<b>Total Minutes</b>			<b>450</b>

*\* Designated ELD Block during Book Club***7<sup>th</sup> & 8<sup>th</sup> Grade Schedule****Regular Day Schedule****8:00 AM – 3:30 PM**

<b>Period</b>	<b>Start Time</b>	<b>End Time</b>	<b>Minutes</b>
<b>Advisory</b>	8:00 AM	8:54 AM	54
Period 1	8:56 AM	9:56 AM	60
Period 2	9:58 AM	10:58 AM	60
<b>Nutrition</b>	10:58 AM	11:13 AM	15
Period 3	11:18 AM	12:18 PM	60
Period 4	12:20 PM	1:20 PM	60
<b>Lunch</b>	1:20 PM	1:55 PM	35
<b>Book Club*</b>	2:00 PM	2:30 PM	30
Period 5	2:30 PM	3:30 PM	60
<b>Total Minutes</b>			<b>450</b>

*\* Designated ELD Block during Book Club*



Tuesday Schedule			
All Grades ( 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Grade)			
8:00 AM – 2:30 PM			
Period	Start Time	End Time	Minutes
Advisory	8:00 AM	8:44AM	44
Period 1	8:46 AM	9:36 AM	50
Period 2	9:38 AM	10:28 AM	50
Nutrition	10:28 AM	10:43 AM	15
Period 3	10:48 AM	11:38 AM	50
Period 4	11:40 AM	12:30 PM	50
Lunch	12:30 PM	1:05 PM	35
Book Club*	1:10 PM	1:40 PM	30
Period 5	1:40 PM	2:30 PM	50
Total Minutes			390
*Designated ELD Block during Book Club			

Minimum Day Schedule			
All Grades ( 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> Grade)			
8:00 AM – 12:25 PM			
Period	Start Time	End Time	Minutes
Advisory	8:00 AM	8:15 AM	15
Period 1	8:15 AM	9:00 AM	45
Period 2	9:00 AM	9:45 AM	45
Period 3	9:45 AM	10:30 AM	45
Nutrition	10:30 AM	10:45 AM	15
Period 4	10:50 AM	11:35 AM	45
Period 5	11:35 AM	12:25 PM	45
Total Minutes			260

### PUC CCECHS Sample Student Schedules

PUC Community Charter Early College High School Regular Day (Monday, Wednesday, Thursday, Friday) Total Daily Instructional Minutes: 400 minutes (370 + 30 for Passing Time)						
Period 1 (8:20-9:15) 55	Period 2 (9:20-10:15) 55	Period 3 (10:35-11:30) 55	Period 4 (11:35-12:30) 55	Period 5 (1:10-2:05) 55	Period 6 (2:10-3:05) 55	PCE (3:10-3:50) 40
Gov/Econ	Gov/Econ	Gov/Econ	Gov/Econ	Gov/Econ	Planning	PCE*
AP US Hist	US Hist	US Hist	Planning	US Hist US Hist		
World Hist	World Hist	World Hist	AP Euro Hist	Planning	World Hist	
Planning	AP Eng Lit	CSU Exp	CSU Exp	CSU Exp	CSU Exp	
ELA 11	AP Eng Lang	ELA 11	ELA 11	Planning	ELA 11	
Planning	ELA 10	ELA 10	ELA 10	ELA 10	ELA 10	
Planning	Eng 9	Eng 9	Eng 9	Eng 9	Eng 9	
Textual A	Textual A	Textual A	Planning	Textual A	Textual A	
Calculus	Pre-Calculus	Calculus	Planning	AP Stats	Pre-Calculus	
Integrated III	Integrated III	Integrated III E	Integrated III E	Integrated III	Planning	
Integrated II E	Integrated II E	Integrated II	Planning	Integrated II	Integrated II	
Integrated I	Integrated I	Integrated I	Integrated I	Planning	Integrated I	
Applied Math	Applied Math	Planning	Applied Math	Applied Math	Applied Math	
Physics	Planning	Physics	Physics	Physics	Physics	
Chemistry	Chemistry	Planning	Chemistry	Chemistry	Chemistry	
Chemistry	Chemistry	Planning	Chemistry	Chemistry	Chemistry	
Biology	Planning	Biology	Biology	Biology	Biology	
AP Spa Lang	Spanish II N	AP Spa Lit	AP Spa Lang	Planning	Spa II N	
Planning	Spa I NN	Spa II NN	Spa II NN	Spa I NN	Spa I NN	
Spa I N	Spa 3 NN	Spa I N	Spa I N	Spa I N	Planning	
Yearbook	Planning	Art II	Art 1	Art 1	Art 1	
Inst Music	Inst Music	Inst Music	Inst Music	Planning	Adv Band	
			Leadership			
PE	PE	PE	PE	PE	Planning	
Planning	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch	
Literacy Lab	SSC English 9	SSC English 10	SSC Textual A.	Planning	IEP Period	
SSC Integrated I	Planning	SSC Integrated 1 Support	SSC Integrated II	Literacy Lab	IEP Period	
55 Min	55 Min	55 Min	55 Min	55 Min	55 Min	40 Min
<b>*Designated ELD Block during PCE</b>						

PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL Early Dismissal Day (Tuesday) Total Daily Instructional Minutes: 340 minutes (310 + 30 Passing Time)						
Period 1 (8:20-9:05)	Period 2 (9:10-9:55)	Period 3 (10:15-11:00)	Period 4 (11:05-11:50)	Period 5 (12:30-1:15)	Period 6 (1:20-2:05)	PCE* (2:10-2:50)
Gov/Econ	Gov/Econ	Gov/Econ	Gov/Econ	Gov/Econ	Planning	PCE
AP US Hist	US Hist	US Hist	Planning	US Hist Hist	US	
World Hist	World Hist	World Hist	AP Euro Hist	Planning	World Hist	
Planning	AP Eng Lit	CSU Exp	CSU Exp	CSU Exp	CSU Exp	
ELA 11	AP Eng Lang	ELA 11	ELA 11	Planning	ELA 11	
Planning	ELA 10	ELA 10	ELA 10	ELA 10	ELA 10	
Planning	Eng 9	Eng 9	Eng 9	Eng 9	Eng 9	
Textual A	Textual A	Textual A	Planning	Textual A	Textual A	
Calculus	Pre- Calculus	Calculus	Planning	AP Stats	Pre-Calculus	
Integrated III	Integrated III	Integrated III E	Integrated III E	Integrated III	Planning	
Integrated II E	Integrated II E	Integrated II	Planning	Integrated II	Integrated II	
Integrated I	Integrated I	Integrated I	Integrated I	Planning	Integrated I	
Applied Math	Applied Math	Planning	Applied Math	Applied Math	Applied Math	
Physics	Planning	Physics	Physics	Physics	Physics	
Chemistry	Chemistry	Planning	Chemistry	Chemistry	Chemistry	
Chemistry	Chemistry	Planning	Chemistry	Chemistry	Chemistry	
Biology	Planning	Biology	Biology	Biology	Biology	
AP Spa Lang	Spanish II N	AP Spa Lit	AP Spa Lang	Planning	Spa II N	
Planning	Spa I NN	Spa II NN	Spa II NN	Spa I NN	Spa I NN	
Spa I N	Spa 3 NN	Spa I N	Spa I N	Spa I N	Planning	
Yearbook	Planning	Art II	Art 1	Art 1	Art 1	
Inst Music	Inst Music	Inst Music	Inst Music	Planning	Adv Band	
			Leadership			
PE	PE	PE	PE	PE	Planning	
Planning	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch	
Literacy Lab	SSC English 9	SSC English 10	SSC Textual A.	Planning	IEP Period	
SSC Integrated I	Planning	SSC Integrated 1 Support	SSC Integrated II	Literacy Lab	IEP Period	
45 Min.	45 Min.	45 Min.	45 Min.	45 Min.	45 Min.	40 Min.
<b>*Designated ELD Block during PCE</b>						

PUC COMMUNITY CHARTER EARLY COLLEGE HIGH SCHOOL Super Minimum Day					
Total Daily Instructional Minutes: 270 minutes (240 + 30 Passing Time)					
Period I (8:20-9:00) 40	Period 2 (9:05-9:45) 40	Period 3 (10:05-10:45) 40	Period 4 (10:50-11:30) 40	Period 5 (11:35-12:15) 40	Period 6 (12:20-1:00) 40
Gov/Econ	Gov/Econ	Gov/Econ	Gov/Econ	Gov/Econ	Planning
AP US Hist	US Hist	US Hist	Planning	US Hist	US Hist
World Hist	World Hist	World Hist	AP Euro Hist	Planning	World Hist
Planning	AP Eng Lit	CSU Exp	CSU Exp	CSU Exp	CSU Exp
ELA 11	AP Eng Lang	ELA 11	ELA 11	Planning	ELA 11
Planning	ELA 10	ELA 10	ELA 10	ELA 10	ELA 10
Planning	Eng 9	Eng 9	Eng 9	Eng 9	Eng 9
Textual A	Textual A	Textual A	Planning	Textual A	Textual A
Calculus	Pre-Calculus	Calculus	Planning	AP Stats	Pre-Calculus
Integrated III	Integrated III	Integrated III E	Integrated III E	Integrated III	Planning
Integrated II E	Integrated II E	Integrated II	Planning	Integrated II	Integrated II
Integrated I	Integrated I	Integrated I	Integrated I	Planning	Integrated I
Applied Math	Applied Math	Planning	Applied Math	Applied Math	Applied Math
Physics	Planning	Physics	Physics	Physics	Physics
Chemistry	Chemistry	Planning	Chemistry	Chemistry	Chemistry
Chemistry	Chemistry	Planning	Chemistry	Chemistry	Chemistry
Biology	Planning	Biology	Biology	Biology	Biology
AP Spa Lang	Spanish II N	AP Spa Lit	AP Spa Lang	Planning	Spa II N
Planning	Spa I NN	Spa II NN	Spa II NN	Spa I NN	Spa I NN
Spa I N	Spa 3 NN	Spa I N	Spa I N	Spa I N	Planning
Yearbook	Planning	Art II	Art I	Art I	Art I
Inst Music	Inst Music	Inst Music	Inst Music	Planning	Adv Band
			Leadership		
Planning	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch	Peer Coll Sch
Literacy Lab	SSC English 9	SSC English 10	SSC Textual A.	Planning	IEP Period
SSC Integrated I	Planning	SSC Integrated 1 Support	SSC Integrated II	Literacy Lab	IEP Period
40 Min	40 Min.	40 Min.	40 Min.	40 Min.	40 Min.

### 1.18 INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No	0						0	0	0	36000	0	-36000
1	No	0						0	0	0	50400	0	-50400
2	No	0						0	0	0	50400	0	-50400
3	No	0						0	0	0	50400	0	-50400
4	No	0						0	0	0	54000	0	-54000
5	No	0						0	0	0	54000	0	-54000
6	Yes	136	450	37	390	3	260	0	0	176	54000	76410	22410
7	Yes	136	450	37	390	3	260	0	0	176	54000	76410	22410
8	Yes	136	450	37	390	3	260	0	0	176	54000	76410	22410
9	Yes	136	400	37	340	3	270	0	0	176	64800	67790	2990
10	Yes	136	400	37	340	3	270	0	0	176	64800	67790	2990
11	Yes	136	400	37	340	3	270	0	0	176	64800	67790	2990
12	Yes	136	400	37	340	3	270	0	0	176	64800	67790	2990

### 1.19 TEACHER RECRUITMENT

PUC CCMS & PUC CCECHS is committed to recruiting and hiring a community of professionals who are dedicated to the best practice education of all students. Regardless of their role in the school, every person hired by PUC CCMS & PUC CCECHS will actively help to promote the curricular philosophy, instructional program, and the school community's guiding principles.

PUC CCMS & PUC CCECHS will select its own staff and will not discriminate against any employee on the basis of race, color, age, gender, gender identity, gender expression, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition (cancer-related), physical disability or in retaliation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1). To best meet families' needs and the school's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

The PUC National Human Resources Department will work with the school Principal and Regional Superintendent to recruit a pool of high quality candidates for open positions. Recruitment will include but not be limited to the following:

- National and regional websites specializing in education such as teacher.jobs, Idealist.org, careerjet.com, indeed.com and careerbuilder.com.
- Attending the regional college education fairs.
- Advertising via Linked-In, Facebook and other appropriate social media outlets.
- Sustaining PUC's existing mutually beneficial relationships with educator preparation programs at institutions serving the region (i.e. California State Northridge, University of California Los Angeles, University of Southern California, and Claremont College).
- Sustaining PUC's existing relationship with Teach for America (TFA).
- Advertising in schools of education at universities across the State for candidates who may be interested in moving to Los Angeles and working for a highly successful CMO.
- Teach for America's alumni network specifically targeting former corps members who grew up in the region and are interested in returning.
- Hosting regular school open houses for the community.

A personnel committee will be formed each year and will have the responsibility of interviewing and making a recommendation to the principal on hiring employees for any vacant positions. The principal is ultimately responsible for hiring employees on behalf of the school's board of trustees. New teachers' induction begins with the hiring process. PUC CCMS & PUC CCECHS will follow the process below when hiring teachers:

1. Phone, Personal Interview, or Panel Interview conducted by Principal, Regional Superintendent. or PUC National HR team.
2. Demo Lesson that includes debrief and coaching from Principal or team that may consist of (Regional Superintendent, other school Principals, HR team members, PUC teachers).
3. Candidate completes a written Case Study.

## RETAINING HIGH QUALITY TEACHERS

As described above, PUC CCMS & PUC CCECHS will work to recruit and select high-quality staff members and teachers. Once teachers are employed at the school, we will seek to retain teachers by providing or promoting the following:

- **Effective leadership:** We recognize the importance of providing strong and effective leadership. Often, schools lack needed leadership; teachers, consequently, receive inadequate support. PUC CCMS & PUC CCECHS will hire a strong principal who will be capable of leading the academic program to success and providing support and development for teachers.
- **High quality and authentic professional development:** PUC CCMS & PUC CCECHS will provide teachers with ample opportunities for high quality professional development. Teachers will receive training prior to the start of the school year through the New Teacher Training Lab in the summer and also school site specific professional development. In addition, teachers will participate in job-embedded professional development on a regular basis. Specifically, students will be dismissed early on Wednesdays and teachers will participate in weekly staff meetings, professional development, and grade level team meetings.
- **Collaborative environment:** A collaborative learning community values the varied strengths of every member. We intend to develop our teaching faculty into a supportive community that values and extends their talent. They will work together to plan units, solicit feedback on

lessons, and share instructional techniques. They will also celebrate successes and, together, work their way through challenges, while encouraging each other to grow as teachers and leaders. School leaders will support and reward their collaboration.

- **Professional work environment:** PUC CCMS & PUC CCECHS will create an environment that is professional and collegial. Central to this will be creating and maintain a culture that is inclusive of all individuals. We will create a safe environment that values the input of all individuals.
- **Competitive compensation:** All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits, including health insurance and retirement plans, as detailed in the employee handbook that all employees will receive. We will offer competitive salaries; projected salary ranges are included in the attached budget. Job descriptions, work schedules, compensation, benefits, and other terms and conditions of employment will be reviewed and modified, as necessary, to meet the needs of the school and students.

By providing effective leadership, high-quality professional development, a collaborative environment, a professional work environment, and competitive compensation, we believe that PUC CCMS & PUC CCECHS will be a school that not only recruits and selects high-quality teachers and staff members, but also retains high-quality teachers and staff member. PUC CCMS & PUC CCECHS will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, PUC CCMS & PUC CCECHS will conduct a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. Leadership will utilize the results to make adjustments as necessary.

### 1.20 PROFESSIONAL DEVELOPMENT

PUC CCMS & PUC CCECHS believes that professional development is the cornerstone for educational equity and academic achievement for all students. At PUC CCMS & PUC CCECHS, putting professional development at the center of the school culture is essential to developing a learning community for students, teachers, and administrators. The following principles guide all professional development opportunities:

- Instructional change is a long multistage process.
- Shared expertise is the driver of instructional change.
- A focus on system-wide and classroom specific improvement.
- Clear expectations and responsibility for achieving them are shared by all.
- Environment of collegiality which results in learning for all.
- Respect and care for the students and the adults working to meet their needs.
- Focus on content and instruction (Elmore, 1997).

PUC Schools has developed a teacher development system that:

- Defines effective teaching as a collaborative and reflective endeavor that engages peers, students, and their families in ensuring student success. (College Ready Teaching Framework

(CRTF))

- Develops methods of measuring teacher effectiveness.
- Implements high-quality, targeted supports that help build teacher capabilities. (Professional Development)
- Provides a career path and compensation system that offers the most effective teachers the opportunity to grow professionally.

***SAMPLE PUC CCMS PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE:***

Week	Date	Day	Type	SSP Initiative	Topic	Staff
1	Aug 13	Tuesday	Site PD	Instruction	MAP and Review of First Week	All teaching staff
2	Aug 20	Tuesday	Site PD	Instruction	iReady	All teaching staff
3	Aug 27	Tuesday	Site PD	N/A	CPR Training	All staff required
4	Sept 3	Tuesday	PUC Wide		PUC Kick-Off	
5	Sept 10	Tuesday	Site PD	N/A	Follow-Up Active Shooter Training	All school staff required
5	Sept 12	Thursday	Site Retreat	Instruction/ Culture	SSP, discipline data (4 weeks) (Jay's Restorative session)	Teaching + office staff invited
5	Sept 13	Friday	Site Retreat	Instruction/ Culture	SSP, discipline data (4 weeks)	Teaching + office staff invited
6	Sept 17	Tuesday	Site PD	Instruction	Inclusion: Accommodating Work	All teaching staff
7	Sept 24	Tuesday	Site PD	Culture	Counseling: De-escalation Training	Teaching + office staff invited
8	Oct 1	Tuesday	Site PD	Instruction	Learning Walks Debrief: Meaningful Exit Tickets and Data Collection	All teaching staff
8	Oct 4	Friday	PUC Wide			
9	Oct 8	Tuesday	Site PD	Culture	Understanding Trauma in Students	Teaching + office staff invited
10	Oct 15	Tuesday	Site PD	Culture	Restorative Practices	Teaching + office staff invited
11	Oct 22	Tuesday	Site PD	Instruction	Close Reading Strategies	All teaching staff
12	Oct 29	Tuesday	Site PD	Instruction	Family Meeting Prep- Graduate Success Meetings	All teaching staff
13	Nov 5	Tuesday	Site PD	Culture	Discipline Data Review (Week 5-12)	Teaching + office staff invited
14	Nov 12	Tuesday	Site PD	Culture	Restorative Practices	All teaching staff
	Nov 18	Monday	PUC Wide		Community of Practice	
	Nov 19	Tuesday	Site PD	Instruction/ Culture	Plan based on needs	All teaching staff
15	Nov 26	Tuesday	Site PD	Instruction	ELD PD (EL Leads?)	All teaching staff
16	Dec 3	Tuesday	Site PD	Instruction	Learning Walks Debrief: Exit Tickets based on Objectives and Data Collection throughout the Learning Cycle	All teaching staff
16	Dec 6	Friday	Site PD	Instruction	Data Analysis	All teaching staff
17	Dec 10	Tuesday	Site PD		GLT Collaboration	All teaching staff



***SAMPLE PUC CCECHS PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE***

Week/Date	PD Topic	Objective
8/6-8/10	ALL	See School Site Planning Docs & PPT for detail
ONE: 8/14	Staff Meeting	Teachers will collaborate with Admin team to revise unit plans and first week's lessons Teachers will collaborate in grade level teams in order to review shared norms  Meet in grade-level and submit a positive log entry. (One per teacher) Teacher
TWO: 8/21	Authentic Assessments - Relationship between Unit and Weekly/Daily Objectives, Part 1 - Classroom Walks focus on agendas posted on board; Ts collect data on rigor; Content Team Collaboration	Teachers will analyze (and revise) their unit 1 assessment in order to ensure alignment between expected student performance and daily learning objectives. Teachers will engage in content team classroom walks to collect data on level of rigor observed through an posted agenda look-fors
THREE: 8/28	Building Relationships	Classroom Culture Toolkit: Conduct management and restorative practices Preparation for Back To School Night
FIVE: 9/11	Goal Setting	Student Led Conferences preparation: Student Goal setting and data analysis  Learning Walk structures and vision
		<b>SIX: 9/16 HIGH SCHOOL DATA DAY</b>
SEVEN: 9/17	PUC Wide Training	Second Active Shooter Training PD. Site based safety measures and active shooter lockdown procedures
EIGHT: 9/24	Teacher Progress Report 1 Individual Reflection  Academic Intervention as a Grade Level	Teachers will incorporate school-wide literacy practice into Unit 2 Learning Walk Reflection: Emphasis on cognitive engagement and shared best practices English Language Development Best Practices: Incorporating Strategies for English Language Learners Across Contents
NINE: 10/1	Intervention and Restorative Practices	Behavior Interventions and Healing from Trauma
TEN: 10/8	Intervention and Restorative Practices	Healing from trauma and classroom implications
ELEVEN: 10/15	Grade Level Team Meetings: Submit Positive Log-Entries Progress Report 2 Data Analysis	Data Analysis: Rubrics, gradebook, and Assessment Inclusion Collaboration: Best practices in supporting students with IEPs recipe card review
TWELVE: 10/22	Differentiation	Differentiation strategies to support learners at all levels through choice assignments/boards
THIRTEEN: 10/29	Differentiation	Teachers work in content teams to reflect on teacher implemented choice board.

		Learning Walk 2 Structure and Groupings
THIRTEEN: 11/5	Prepare for Parent Teacher Conferences	Teachers will work in grade level teams to coordinate scheduling and materials for parent teacher conferences
FOURTEEN: 11/12	Prepare for Parent Teacher Conferences	Finalization of parent teacher conference schedules and folder organization
FIFTEEN: 11/19	Grade Level Meeting	Intervention and students of concern Data Analysis Inclusion Collaboration: Analyzing Sub-group data
SIXTEEN 11/26	The Art of Possibility	“Leading from Any Chair” Personal Reflections and Classroom Applications
SEVENTEEN: 12/3	The Art of Possibility	“Telling the We Story” Personal Reflections and Classroom Applications
EIGHTEEN: 12/10	PD Reflection and Goal Setting	End of semester PD reflection and analysis; goal setting for second semester
Week/Date	Strand	Objective
ONE: 1/7	School Site PD DATA DAY	Semester One Data Reflection and Analysis
TWO: 1/14	School-Wide Goal and Planning	Grade Level Meeting-Academic Interventions
THREE: 1/21	SPED School Wide Goal and Planning	Inclusion Collaboration: Goal Planning
FOUR: 1/28	Culture	Emotional Intelligence and the importance of Social Emotional Activities to promote relationships in the classroom and beyond.
		FIVE: PUC WIDE PD 2/1
SIX: 2/4	Culture, Instruction	Emotional Intelligence continued... Cross-Curricular planning with an emphasis on numeracy
SEVEN:2/10	Instruction	Focus on Literacy Differentiated PD on literacy and cognitive engagement across the contents
EIGHT: 2/11	Instruction	Learning Walk protocols and goals. Cognitive Engagement and teacher reflection
NINE: 2/18	Instruction, Intervention	PREPARATION FOR STUDENT LED CONFERENCES Inclusion Collaboration: Effective Scaffolds that promote autonomy
TEN: 2/25	Intervention	Effective English Language Development Strategies
ELEVEN 3/4	Instruction	Grade Level Meeting: Identification and supports for students of concern.

		Content Meeting: Vertical Alignment and long term goals across grade levels
TWELVE: 3/11	Shared Goals, Grade Level	Vertical Alignment Continued
THIRTEEN: 3/14	PUC WIDE PD	COMMUNITY OF PRACTICE DISTRICT WIDE SHARING OF BEST PRACTICES
FOURTEEN: 3/17	Instruction	DYOPD: Observer teacher from another site or district in order to share best practices and resources
FIFTEEN: 3/18	Instruction	PREPARATION FOR PARENT TEACHER CONFERENCES Inclusion Collaboration: Intervention Strategies and tracking supports
SIXTEEN: 3/25	Shared Goals, Grade Level	Content Meeting: Review of Vertical Alignment Goals
3/26-3/30		
SEVENTEEN: 4/1	Instruction	Grade Level Meeting-Restorative Justice Classroom Management
EIGHTEEN: 4/8	Instruction	Reflection of English Language Development strategies
4/15-4/19	SPRING	BREAK
NINETEEN: 4/22	Instruction	Inclusion Collaboration: Data Analysis
TWENTY: 4/29	Instruction	Content Team-Reflection of Numeracy and Literacy Practices
TWENTY ONE: 5/6	Shared Goals, Grade Level	Grade-Level Meeting-Academic Intervention
TWENTY TWO: 5/13	Shared Goals, Grade Level	Content Team: Final Exams & Projects Collaboration
TWENTY THREE: 5/20	Shared Goals, Grade Level	Inclusion Collaboration: Year end goal reflection and alternative grading
TWENTY FOUR: 5/27	Shared Goals, Grade Level	Grade-Level Team Meeting: Final Exam & Project Collaboration
TWENTY FIVE: 6/3	Culture	Teacher Celebrations

### ***PUC SCHOOLS TEACHER DEVELOPMENT SYSTEM***

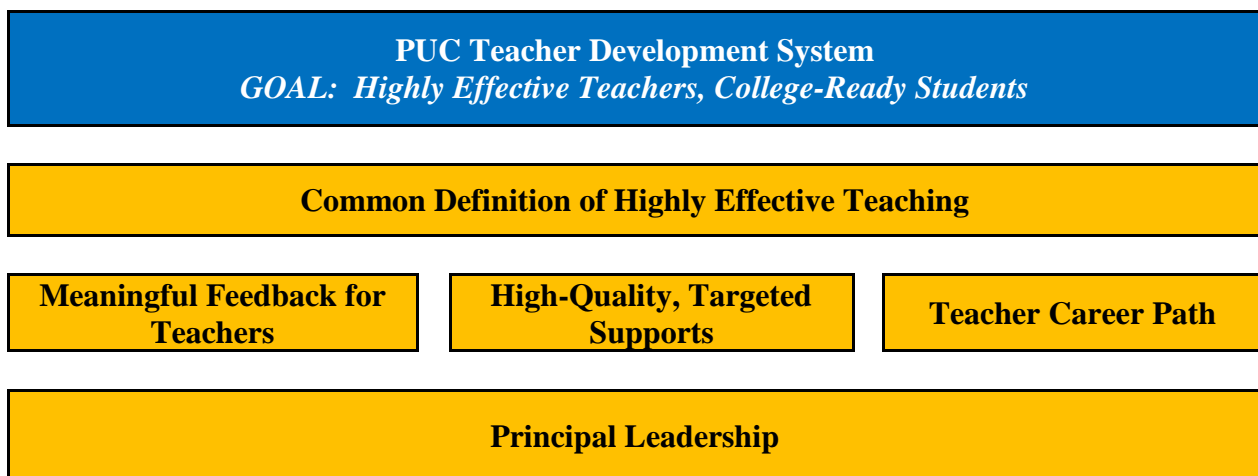
PUC's Teacher Development System provides a common language and definition for highly effective teaching in a college-ready culture – based on teachers' impact on student learning and teachers' practices – that sets clear performance expectations for all PUC teachers and a shared vision of excellence. In addition the system clearly defines the development needs of the individual teachers.

At the core of our Teacher Development System is the belief that teachers matter and that every child not only deserves a highly effective teacher every day but requires it in order to reverse the achievement gap and achieve our three organizational commitments. All teachers are supported to become highly effective. We define highly effective as the ability for teachers to move the majority of their students substantially more than one year of academic progress in a given school year. It is our belief that teachers who exhibit Level III and IV behaviors on our teaching framework, and achieve at high levels in other evaluation components, will do exactly that. It is also our belief that PUC teachers have the ability to move ALL students in this accelerated manner! This is to ensure more proficient, transformative teachers at PUC CCMS & PUC CCECHS. While this year we have retained the largest number of teachers in the school's history, we know teacher retention has a substantial difference in terms of culture and achievement.

A central component of the PUC Teacher Development System is the College-Ready Teaching (CRT) Framework, a rubric that defines the core competencies expected of all PUC teachers. The framework is comprised of four domains. The domains were derived from Charlotte Danielson's research-based Framework for Teaching. The framework provides the common language guiding teacher professional development, evaluation, and collaboration. The transparent and clear expectations of the framework are anchored by the three priorities of college readiness, constructing knowledge, and cognitive engagement. The framework has undergone multiple revisions thanks to the input and feedback of teacher advisory panels, observation pilot teachers, and school leaders. The framework will continue to be evaluated throughout its early implementation and refined based on teacher and leader feedback.

By developing highly effective teachers, we can ensure that every child graduates college ready. Our Teacher Development System (TDS) is a combination of instructional and operational practices to develop highly effective teachers. It is in direct support of our commitments to ensure students are proficient and to increase graduation rates in our school community.

Our TDS includes five components:



**Common definition of highly effective teaching:** Our College-Ready Teaching Framework includes four domains for effective teaching practice. Informed by the work of David Conley on

college readiness, it provides a roadmap for cognitively engaging instructional practices, and a rubric for observations.

**Meaningful Feedback for Teachers:** Teachers engage in a series of development events during the year, including formal and informal observations, which provide them with evidence-based feedback to measure progress and set goals in their teaching practice. PUC contributed to and learned from the Measures of Effective Teaching (MET) project that found positive correlations between teacher evaluation tools and student achievement gains.

**High-quality, Targeted Supports:** Including instructional coaching, professional learning communities, PUC-wide PDs, and online resources.

**Teacher Career Path:** Effective teachers have opportunities for leadership while continuing to work in the classroom. We have designed a support and compensation system for leadership opportunities that include: mentoring other teachers, plan and conduct professional development for their peers, and be part of a team that develops curriculum for other teachers at PUC that would include teacher effectiveness as one factor in getting this opportunity.

**Principal Leadership:** Our principals serve as instructional leaders. They provide instructional guidance and coaching for teachers. They receive regular training and support and work toward becoming certified as classroom observers and evaluators.

PUC CCMS provides frequent opportunities through the lense of our School Success Plan (SSP), recent WASC feedback, and organizational-wide goals for teachers to ensure they are prepared with current research in regards to instructional content, methodology, and culturally relevant practices. Teachers meet with educators across the PUC Schools organization two times a school year to collaborate with content-alike colleagues and delve into text-based research related to instructional hallmark practices and culturally relevant approaches. Two other times during the school year, all teachers attend a PUC-wide Community of Practice which features teacher leaders across the PUC Schools organization that facilitate sessions about their area of expertise. All teachers then attend the sessions led by teacher leaders who have been identified by administration to have strong instructional practices in their classrooms. Some topics which PUC CCMS teachers have shared their expertise in are building a culture of independent reading, implementing trackers to facilitate student self-monitoring and reflection, and differentiated lesson pacing to support a variety of learners in math.

PUC CCMS also provides school site specific professional development every Tuesday after school. The topics addressed during this time are in-class intervention systems and planning, English Language Development (ELD) and supports for students in our Special Education program integrated into the curriculum across all content areas, and professional learning community (PLC) content-alike groupings to debrief peer observations and receive feedback on lesson plans focused on rigor and community responsiveness. Furthermore, all teachers meet with administration bi-weekly for coaching meetings. During these one-on-one meetings, professional development is differentiated to support teachers in their growth areas as determined by observations, student work samples, lesson plans, school-wide goals, and teacher reflections.

Intervention at PUC CCECHS takes place within and outside of the school day. The course sequence begins with students taking a second math and/or second ELA course in ninth grade in order to fill skill gaps that have been identified through data. These classes accelerate them to be prepared for the rigor of grades 10-12. Afterschool, PUC CCECHS provides structured tutoring in Math and English Language Arts. In addition to this tutoring, teachers of all subjects may design and implement short-term or ongoing tutoring and workshops to support academic success of our students. Academic support that includes tutoring in all content areas and homework support is also provided in the after school program.

As highlighted above, our professional development is grounded in a Teacher Development System (TDS) which is a PUC Schools organization common metric that outlines the criteria for teacher effectiveness. It is our belief that teachers striving toward and exhibiting Level III and IV actions on our teaching framework is crucial to helping all students progress towards content mastery. In order to align teachers development across the PUC Schools organization as well as grow teachers as individual learners, there is 1 PUC-wide growth area for all schools and 3 growth areas that teachers identify for themselves with the support of administration. New PUC CCMS teachers will select at least one growth area related to classroom culture and returning teachers will select at least one growth area related to instruction. This allows for teacher voice in their progress as educators and has shown to invest teachers in their growth process.

Other ways in which all PUC teachers are initiated into PUC culture and common foundational practices are through Learning Lab, Data Analysis Days, and a school site specific retreat. All new teachers to PUC Schools attend during the summer prior to the school year starting. Data Analysis Days are held twice a year and all PUC CCMS teachers attend to analyze and identify trends and next steps based on on-demand writing student samples and NWEA assessment data. Furthermore, PUC CCMS dissects CAASPP data for their specific students to determine which students should participate in after-school Academic Coaching and revisit our school's progress on the PUC CCMS SSP during our school retreat day in October.

### ***PUC SCHOOLS INDUCTION PROGRAM***

The vision of PUC Schools Induction Program is to support and develop beginning teachers' pedagogical habits of inquiry, practice & reflection, and to develop a growth mindset, as they become competent, reflective teachers capable of preparing all students for college success. We created our own Induction Program because we wanted even more alignment between PUC Schools' mission, vision, and practices. In our eight years of operation, coordinators continue to augment and improve the quality of teacher seminars and submissions, based on feedback from all stakeholders. Implementation of the PUC Schools Induction Program is organized by the Induction Coordinator, who manages recruitment, enrollment, curriculum, Induction mentors, CTC accreditation, and the budget.

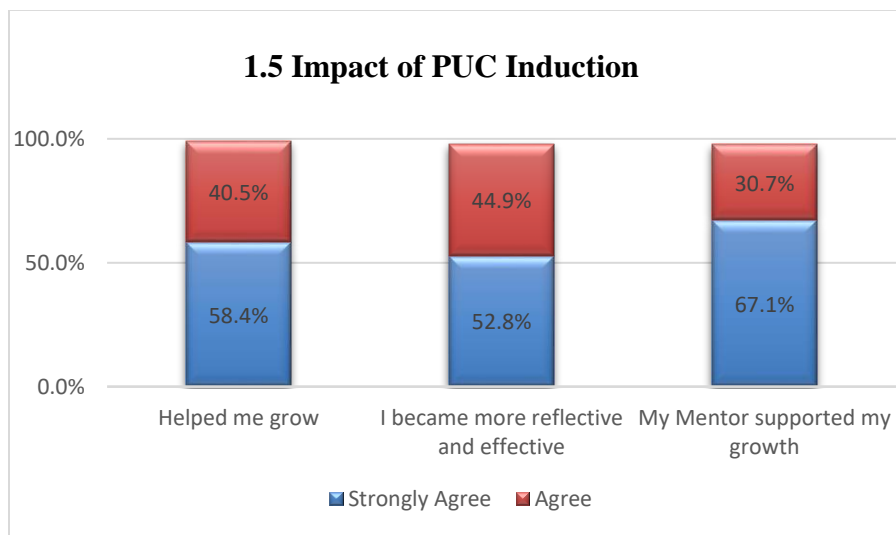
PUC Schools Induction Program is designed to create a self-sustaining learning community where new teachers gain the skills and support they need to uphold our core commitments and become

competent, reflective teachers who are capable of preparing all of our students for college success. This supports PUC's three commitments of (1) Five times more college graduates within the communities we serve, (2) After four years with us, students are proficient, and (3) Students commit to uplift our communities now and forever. Through the PUC Schools Induction Program, beginning teachers develop instructional practices that are delineated in our Teacher Development System College-Ready Teaching Framework - a rubric for guiding and observing effective instruction. The domains, standards, and indicators of the teaching framework were designed to help teachers and schools meet our three commitments.

Beginning teachers hone their skills by learning about promising practices through their weekly collaboration with their mentor on their Individual Learning Plan, a document that tracks weekly learnings, reflections, and data. Teachers act as action-researchers to develop an inquiry question on the Individual Learning Plan that is focused on their Growth Goals. Growth Goals are developed collaboratively between the teacher, the mentor, and their principal. They are goals based on school and teacher needs and are tied to indicators in our teaching framework.

Induction mentors observe and give feedback five times throughout year to collect data on the Growth Goals. This is another example of seamless integration between Induction and school site teacher development work. Through their Induction work, teachers' research practices and strategies that will help them meet their individual Growth Goals.

PUC Induction Program has contributed to the growth of each teacher who has completed the program. Survey data taken at the end of the year from stakeholders show that all stakeholders value Induction as a support for beginning teachers. 99% of Induction candidates agreed in a survey that stated "Induction supported my growth." See graph 1.5 below.



**Three Teaching Practice Priorities: College Readiness, Constructing Knowledge, and Cognitive Engagement**



Throughout the framework, three priorities are reflected in the descriptors of teacher performance, revealing our underlying beliefs about what constitutes good instruction and our ultimate outcome for students: to be college-ready. When teachers provide students with learning experiences that allow them to construct knowledge during cognitively engaging tasks, they are developing the skills, dispositions, and knowledge that will prepare them for college-level assignments and courses.

1. ***College Readiness*** means having the knowledge, skills and attributes to succeed in college including:
  - a. Key cognitive strategies – such as intellectual openness, inquisitiveness, analysis, reasoning, interpretation, precision and accuracy, and problem solving.
  - b. Key academic knowledge and skills – such as writing and research skills and strong foundations in the A-G requirement courses.
  - c. Academic behaviors – such as self-monitoring and study skills.
  - d. Contextual skills and awareness – such as “college knowledge.”
2. ***Constructing Knowledge*** refers to purposeful learning experiences in which the learner does the work of learning; for example, through thinking, talking, writing or making. As a result, the highest level of teacher performance occurs when teachers create and facilitate opportunities for students to construct meaning through inquiry, academic discourse, meta-cognitive activities, experiential learning, and problem solving.
3. ***Cognitive Engagement*** means individuals give sustained, engaged attention to a task requiring mental effort and that are within the zone of proximal development of the learners. As a result, teachers demonstrate the highest level of performance when their students are meaningfully engaged in cognitively complex learning.

### **Domains, Standards, and Indicators**

The Framework is comprised of the following four domains, as derived from Charlotte Danielson’s research based Framework for Teaching and adapted to align to the core values of TCRP:

1. Data Driven Planning and Assessment
2. Classroom Environment
3. Instruction
4. Professional Contributions

Each domain includes a set of standards and indicators that define the domain. There are a total of 18 standards and 29 indicators. For example, Domain 1, Data-Driven Planning and Assessment, is partially comprised of the following standards and indicators below:

### College Ready Teaching Framework (Sample)

Domain 1: Data Driven Planning and Assessment	
Standard	Indicator
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data

#### Four Levels of Performance

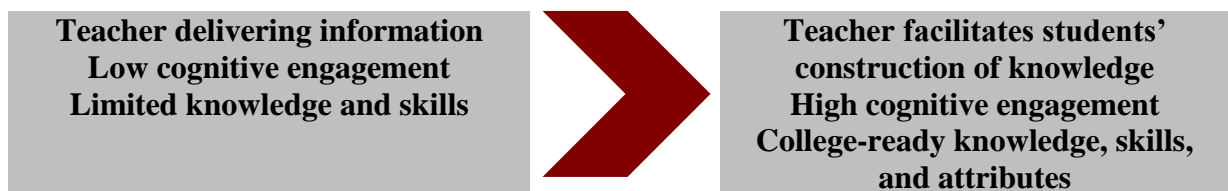
Each indicator in the framework is further defined by descriptions of evidence that can prove performance on a scale of I (emerging) to IV (mastery), allowing teachers to benchmark their practice on each indicator and understand what would be required to progress to the next level of effectiveness. Across all indicators, the characteristics of performance are consistent at each level, as follows:

#### Levels of Performance

Level I	Level II	Level III	Level IV
The teacher fails to effectively demonstrate the specific indicator and student learning is negatively impacted.	The teacher is inconsistent or only partially successful in demonstrating the specific indicator, student learning is not maximized.	The teacher is consistent in demonstrating the specific indicator; student learning is strong.	The teacher is consistent in demonstrating the specific indicator and has created a classroom where students share in this responsibility; student learning is maximized.

In addition, there is a trend across levels in terms of the three priorities described earlier:

**Table # 3 Priorities**



Prior research (Gordon, Robert James, Thomas J. Kane, and Douglas Staiger. *Identifying effective teachers using performance on the job*. Washington, DC: Brookings Institution, 2006.) has shown that for all students, regardless of their background or prior performance, spending a year with a teacher performing mostly at Level I can lead to reductions in their learning gains from one year to the next. Students of teachers performing at Level III make the anticipated annual gains; students of teachers performing at Level IV help their students to surpass those expected gains. While teachers performing at Level III are considered highly effective at fostering college readiness, constructing knowledge and cognitive engagement in the classroom, Level IV in the rubric is intended to provide teachers opportunities to hone their craft in specific areas. In Level III teaching, students are engaged in learning through thoughtful facilitation by the teacher. In Level IV teaching, the classroom functions as a community of learners with student assumption of responsibility for learning. Through clearly articulated expectations and differentiated support, our goal is for each teacher to attain at least a Level III on every indicator so that we can meet our student achievement goals.

Whatever their current level, the language of the CRTF can help teachers understand what the next level of performance looks like and inspire them to take the necessary steps to attain that level of performance in their classrooms. After all, highly effective teachers are critical to preparing PUC CCMS & PUC CCECHS scholars for success. Timely, targeted supports correlate directly to indicators in the CRTF and allow for focused and professional growth plans that move each individual teacher to higher levels of performance. Growth goals shape these plans. They are determined collaboratively among teachers and the school leader who deliver real-time coaching and drop-ins. The PUC network has protocols to guide teachers in pursuing their growth goals both individually and collaboratively. Examples include protocols for analyzing student work, peer observations and a video self-analysis. Ultimately, the Teacher Development System increases student achievement

All PUC schools develop a professional development (PD) plan in alignment to the guidelines set for by the CMO, which include the following:

- Site Specific Professional Development (Minimum Days): The school will engage in PD during minimum days based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Regional Superintendent, and PUC Instructional Team members.
- Site Specific Professional Development (Full Days): The school will engage in full day PD based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Regional Superintendent, and PUC Instructional Team members.
  - Five site specific PD days during the summer (increased to 10 for first year of operation)
  - 6 days during the school year
    - Two Design Your Own (DYO) professional development days where teachers focus on their professional growth goals. Teachers have the option to; visit other PUC schools, or non-PUC schools, to observe their peers; conduct research; work on their goals with a team of peers.
    - A staff retreat focused on the mission, vision and values of the school.
    - Two days focused on data analysis after PUC-Wide Benchmark Assessments
    - A site specific PD based on need and data.

- PUC-Wide Professional Development (Full Days)
  - Summer Institute: New teachers attend a one to two week learning lab that combines theory and practice. The objectives of this lab include:
    - Articulate how the College-Ready Teaching Framework defines *Powerful Teaching and Learning* in a PUC School;
    - Articulate how relationships, routines, rituals, and artifacts provide the foundation for effective classroom management;
    - Observe powerful teaching and learning in action in the Lab Classrooms;
    - Design and receive feedback on a learning experience using the learning cycle and integrating other common instructional practices as applicable.
    - Describe the PUC Inclusion philosophy
    - Describe how to leverage the Clinical Counseling Program to support the success of PUC students; and
    - Review IT basics at PUC.
  - A PUC-Wide Kick Off to celebrate the start of every school year.
  - Two PUC-Wide PD's focused on initiatives across the organization (for at least school years 2014-15 and 2015-16 these days will be focused on the CA Common Core State Standards)
  - A PUC-Wide Community of Practice, a conference wherein PUC teachers deliver PD sessions to their peers. Teachers have the opportunity to attend multiple sessions of their choice.
- Weekly grade-level team meetings: All PUC schools utilize grade-level team meetings one time per week for a minimum of 1 hour. These meetings occur during minimum days when students are released approximately 2.5 hours earlier than usual. The purpose for these meetings is to reinforce teacher collaboration, build teacher leaders, and best meet the needs of students. Each teacher is a member of a grade-level team, or group of teachers who all teach the same grade of students. Within these grade-level teams, we focus on one indicator from the CRT Framework per month and go through a series of discussions, reciprocal peer observations, and best-practice shares that drive forward teacher growth and development. We pick apart the language that describes level 3 effective teaching and brainstorm and share techniques for improving our practice to reach this specific level. The agenda for these meetings include specific non-negotiable and school / grade level team specifics that are added as needed by the school / grade level. The non-negotiables include: student praise, students of concern and interventions, sharing of content / current and upcoming focus and collaboration, and inclusion.
- Weekly meetings of the whole staff: Weekly whole staff meeting provides time for necessary communication and whole staff discussion. The time ranges from 20 minutes to 1 hour and may be used to address school needs based on data (e.g., EL strategies, special education, inquiry, and school culture).
- Content team meetings: Teachers have a content-alike department team time as needed during early release day and may utilize common preparatory periods. Teachers use this time to collaborate, using the teaching framework as the common language on which to base this collaboration. Instead of having to describe a teaching practice and spend time framing a goal that a teacher might have for development, colleagues can jump directly into active, tangible discussion because they have the common language and expectations of the effective teaching framework.

- Co-planning, observing, and co-teaching model lessons: PUC CCMS & PUC CCECHS teachers receive direct instructional support from the site administrator(s) through coaching and side-by-side collaboration. The side-by-side collaboration includes co-planning of lessons, observation of peers focused on specific standards in the teacher framework, and co-teaching. We believe it is not enough to talk about instructional practices; it is imperative that leaders and teachers engage in the creation, refinement, and implementation of effective instructional practices.
- Analysis of student work: Teachers will be trained in the analysis of student data. They will become experts at conducting data analysis through ongoing analysis of network-wide assessments and the creation and analysis of their own internal assessments in Illuminate. Assessment is one achievement data point; other important data points for achievement analysis are grades and anecdotal teacher evidence. Through data analysis teachers will:
  - share and innovate based on results
  - adjust intervention strategies and students in need of intervention
  - link results back to practice through reflection
  - refine their scope & sequence, instructional strategies
- Web-Based Professional Development: PUC has a wealth of materials (documents such as lesson plans, assessments, graphic organizers, etc., as well as videotapes) aligned to the College Ready Teaching Framework. All teachers will have access to these resources through the PUC Intranet and BloomBoard

### 1.21 MEETING THE NEEDS OF ENGLISH LEARNERS

PUC CCMS & PUC CCECHS intends to continue to enroll a student population that serves a percentage similar to LAUSD's enrollment of English Learners (ELs) given the community we will serve. PUC CCMS & PUC CCECHS will follow the existing PUC CCMS & PUC CCECHS Schools EL Master Plan which meets all requirements of federal and state law, relative to equal access, to the curriculum for EL students, as it pertains to annual notification to parents, student identification,, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. PUC CCMS & PUC CCECHS will implement policies to assure proper evaluation and communication regarding EL students and the rights of students and parents.

#### **PUC Schools Mission and Vision for English Learners**

All English Learners are capable of achieving at high levels including but not limited to graduating college, engaging in a stimulating career and uplifting their community	All educators in PUC are language teachers capable of developing the social and academic literacies of our English Learners	All students bring with them the asset of their native language and culture that must be leveraged by PUC educator to engage in learning and development of the community
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**Detailed Timeline of Intake, Assessment, Identification**

Home Language Survey: All students enrolling in a PUC school complete a Home Language Survey as part of the PUC Schools enrollment packet. Currently, the five questions on the current Home Language Survey are as follows:

1. What language did this 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. What language is most often used by the adults at home?
5. Has this student received any formal English language instruction (listening, speaking, reading, or writing)? Yes ☐ No ☐

If the parents or guardians of a student list a language other than English on any of the Home Language Survey questions 2 through 3, the student must have his or her language proficiency assessed\*. The Home Language Survey and records be used to determine whether or not the student is required to take the ELPAC 2018-19.

\*If a parent or guardian completed a Home Language Survey at another school or district and completes a new survey upon enrollment, the first Home Language Survey supersedes the Home Language Survey filled out at a later date. The EL classifications stands until the student meets the criteria for reclassification.

**Initial Assessment and Classification of Students**

If the parents or guardians of a student list a language other than English on any of the questions 2 through 3 of the Home Language Survey, the students will be given an assessment to determine language proficiency:

- The English Language Proficiency Assessment for California (ELPAC)

These assessments will be administered within 30 days of the students start date. The assessments must be administered by a PUC staff member trained in the use of ELPAC.

Scores for the test will be entered (once received) into the PUC Data Hub. Classification of students will be based on the following cut points:

	<b>Students Initial Classified as EL</b>	<b>Student Initially Classified as IFEP</b>
<b>6<sup>th</sup> gr.-12<sup>th</sup> gr.</b>	Overall 1- Low Level 3 or Overall 4-5 with 1 or 2 on at least on subset) CELDT*	Overall High Level 4 -5 CELDT* (with at least all subsets level 3 or higher)

\*Data from ELPAC will be used beginning 2018-19. The CDE has not yet issued new Reclassification criteria for ELPAC

**Initial Parent Notification Letter**

**Prior to testing:** All parents of students who will be taking the ELPAC test will be informed by letter. The letter provides the parents with both the law and rationale beyond initial assessment for the language proficiency

**After testing results are received:** All parents will receive a letter explain their child's test results, along with the child's assessment results from the State of California.

**Parents' Rights**

Opting out of EL services: Parents have the right to opt their children out of Designated ELD. However, all ELs must take the ELPAC annually until they reclassify as RFEP.



(ESSA Title I. § 1111(b)(2)(G)) and state (EC § 313)

Schools will remain responsible for:

- Providing Integrated ELD which includes meaningful access to the core curriculum for all EL students.
- Carefully monitoring EL progress in the acquisition of English.
- Alerting ELs' parents and providing additional support if they are not meeting minimum progress expectations.

#### Annual Language Proficiency Tests Required for all ELs

Students who already have been classified as ELs will take the ELPAC every year. Assessment is performed at school sites by trained staff. EL student must continue to take the ELPAC until reclassified as RFEP. Parents may not opt student out of annual testing. Parent will receive notification letters before students take the test and once again when results from the State of California are received.

#### Reclassification of ELs

To be reclassified as fluent English proficient, students must meet the following criteria:

- Overall ELPAC proficiency level is Moderately Developed (Level 3) or higher and: In the Listening, Speaking, Reading, and Writing Domains, there is no more than one domain scored at a Somewhat Developed Level (Level 2)
- Student scores at "Nearly Met" or higher overall on the CAASPP (SBAC) OR
- Lexile scores in the range of "Approaching" or higher on the College and Career Readiness Lexile Performance Standards.
- Teacher Evaluation: Teacher observation rubrics or teacher judgment that students are sufficiently prepared to perform in the core curriculum.
- Parent consultation

\*Data from ELPAC will be used beginning 2018-19. The CDE has not yet issued new Reclassification criteria for ELPAC

Students' records will be reviewed once state annual proficiency data is received. Parents of students reclassified as proficient will be notified via written communication. Parent who want more specific information will be encourage to meet with administration.

The core mission of PUC Schools' instructional program for English Learners (ELs) is to ensure ELs are college, career, and community ready. The purpose of our instructional program is to teach ELs to understand and use academic English proficiently and effectively. While at the same time ensuring that they have meaningful access to a high quality education and the opportunity to achieve their full academic potential.

#### **PUC Schools' instructional program for ELs is:**

- Researched based
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards, and California ELA/ELD Framework
- Designed to address the needs of each EL subgroup.
- Effectively monitored

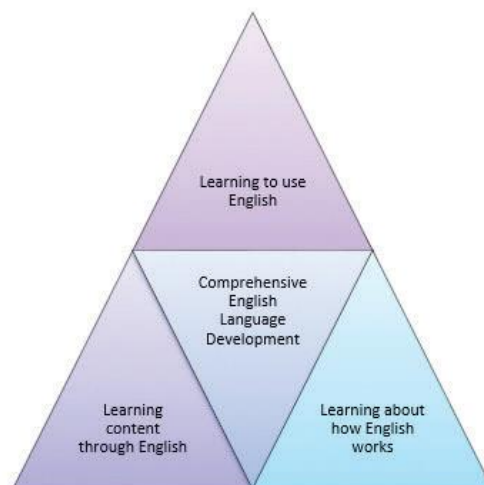


The English Learner program components will be provided by each subject area teacher during both Designated and Integrated time as outlined in the “*Designated and Integrated ELD*” section below.

### **Top Priorities for all PUC Schools’ Comprehensive English Language Development Instructional Program for ELs**

- Provide instruction that address the needs of all EL subgroups present at the site.
- Provide robust Integrated ELD across the content areas aligned with the CA ELA/ELD Framework
- Provide Designated ELD based on data determined needs of ELs until they reclassify
- Provide ongoing professional learning on best practices in EL instruction
- Monitor EL progress and effectiveness of instruction with formative and summative assessments
- Use school based intervention plans to ensure support of at “Risk” of Becoming and Long Term English Language Learners

### **Three Interrelated Areas of Comprehensive ELD\***



\*Adapted from pg. 108 of the California ELA/ELD Frameworks

### **Designated and Integrated ELD**

At the center of both the 2012 California ELD Standards and the 2014 CA ELA/ELD Framework is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in and currently learning. The concept of Integrated ELD and Designated ELD are used throughout the 2014 CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaged learning.

Designated and Integrated ELD address both parts of the California ELD Standards, Part I, *Interacting in Meaningful Ways* and Part II, *Learning about How English Works*. In Designated ELD, there is a greater emphasis on Part II of the Standards, but standards from Part I are also addressed. This has the added benefit of ensuring “meaningfulness” as students “learn about how English works.”

Part III, *Using Foundational Skills*, involves teaching skills such as sound-letter correspondences in a way that highlights similarities and differences between a student’s home language and English. It could appear in either Integrated or Designated ELD depending how the classroom is structured based on students identified needs.

#### ELD Proficiency Level Continuum

Teachers will use the ELD Proficiency Level Continuum to develop targeted ELD and differentiate instruction in all content areas. Currently, the CELDT levels are used linked to Proficiency Continuum until ELPAC data is available.

#### Newcomer Support

Newcomers will receive the most intensive support in years 1 and 2, and should be monitored for up to four years. Grades 6<sup>th</sup>-8<sup>th</sup> Grade:

- Newcomer pull-out (based on the specific language learners determined needs) combining Designated ELD with some Integrated ELD and content teaching, including foundational literacy, together with cultural and school knowledge
- Comprehensive Integrated ELD during the rest of the school day

#### Instructional Resources

All instructional resources used at PUC CCMS & PUC CCECHS are linked to the CA Common Core and Next Generation standards. Instructional Units will be planned by bundling the content standards with the CA ELD standards.

To ensure fidelity of the implementation the following resources are some of the tools that will be provided to teachers and support staff (coaches, administration, etc.). in addition to the provided language arts instructional materials

- ELA/ELD Vignettes and Snapshots
- PUC Exemplary Units for all Contents Areas
- San Diego Unified School District English Language Development Bundles

#### Minimum Progress Expectations for ELs

	<b>High “Pre-Emerging” to Low Emerging</b> (High CELDT 1 to Low CELDT 2)	<b>High Emerging</b> (High CELDT 2)	<b>High Expanding</b> (High CELDT 3)	<b>Low Bridging</b> (CELDT 4 or 5)	<b>Mid to High Bridging and Reclassification</b> (CELDT 4 or 5)
<b>End of Year 1</b>	<b>Student A</b>	<b>Student B</b>	<b>Student C</b>	<b>Student D</b>	<b>Student E</b>
<b>End of Year 2</b>		<b>Student A</b>	<b>Student B</b>	<b>Student C</b>	<b>Student D</b>
<b>End of Year 3</b>			<b>Student A</b>	<b>Student B</b>	<b>Student C</b>
<b>End of Year 4</b>				<b>Student A</b>	<b>Student B</b>

End of Year 5					Student A
Other End-of –Year Minimum Progress Academic Indicators					
<b>Reading (Lexile/Guide Reading Level)</b>	1 to 3 levels below	1 to 2.5 grade levels below	1 to 2 grade levels below	1 to 1.5 grade levels below or less (meet PUC Schools Reclassification Criteria)	1 to less than 1 grade levels below (meet PUC Schools Reclassification Criteria)
<b>Math Benchmarks</b>	1 to 2 grade levels below	1 to 1.5 grade levels below	1 grade level below or less	.5 grade levels below or less	On grade level
<b>SBAC ELA and Math</b>	Standard Not Met	Standard No Met/Nearly Met	Standard Nearly Met	Standard Nearly Met/Met	Standard Nearly Met/Met

*\*CELDT Scores will be replaced with ELPAC scores during the 2018-19 school year.*

#### Interventions for ELs Not Meeting Minimum Expectations

Tier 1 instruction should meet the needs of roughly 80% of EL students and includes both whole group and small group instruction. Tier 1 will also provide appropriate differentiation for ELs with attention to the language demands of a task.

When an EL is determined to have difficulty that requires Tier 2 or Tier 3 support, stakeholders will craft an intervention plan that:

- Is based on specific assessment data
- Has a clear entry and exit criteria for participation in the intervention
- Provides frequent progress monitoring to ensure the effectiveness of the intervention
- Provides systematic and explicit instruction with modeling, multiple examples, and feedback
- Will be changed after 8 weeks or less if the student is not meeting time-bound goals
- If and when an EL is identified with a specific learning disability, a certified Special Education staff member will share monitoring of the Tier 3 plan, in alignment with the student's IEP

#### Family Advisory Committee

Our schools and classrooms are most effective when families actively influence and contribute to the PUC mission of college, career, and community readiness. The California Local Control Funding Formula (LCFF) requires our schools to create a Local Control Accountability Plan (LCAP) for compliant spending of State funding. The LCAP must be supported by family input and advisement.

In order to meet State requirements and support EL family capacity building and decision-making regarding LCAP expenditures, each PUC school with 21 or more ELs will establish an English Learner Advisory Committee (ELAC). The committee will be comprised of an equal percentage of parents of ELs as to the number of ELs enrolled in the school.

#### Translation and Interpretation

Communication with all families of ELs in their primary language is essential to support parents of ELs and ensure their full involvement and engagement. At all PUC schools families with limited English proficiency must be provided opportunities to participate equally in school programs and activities, and should have full access to and understanding of the educational process. PUC schools with 15 percent or more of the pupils enrolled in the school speaking a single primary language other than English, will translate all notices, reports, statements, or records sent to the parent or guardian in their primary language. Families may also respond to all communication in their primary language. Oral interpretation will also be provided at meetings, family workshops, and family-teacher conferences.

### **STUDENT PROGRESS MONITORING**

The ELPAC will be administered, in grades 6 – 8 every fall to all students who are identified as ELs. Students will be required to complete the assessment each year until they re-designated. Students are tested in the areas of listening, speaking, reading, and writing. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed. PUC CCMS & PUC CCECHS's staff will examine the results from this test alongside other assessments since the school will be focused on providing quality English language development instruction to all LEP students at the school at their proficiency level. The

ELPAC is one of the measures used to determine whether students are able to be re-designated. Re-designation will be one of the school's primary goals and measures of success. Long term English learners (LTELS) will be targeted for intensive support, after school and throughout the school day, with the target of getting them to reclassify. The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications.

## **PROGRAM EVALUATION**

The evaluation for the program effectiveness for ELs in the school will include:

- Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

## **PROCESS FOR MONITORING RFEP PROGRESS**

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

The administrator/designee will coordinate the monitoring of reclassified students. All RFEP students will be monitored at the end of each reporting period for a minimum of two years following reclassification. If a student is not making satisfactory progress after reclassification, the LAT will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

## **PROCESS FOR MONITORING THE PROGRESS AND SUPPORTS FOR LTELS**

ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting re-classification criteria at the beginning of their 6th year are considered Long-Term ELs. In order to support the progress and reclassification of LTELS we will monitor the progress in the following way: At least once yearly, a Language Appraisal Team (LAT) will meet to review the progress of LTEL students, and will use the English Language Monitoring Roster. The review of students who have been an English Language for more than 5 full years will take place in late summer/early fall after the release of SBAC scores and by teacher request for students not meeting proficiency benchmarks in Reading or Math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a record of LTEL student progress that will include, but is not limited to, data on ELPAC annual progress, SBAC scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports. The administrator/designee will coordinate the monitoring and meeting of the LAT. All LTEL students will be monitored at the end of each reporting period. If a student is not making satisfactory progress, the LAT will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support specific to the needs of the LTEL student.

## 1.22 MEETING THE NEEDS OF GIFTED STUDENTS

The entire school community is committed to designing learning experiences that differentiate for different populations of students, including gifted and advanced students. We agree with Kathy Checkley when she states teachers must use assignments that “allow different levels of complexity in students’ responses” to better serve all learners including gifted students (11 Teaching Gifted Children (and all others) to Think Better. Kathy Checkley. Classroom Leadership, 2003, Volume 7 Number 3).

PUC CCMS & PUC CCECHS believes that differentiation does not imply that teachers must use a different curriculum, but that the complexity and depth of assignments differ to meet the student’s need in increasing their knowledge base. Instead of assigning busy and extended work, lessons are crafted to challenge the students to think more critically and engage in the content in depth.

The school will determine the needs of GATE students through the following:

1. Identify student’s interest(s) using student survey
2. Identify student’s abilities or area(s) of strength through teacher observation
3. Teacher-Parent meeting at the beginning of the year or during the year as needed
4. Family Success Team meeting where the student’s needs are discussed and a plan is developed to meet those needs.

The school will meet the needs of GATE students through the following strategies as suggested in the “Inclusive Classroom: Meeting the Needs of Gifted Students: Differentiating Mathematics and Science Instruction (Source:

<https://educationnorthwest.org/sites/default/files/12.99.pdf>):

1. Communicate high expectations
2. Be sensitive to the experiences and beliefs of people from different cultural groups.
3. Continuously and firmly encouraging students to go to college. Discuss the necessary coursework, tests, and other preparations with students and parents.
4. Create a multicultural learning environment and make sure the curriculum reflects a variety of cultures.
5. Help students connect with role models and mentors.
6. Enlist support of parents and family members.
7. Provide students with a variety of learning options
8. Listen to students’ concerns, fears, and beliefs about their educational experiences.

The instructional program components, services, and/or supports will be provided by each subject matter teacher. PUC CCMS & PUC CCECHS’ teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students.

In addition, the instructional program will be provided through various strategies such as:

1. Differentiation strategies, for example, modifying what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using different dimensions of depth and complexity in all lesson plans.
2. Flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability.
3. Students will have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context.
4. Differentiated independent research projects as a strategy to challenge these students to increase their learning.
5. Advanced learning opportunities that allows students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate.
6. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others.
7. PUPUC CCMS & PUC CCECHS believe that the family connection is important to the success of the gifted student. Parents will collaborate with school leaders, teachers and children in order to present and develop the individualized plan that best meets their child's needs.

PUC CCMS & PUC CCECHS will use the following procedure for identifying gifted students: A referral for identification can be made by a teacher, parent, or student. Identification is accomplished through an assessment process consisting of the following elements:

1. Search, screen, referral,
2. Committee review,
3. District verification. Students must meet one of the criteria for gifted:
  - a. Intellectual Ability
  - b. High Academic Achievement/Specific Academic Ability
  - c. Visual Arts Ability
  - d. Performing Arts Ability
  - e. Creativity Ability
  - f. Leadership Ability

Monitoring of the Gifted and Talented (Accelerated) student is done through the following three levels:

1. Student Level:
  - a. Set individual student target
  - b. Individual Student Profile used to track performance
  - c. Analyze individual work against key criteria
  - d. Records kept of student performance
2. School Level:
  - a. Coordinator has an overview and list of cohort
  - b. Action Plan that aligns with individual student targets



- c. Coordinator monitors differentiation, planning and teaching
- d. Teacher monitors student progress toward targets through lessons and observations
- 3. LEA Level:
  - a. Regional Superintendent monitors the Action Plan
  - b. Superintendent helps school set additional targets for school
  - c. Transition profile is also used to assure continuity of learning activities for students transferring to another school within PUC Schools.

### **1.23 MEETING THE NEEDS OF STUDENTS ACHIEVING BELOW GRADE LEVEL**

The PUC CCMS & PUC CCECHS program has been designed to provide a personalized learning environment in which students work for, and achieve, the most rigorous academic standards while discovering and cultivating their unique gifts and talents. Our entire school community collaborates to ensure that student outcomes are met. Further, PUC CCMS & PUC CCECHS staff and educators are committed to school-wide student achievement and work to actively engage parents. We firmly believe that learning is best achieved when associated with students' individual needs, their natural curiosity, and their desire to be challenged. When teaching is supportive and purposeful, students meet or exceed grade-level expectations: academic, social, and behavioral.

Based on our many years of experience with our current PUC schools located in the NE San Fernando Valley and Northeast Los Angeles, PUC CCMS & PUC CCECHS is prepared to enroll a large number of students who are struggling and likely have one or more of the following: low levels of literacy, lack of a solid foundation in mathematics, inability to organize themselves or to maintain focus, and/or disengagement from learning. To meet the needs of all students – but, in particular, those who have been traditionally academically low achieving – PUC CCMS & PUC CCECHS will adhere to all legal requirements and mandates under the Every Student Succeeds Act (ESSA), and will maintain compliance with the Response to Intervention (RtI) model guidelines. PUC CCMS & PUC CCECHS faculty and staff will monitor student performance on a regular basis to ensure that students who are at risk of failing to perform at grade level – that is, struggling students – are appropriately identified and supported. Implementation of the Family Support Team (FST) model (described further in this Response) and the RtI approach means students will be regularly monitored to determine progress. Attention to the students' cultural and linguistic background will inform decisions. The diagnostic approach will shape instruction and inform decisions about interventions and eligibility for special education programs. PUC CCMS & PUC CCECHS teachers will do whatever it takes to meet the needs of struggling students. The teachers will use many resources, including each other, their leaders, and both online and hard copy Pre-Referral Intervention Manual (by Stephen B. McCarney) resources.

It is also likely that PUC CCMS & PUC CCECHS will continue to enroll students who have not yet been identified as having a special need. Accordingly, PUC CCMS & PUC CCECHS will follow child-find procedures to identify all students who may require assessment to consider special education eligibility, as well as special education and related services in the case that

general education interventions do not provide a free appropriate public education to the student in question. As discussed above, PUC CCMS & PUC CCECHS will utilize a three-tier Response-to-Intervention (RtI) model that will help identify students who may require special education and related services.

## **DETERMINING AND IDENTIFYING STUDENTS WHO ARE STRUGGLING**

We expect students will enter PUC CCMS & PUC CCECHS with enormous diversity—in culture, language, prior educational experiences, home circumstances, learning styles, attitudes toward learning, and future ambitions—as well as with varying skill levels in literacy and mathematics. The school will implement a data-driven approach beginning immediately and continued on an ongoing, regular basis. Staff will use assessment results to identify areas of concern and growth, to identify learning gaps, and to inform methods/strategies used to deliver instruction and interventions. In the case that a student is not progressing in a manner consistent with academic success, PUC CCMS & PUC CCECHS will rapidly modify instructional methods (including delivery and tools) within the general education classroom to address the students' specific needs and will also begin to track interventions.

PUC CCMS & PUC CCECHS will implement a three-tiered early prevention system model. PUC CCMS & PUC CCECHS will implement the PUC Pyramid of Intervention model that has proven to be successful and includes PUC's Family Support Team (FST) model. PUC CCMS & PUC CCECHS uses the term FST to emphasize the collaborative aspects of the team, and the fact that it is not only the student, but also the family, that needs support. The FST is a positive school-wide identification and intervention process.

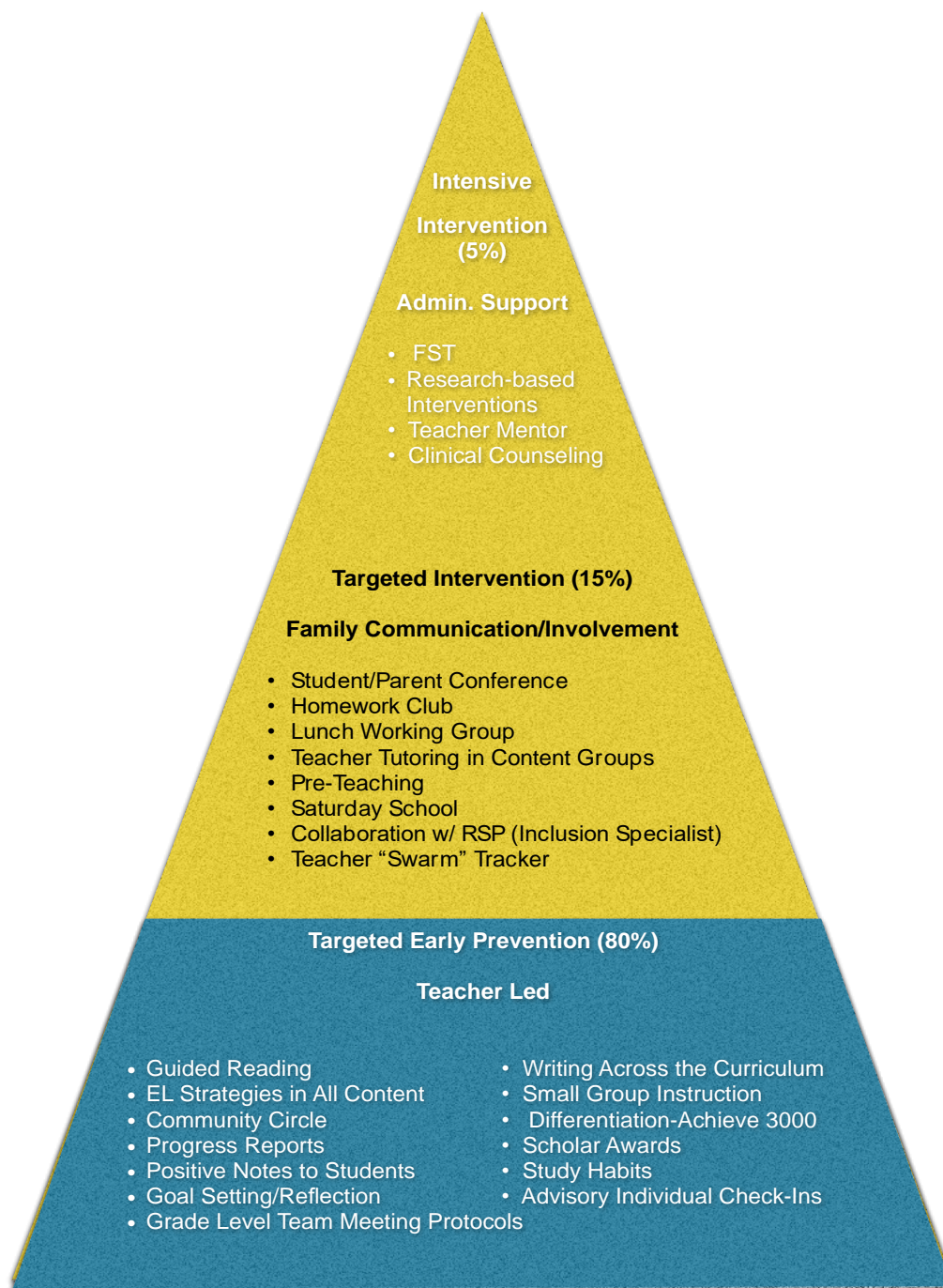
The PUC Family Support Team (FST) is what many other schools call a Student Support Team or Student Study Team (SST). PUC uses the term FST to emphasize the collaborative aspects of the team, and the fact that it is the family that needs support, not only the student. The Family Support Team is a positive school-wide early identification and early intervention process. The FST provides both academic and behavioral intervention. Working as a team, the student, parent/guardian, teachers, school administrator, and other appropriate school personnel identify the student's strengths and assets, upon which an improvement plan for school success can be designed. Concerns are seen as obstacles to student success and not descriptors of the student or his character. As a regular school process, the FST intervenes with school and community support and designs a practical improvement plan that all team members (school, student, parent/guardians) agree to follow. Follow-up meetings are planned to provide a continuous casework management strategy to maximize the student's achievement and school experience. The Pyramid of Intervention on the following page illustrates PUC CCMS & PUC CCECHS's multi-level approach to academic interventions and supporting the needs of struggling students.

## **MONITORING THE PROGRESS OF STRUGGLING STUDENTS**

Monitoring is vital and will be done at two levels: 1. School-wide and 2. Classroom-level:

1. School-wide: All subject area teachers meet by grade-level on a regular basis to discuss school-level progress of all students, highlighting those student who are struggling or who are not at grade-level. Teachers analyze school-level data from both State and Local assessments that informs them of overall progress and trends that will help determine future planning. Teachers discuss ways that each subject area teacher can support all struggling students, creating a cross-subject support plan.
2. Classroom-level: Teachers in all subject areas will monitor the progress of struggling students or students achieving below grade level. Monitoring is done through the following: (Source: School Improvement Research Series article, “Monitoring Student Learning in the Classroom.” <https://educationnorthwest.org/sites/default/files/monitoring-student-learning.pdf>):
  - a. Monitoring Seatwork: Systematic approach when noting individual students while moving or looking around the classroom, while addressing individuals frequently, usually privately, to keep students accountable and on-task.
  - b. Monitoring Homework: Consistency with checking assignments regularly, and then individually questioning students who make low grades or are struggling.
  - c. Monitor for completion and accuracy. In addition, provide timely and specific feedback to students as to content as well as a review or further explanation of concepts and processes.
  - d. Monitor as a Part of Classroom Reviews: Daily, weekly, and monthly reviews through questioning and other learning probes, that call attention to areas where reteaching is needed.
  - e. Classroom Testing: Classroom assessments are administered regularly and frequently and are an integral part of the instructional approach. Assessments are collected, scored, recorded, and returned to students in a timely manner.
  - f. Reviewing Student Performance Data: Teachers review student performance data on a consistent basis to determine student progress and whether teaching methodology needs to be realigned.

## PUC CCMS & PUC CCECHS Academic Pyramid of Intervention



**TIER 1**

Tier 1, as presented in the bottom portion of the pyramid above, will be implemented within the general education classroom. These early prevention strategies have proven to consistently support approximately 80% of the student population. Tier 1 interventions include the following:

- Writing Across the Curriculum
- EL Strategies in all content
- Small Group Instruction
- Community Circle
- Differentiation through Achieve 3000
- Progress Reports
- Scholar Awards
- Positive Notes to Students
- Study Habits
- Goal Setting/Reflection
- Advisory Individual Check-In's
- Grade Level Team Meeting Protocols

<b>Tier</b>	<b>Elements</b>	<b>Staff Involved</b>	<b>Family Support Team (FST)</b>
1	Whole Class Grouping Screening Measures: 3x/year Frequency: per school schedule Duration: School year	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>

**TIER 2**

When the classroom teacher's early preventions are not working, an FST Intervention Checklist will be used to begin Tier 2 specific interventions in the classroom. The checklist enumerates the possible forms of intervention that a teacher, administrator, and family may implement if they identify a student in need of behavioral or academic intervention. The Intervention Checklist is also used to document interventions the teacher has implemented and the degree of success of those interventions. Interventions applied will be research-based and the implementation of, and results of, these interventions will be documented. If the teachers' instructional modifications do not produce the desired results that would put the student on track to perform at grade level, students will be recommended to participate in Tier 2 targeted interventions.

The Tier 2 interventions will be provided in addition to the core instructional program that is provided in Tier 1 and described above. The provision of interventions in Tier 2 may be non-classroom-based and will increase in frequency and intensity as they are provided in addition to the general education program. Tier 2 interventions may include the following:

- Change of seating or cohort
- Peer support
- Graphic Organizers
- Lecture Notes
- Student/Parent Conference

- Homework Club
- Lunch working Group
- Teacher Tutoring in Content Groups
- Pre-Teaching
- Saturday School
- Collaboration w/ RSP
- Teacher “Swarm”
- Academic or Behavior Tracker

Typically, in Tier 2 interventions the grade level team gets involved in implementing interventions and monitoring student progress. The general education teacher may also receive support as needed from other educators in implementing interventions. Focus will begin given to solving problems rather than creating placements.

<b>Tier</b>	<b>Elements</b>	<b>Staff Involved</b>	<b>Family Support Team (FST)</b>
2	Small group instruction Progress monitoring: No less than 1x every 2 weeks Frequency: Varies, no less than 3x/week for a minimum of 20-30 minutes/session Duration: 9-18 weeks	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Classroom teachers across grade level</li> <li>• Resource Specialist</li> <li>• After School Staff</li> </ul>	<ul style="list-style-type: none"> <li>• FST Checklist is completed.</li> <li>• Research-based interventions are implemented.</li> </ul>

### **TIER 3**

If students continue to not show adequate progress, they will move into Tier 3 interventions. An FST meeting will be convened to gather key players, including the student, to brainstorm and identify interventions. It is expected that parents will attend and will be notified in accordance with section 100.2(ii) of the Regulations of the Commissioner of Education that their child needs additional interventions regardless of their attendance. Similar to Tier 2 interventions, Tier 3 interventions will consist of specialized, research-based interventions in addition to the general education program. Tier 3 instruction will be provided by school personnel who are highly skilled or trained in the areas of academic need identified by the student assessment results. Provided services may include the following:

- Clinical Counseling
- Teacher Mentor
- Saturday School
- Small Group Instruction in After School Program

In the case that the most intensive level of intervention fails to assist a student and progress is deemed unattained, the entire school community (including parents) may determine that a referral for a comprehensive evaluation to determine eligibility for special education be made. In addition, the FST is a requirement that must be filled prior to referral for special education services. If/when



assessment results indicate that students have made necessary growth, they will exit Tier 3 interventions.

Tier	Elements	Staff Involved	Family Support Team (FST)
3	Individualized or small group (1-2 students) Progress Monitoring: Continuous; no less than 1x/week Frequency: Varies, more frequently than Tier 2 for a minimum of 30 minutes/session Duration: A minimum of 12-24 weeks	<ul style="list-style-type: none"> <li>• Clinical Counselors</li> <li>• Classroom teacher</li> <li>• Classroom teachers across grade level</li> <li>• Resource Specialist</li> <li>• Tutor</li> </ul>	<ul style="list-style-type: none"> <li>• FST meeting is convened</li> <li>• FST Summary Document is created. Interventions increase in intensity</li> </ul>

### AT-RISK

PUC CCMS & PUC CCECHS is hesitant to compartmentalize its approach specific to serving designated populations given the collaborative nature of its model. PUC CCMS & PUC CCECHS adopts the belief from the Accelerated Schools Model (Fashola, Olatokunbo S., and Robert E. Slavin. "Schoolwide reform models: What works?" *Phi Delta Kappan* 79 (1998): 370-379.) that: "Students considered 'at risk' are those who are unlikely to succeed in schools as schools are currently constituted. These students are deemed at-risk because they bring a different set of skills, resources, and experiences than those on which school success is traditionally based. An at-risk student is caught in a mismatch between the experiences he or she has at home, with family or community on the one side, and what schools traditionally expect for their success on the other. For this reason, a child is referred to as caught in an at-risk situation. Once educators cease to view the child as at-risk and, instead, view the situation the child is placed in as at risk, we can then change the situation" (View Park Prep Charter High School, 2003). PUC CCMS & PUC CCECHS will provide every student and, in particular, those who are placed in at-risk situations and those identified as gifted and talented with a powerful, engaging, and accelerated curriculum that will enable them to succeed.

The description of the school's annual goals and specific annual actions required by California Education Code section 47605(b)(5)(A)(ii) can be found in Element 2. Our goals for student success are as follow:

- The educational program will enable pupils to become self-motivated, confident, and lifelong learners.
- Pupils will master the basic and augmented skills in context, develop concepts, and become critical thinkers and problem solvers.
- Pupils will receive an enriched curriculum in language arts, mathematics, science, social studies, technology, health, physical education, and performing and visual arts.
- Pupils will develop an attitude of self-respect, respect for others, and an appreciation for the strength of diversity.



- Pupils will demonstrate cooperative pro-social behavior with a sense of responsibility to their school, home, and community. Students will display this sense of responsibility by being of service to their school and community.
- Pupils will be exposed to career and post-secondary opportunities to develop personal and professional life goals.
- Pupils will begin to establish long-term, post-secondary goals and identify strategies, resources and support to help them achieve these goals.

## **STRATEGIES, PROGRAMS, and RESOURCES**

### ***CURRICULUM AND INSTRUCTION***

As stated previously, the PUC CCMS & PUC CCECHS curriculum, including instructional goals, methods, assessment, and materials, is customized to not only address, but to embrace, the diversity within its anticipated classrooms. Based on the Common Core Standards, the curriculum is designed to ensure that all students, including those with and without special needs, are provided with the same rigorous content. PUC CCMS & PUC CCECHS's vision of high expectations will drive curricular decisions, as research provides "compelling evidence that when children of color are given a challenging academic curriculum and supported by high expectations, they can and do achieve at high levels" (Education Trust. (2006). *Yes We Can: Telling Truths and Dispelling Myths about Race and Education in America*. Washington, DC: Author.). PUC CCMS & PUC CCECHS will work tirelessly toward its goal of moving each student over the high bar.

### ***STRONG STAFF AND FACULTY***

PUC CCMS & PUC CCECHS believes in the strength of its staff and faculty to facilitate school achievement. PUC CCMS & PUC CCECHS will hire culturally responsive staff and given the anticipated population of English learner (EL) students will seek to hire bilingual staff and an administrator who will manage the services to students whose primary language is not English and who have not yet become proficient in the English language.

### ***CLASSROOM MODIFICATIONS AND INSTRUCTIONAL METHODS***

The following classroom modification and/or instructional methods may be implemented to meet the needs of struggling students:

#### **ACADEMIC**

##### **Instructional Strategies:**

- List objectives and goals for lesson and/or day at a glance
- Differentiate instruction into tiers or by learning style / multiple intelligence
- Provide rubrics with expectations before assigning a task or project
- Present information in multiple formats (visual, graphic organizer, auditory, etc.)
- Cooperative learning strategies with clearly defined roles (ex. Think-Pair-Share)

- Flexible grouping for ability based instruction
- Pre-teach content vocabulary across content areas

### **Modifications and Accommodations:**

- **Time:** *extended time on classroom assignments, tasks, tests, and quizzes*
- **Directions:** *read directions aloud, restate and clarify directions, highlight key words, have students repeat directions back to teacher or class*
- Use of graphic organizers
- Use of manipulatives and hands-on materials
- Provide a copy of class notes or an outline on which student can take notes
- Provide work samples as a model (examples and non-examples)

## **BEHAVIORAL AND SOCIAL**

### **Classroom-based strategies:**

- Structure and consistency in classroom environment
- Provide options and choices (i.e., where to complete work in the room)
- Use of timer
- Preferential seating; sit next to peer-model
- Incorporate opportunities for movement within the classroom
- Opportunities for breaks and “time-outs”

### **Cueing, Prompting, and Praising systems:**

- Catch them doing right!
- Positive attention and specific praise
- Make a “connection” with student through 1:1 attention or interest in his/her interests
- Visual prompts and signals
- Physical prompts and signals, including the use of teacher proximity
- Advance warning of transitions and changes in schedule

### **Reinforcements:**

- Reward system: *daily, weekly behavior charts*
- Self-monitoring behavior charts
- Behavior contracts
- Give student a “job” or classroom responsibility
- Communication between home and school (email, phone, communication journal, planner, etc.)

## **ORGANIZATION**

- List objectives for lesson
- Provide schedule of daily activities or post in a visible location
- Extended time on classroom tests, quizzes, and assignments
- Repetition and consistency

## **ATTENTION**

- **Directions:** *read directions aloud, restate and clarify directions, highlight key words, have students repeat directions back to teacher or class,*
- To-do list - break down into small increments of time if necessary
- Incorporate opportunities for movement within the classroom
- Provide alternate workspace (two desks)
- Redirect to task
- Provide options and choices (i.e. where to complete work in the room)
- Preferential seating
- Cooperative learning with clearly defined role in group work

### MISCELLANEOUS

- Set reasonable goals and expectations

### 1.24 MEETING THE NEEDS OF SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

Approximately 90% of the population in the Northeast LA qualify for free or reduced-price lunch and are considered to have low socio-economic status. Hence, the academic program in this proposal was designed to meet these student needs. Ruby Payne (Educational Leadership, 2008) specifies powerful practices that have shown to address the needs of students with low socio-economic status. One of these strategies includes assessing each student's resources in order for the school to accommodate for any gaps. The school will use the California Healthy Kids Survey (CHKS), "a comprehensive, youth risk behavior and resilience data collection service available to all California local education agencies, and is funded by the California Department of Education." The following are some of the resources that a student may not have and specific steps the school will take to meet their needs:

- **Financial Resources:** If a student does not have the financial resources for specific materials such as mandatory uniforms, the school will provide them. . This includes access to technology as needed.
- **Physical Health:** School's counselors will service students that need mental health support. In addition, the school will provide resources and information to support the family in obtaining the necessary health care.
- **Support systems:** Our staff will work with parents to create support systems outside of school. In addition, students that don't have academic support will be provided time and a place to work on their academics (homework) before and/or after school. These students will also have free tutoring and intervention programs available at the school.
- **Knowledge of unspoken rules:** Our school's advisory program will teach students the hidden rules of school and those of norms and habits of a group. This will ensure that students will be confident to work in any environment intermingled with any social group.
- **Pathways to College:** Parents will be provided with educational workshops throughout all

grades related to how socio-economic status does not have to be an obstacle in the child's path to college.

## **IDENTIFICATION PROCESS**

PUC CCMS & PUC CCECHS identifies Socio-Economically Disadvantaged Income Students through the Direct Certification process and via the National School Lunch Program application.

## **PROGRESS MONITORING**

With an overwhelming majority of PUC CCMS & PUC CCECHS's students identified as socio-economically disadvantaged (88.29% per CALPADS Fall Survey 2017), progress monitoring for this particular group of students falls in line with the process by which all PUC CCMS & PUC CCECHS students are supported, namely through our robust instructional program, access to social and emotional support services through our Family Support Team (FST), a clear RTI process, and consistent parent/family engagement. All members of the Administrative, Curriculum, and Student Support services team collaborate with teachers and support staff to monitor student progress. Universal screeners are administered periodically to measure student progress and identify students that may be in need of further support or intervention. The FST process is used as a vehicle for teachers and support staff to initiate a referral if a particular student demonstrates need.

## **DEDICATED TIME**

Understanding that time is essential to the success of the above approach, teachers' daily schedules will include ample planning time. More specifically, the schedule has been created to provide teachers with a partial day each week for planning, reviewing data, and collaborating with a wide range of service providers. Reliability of assessments, as well as accuracy in scoring and in the interpretation of data, will be supported through professional development.

## **EFFECTIVE PROFESSIONAL DEVELOPMENT**

Effective implementation of the PUC CCMS & PUC CCECHS model demands professional development (PD), value added collaboration and ongoing supervision. PUC CCMS & PUC CCECHS shall take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a response to intervention program. Following is a brief description of the professional development topics PUC CCMS & PUC CCECHS will offer that relate to at-risk students:

- **Supporting At-Risk Students:** organizational, regional, and school-based PD that is based on PUC Schools Teacher Development System (TDS) Teacher Framework.
- **Data Driven Planning & Assessment to Best Meet the Needs of Your Students:** knowing our students through qualitative and quantitative data analysis. Teachers learn how to collect

and utilize data to inform instruction.

- **Conveying Positive and High Expectations to Students:** This occurs in several ways. One of the most obvious and powerful is through personal relationships in which teachers and other school staff communicate to students, “This work is important; I know you can do it; I won’t give up on you” (Howard, 1990). The literature on resiliency repeatedly confirms the protective power of firm guidance, challenge, and stimulus – plus loving support (Garbarino et al., 1992; Werner, 1990). Youth who are succeeding against the odds talk of being respected and of having their strengths and abilities recognized (McLaughlin et al., 1994; Mehan et al., 1994). Successful teachers of poor children refuse to label their students at risk; they look at each child and see the gem that is inside and communicate this vision back to the child (Ashton-Warner, 1963; Ayers, 1993; Carini, 1982; Curwin, 1992; Heath, 1983; Kohl, 1967). They look for children’s strengths and interests, and use these as starting points for learning. In *Among School Children*, Kidder (1990) describes the power that teachers have to motivate children: “For children who are used to thinking of themselves as stupid or not worth talking to or deserving rape and beatings, a good teacher can provide an astonishing revelation. A good teacher can give a child at least a chance to feel, ‘She thinks I’m worth something; maybe I am’” (p. 3). Thus, a relationship that conveys high expectations to students can internalize these beliefs in students and by doing so, develop the self-esteem and self-efficacy that Rutter found in the successful schools in his study.
- **Creating a Classroom Learning Environment:** Based on the premise, “If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely that they will create the conditions necessary for social competence and academic success of students.” (Young, Marchant, & Wilder, 2003). Our goal is to collaboratively create positive school environments that nurture the social, emotional and academic well-being of all students through the use of Positive Behavior Support (PBS) practices. Resources may include the following
  - *Tribes Community Circle*
  - *Advisory*
  - *Discipline with Dignity*
  - *How to Talk so Students Can Learn*
- **Rigorous Engaging Instruction:** Students identified as being at risk of educational failure often receive a watered-down curriculum that emphasizes the acquisition of basic academic skills. All students – especially those at risk – need to be engaged in interesting and challenging learning that goes beyond basic proficiencies. One of the best ways to ensure meaningful, engaged learning for all students is by developing whole-school programs in which classroom teachers, specialists, administrators, and support staff collaborates to provide improved school-wide instruction. Supportive instruction within the regular classroom can be provided for those students who need additional help in meeting high academic standards. Research findings also are helping educators recognize the need for students to take an active role in the learning process. When students are responsible for their own learning, they actively plan, organize, and evaluate their progress. At-risk students can become more active, strategic learners when they develop metacognition, or the ability to think about their own thinking and learning. With metacognitive awareness, students can actively plan how to learn, monitor their progress, and evaluate their own achievements. Cooperative learning allows students of varying abilities and

interests to share responsibility for learning as they work together in small groups to research topics, solve problems, and improve their understanding of subject matter. Peer tutoring, which can help both tutor and student to take an active role in learning, encourages the development of academic and social skills as students teach other students.

- **Engaging Students:** based on the indicators of engaged learning, as presented in “Students Are Responsible For Their Own Learning,” Jones, Valdez, Nowakowski, and Rasmussen (1995), “In engaged learning settings, students are *responsible for their own learning*; they take charge and are self-regulated. They define learning goals and problems that are meaningful to them; have a big picture of how specific activities relate to those goals; develop standards of excellence; and evaluate how well they have achieved their goals. They have alternative routes or strategies for attaining goals--and some strategies for correcting errors and redirecting themselves when their plans do not work. They know their own strengths and weaknesses and know how to deal with them productively and constructively. Engaged learners are also able to shape and manage change.” (p. 8)
- **Engaging Families:** understanding the importance of parent and family involvement as a way to improve learning for at-risk students. Menacker, Hurwitz, and Weldon (1988) state: “The power and authority of the school alone are insufficient to ensure the good discipline and motivation necessary for acceptable educational outcomes. Parental support and involvement are needed. “We must recognize the value of the resulting new synthesis, supported by both research and common sense, that the home and school are interdependent and necessary factors for educational improvement in schools serving the urban poor.” (p. 111) Additional research by Comer and Haynes (1992) indicates that parental involvement contributes to improved academic performance, behavior, and self-esteem of at-risk students. (Refer to the Critical Issues Supporting Ways Parents and Families Can Become Involved in Schools and Creating the School Climate and Structures to Support Parent and Family Involvement.)

### 1.25 Meeting the Needs of Students with Disabilities

The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

### 1.26 STUDENTS IN OTHER SUBGROUPS

The PUC Foster Youth Coordinator (who also serves as the Director of Clinical Counseling) will provide additional support, including clinical counseling services, as needed, to students who are currently in foster care.

## IDENTIFICATION OF SUB-GROUPS

Students who fall into other subgroups- including foster youth and standard English learners- will be identified at the time of enrollment. Students in both of these subgroups will receive targeted instruction and supports in their General Education classes (unless additional, Special Education or EL supports are required).

PUC CCMS & PUC CCECHS will identify these sub-group of students through the following:

1. Teacher observation
2. Family Success Referral
3. Review of student assessments(both local and state)
4. Student academic progress

## **PROGRESS MONITORING OF STUDENTS IN OTHER SUBGROUPS**

Progress monitoring for students in other subgroup of students falls in line with the process by which all PUC CCMS & PUC CCECHS students are supported, namely through our robust instructional program, access to social and emotional support services through our Family Support Team(FST), a clear RTI process, and consistent parent/family engagement. All members of the Administrative, Curriculum, and Student Support services team collaborate with teachers and support staff to monitor student progress. Universal screeners are administered periodically to measure student progress and identify students that may be in need of further support or intervention. The FST process is used as a vehicle for teachers and support staff to initiate a referral if a particular student demonstrates need.

### **1.27 TYPICAL DAY**

#### ***PUC CCMS TYPICAL DAY:***

In a typical day, school begins at 8:00am and students begin their day in Advisory in which they engage in social-emotional learning experiences to help grow their non-cognitive skills. Lessons are developed by grade-level teachers with the parameters of school-wide themes and goals in order to ensure the content of social-emotional curriculum is appropriate and relevant to the experiences of the 6th, 7th, and 8th graders. Lessons include one-on-one conferencing between a teacher and a student about their academic progress and grades, the character trait of the month and character development, growth mindset, and college and career readiness. During this time, students also engage in Community Circle twice a week. This is an effective method in the Tribes Program which allows every student along with their Advisory teacher to have their voice heard related to a common topic. The topics addressed in the circle allow for students and teachers to learn more about each other's background, interests, and values, and therefore build meaningful connections that can additionally be used to engage students in the learning process in their content classes.

Following Advisory, students go to their first period which can be one of their content classes (English, Math, Science, or History), Physical Education, or a visual or performing arts elective



(music, theatre, dance, or art). A visitor will note that each class begins with a Do Now which is a warm-up exercise meant to engage students in the objective of the day's lesson and allow students to access their prior knowledge. The class will continue through the learning cycle with extending prior knowledge which can be a teacher directly instructing on content material aligned to the standards, modeling a skill or strategy, or students reading about a specific topic. Students will then move into the application portion of the lesson which allows students to apply the strategy in a problem set, in writing, or create an assignment which demonstrates their understanding of the material. Lastly, students will complete a closing reflection which is a final data piece in which students summarize their learning or respond to a teacher-created question based on the day's lesson.

Every day, students also participate in a Book Club period for 30 minutes before lunch if in 6th grade and after lunch if in 7th or 8th grade. Book Club is a time when students independently read a book of their choice and at or near their lexile level. During this time, students respond in Book Club notebooks based on metacognitive strategies of the month including predicting, summarizing, making connections, using context clues, and asking questions in order to develop their independent literacy skills. Teachers also have one-on-one conferences with students to determine their reading comprehension, learn students' reading interest, and collect data on students' reading progress. As an additional layer of support to assist all students in developing their literacy, this upcoming school year students will be organized into homogenous groupings during Book Club to allow for differentiated Book Club lessons more aligned to students' Lexile range and more targeted conferences with teachers. These groupings will be based on the students most recent reading data according to the NWEA assessment during the first week of school.

For students identified as English Language Learners, Book Club will serve as ELD Designated pull-out support time on Mondays, Wednesday, and Fridays. During these three 30 minute class periods throughout the week, students will be assigned to a small group Book Club comprised of only students identified as English Language Learners in their grade level. Students will work closely with their English Language Arts teacher to receive instruction grounded in reading, writing, speaking, and listening ELD standards with lessons that align with skills and strategies students are using in their content classes throughout the school day. During the other two days of the week, students identified as English Language Learners will remain in a homogenous group with their English Language Arts teacher to have time to read a book of their choice and at their Lexile level and have frequent reading conferences with their teacher.

The 6th grade schedule includes a Math, English, Science, History (MESH) class period four times a week and a Writing Lab period after lunch on Mondays to support 6th grade students in their transition to middle school. For the past two years, MESH has served as an additional math support in which the Math and MESH teacher work collaboratively to align in the standards they teach and ensure that any skills and strategies that are introduced in Math class are then reinforced and practiced in MESH at the same time. The 6th grade English teacher additionally plans and creates lessons which support grade-level wide writing expectations including a common claim, evidence, reasoning (CER) paragraph writing format. This format is then used with a range of topics in English, History, and Science class throughout the school year. Both

MESH class and Writing Lab serve to allow students to practice and master foundational skills in English and math that can then be built upon in 7th and 8th grade.

### ***PUC CCECHS TYPICAL DAY:***

A visitor to our school will find evidence of the PUC Three Commitments and our school wide expectations of the 4 Ps (Polite, Prompt, Prepared, Productive) embedded in classroom instruction, school culture, and student dispositions. On a typical day, students who arrive early may stop by the Multi Purpose Room to pick-up breakfast. Some students might choose to participate in tutoring sessions with their teachers. School starts promptly with first period at 8:20am, all wearing the PUC CCECHS logo uniform. Teachers begin the day by greeting students at the door and begin each class by taking attendance. Students who are late, absent or out of uniform will receive a phone call home to the parent or guardian. School-wide announcements are made every Monday, Wednesday and Friday during 2<sup>nd</sup> period to inform students of upcoming college visits, student activities, athletics news, and more. The school day is based on a traditional schedule with six full classes with an additional 40 minute class, PCE (PUC Competitive Edge) at the end of each day. Visitors to the school will notice common instructional practices across classes, such as a warm up or do now designed to prepare students for the day's lesson, frequent formative assessment by teachers, school-wide approaches to reading and writing, and students reflecting on their learning through exit tickets. Observers will note how lessons are tailored to strategic objectives, infused with literacy, and scaffolded toward college readiness. Students are able to explain what they are learning and how they will apply their learning. When asked, students can articulate the criteria for success in their work.

During nutrition and lunch breaks, teachers are busy leading study sessions or conferencing with students. Club meetings, community service projects, and school spirit activities may be occurring on any given day during these times. Right after the last period of the day, students transition to their PCE class. During the PCE class, teachers engage their students in mine lessons from a range of topics that ensure that students are ready for college and beyond. Those lessons can be anywhere from, how to write an email, creating a resume, to how to complete a financial aid application. Once a week, on a rotating basis, students will take part in a social-emotional learning experiences, sustained silent reading, a structured study hall while their teachers conducts one-on-one grade check conversations with advisees and a Community Circle on a topic relevant to current programming in PCE. The advisory teacher serves as an additional adult connection on campus to ensure that no students “fall through the cracks” academically, socially, or emotionally. A friendly and professional staff and administration will be found actively supporting students, teachers, and parents. Observers will note an abiding love and respect for students among the adults on campus. After school, PUC CCECHS is brimming with activity. Students move quickly into their sports, arts, and other enrichment activities. Tutoring and AP Study Sessions provide critical academic support. Homework club offers a quiet environment with computers available for students to remain on campus and complete assignments. The College Center may be active with students completing college applications or registering for exams. The school day frequently extends into athletic events, fundraisers, parent nights, performances, or student activities. On a typical day, visitors to campus will be most impressed by the positive school culture, college focus, and high quality instruction at PUC CCECHS.

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

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

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

**2.1 Measureable Goals****Local Control Accountability Plan (“LCAP”)**

The school’s annual goals, for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, for each of the eight state priorities identified in Education code Section 52060(d) and pursuant to Education Code Section 47605(b)(5)(A)(ii), and specific annual actions to achieve those goals are in the completed “LCFF State Priorities” table (Chart 1.4) provided in Element 1 of this petition which meets the above requirement.

## 2.2 Summative Assessment Performance Targets

See Element I, *Chart 1.4*, titled, "LCFF State Priorities" that is "consistent with the way information is reported on a school accountability report card", EC § 47605(b)(5)(C)), identifying and describing specific targets that align with the eight (8) state priorities identified in California Education Code § 52060(d).

As the school becomes more familiar with its target student population, the school's goals, actions and targets associated to the Eight State Priorities may be revised depending on the local control and accountability plan annually adopted by the ***Partnerships to Uplift Communities Lakeview*** Board of Trustees.

To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments goals in the chart.

## 2.3 Measuring Student Progress: Formative Assessments

### PUC Schools Assessment System

The PUC Schools Assessment System aims to provide stakeholders with valid, fair, reliable, and timely information regarding student growth and progress towards proficiency on the Common Core State Standards and the Next Generation Science Standards. The PUC Assessment System intent is to provide instructional, evaluative, and predictive information for stakeholders. At PUC, we commit to ensure all students are proficient within four years. To this end, we believe there is a need for internal measures to measure our progress towards this goal. The PUC Assessment System intends to fill the gap between the state tests, which are summative and teacher made assessments, which are clearly unique to the teacher. We want teachers and leaders to be able to use assessment results to adapt instruction, curriculum, and professional development to meet student needs. Additionally, the assessment system should signal the extent to which teachers, schools, and programs are helping students maximize their potential and master learning material. Finally, as a source of information for students, parents, teachers, and leaders the assessments should be predictive of performance on state tests. Although we recognize the importance of external, high stakes exams, we want to limit our dependency on them to tell our intrinsically unique story of student achievement. It is our desire that with the continuous improvement of the PUC Assessment System that we will have comprehensive data beyond the state tests to illustrate our success in reversing the achievement gap for our students.

The chart(s) below shows the Assessment Plan for 2018-2019.

### Middle School

Content	Assessment	Description	Frequency
Reading	MAP Growth	Norm-referenced assessment that indicates students growth within and across the school year and provides predicted achievement levels on the SBAC tests.	Pre, Mid, and Post
Writing	On Demand Writing	Students plan and write either a persuasive or explanatory/informational essay from sources within one class period.	Twice per year
Math	MAP Growth	Norm-referenced assessment that indicates students growth within and across the school year and provides predicted achievement levels on the SBAC tests.	Pre, Mid, and Post
Science	NGSS Assessments	NGSS-aligned assessments	Twice per Year
Visual and Performing Arts	Performance Exhibitions	Performances or exhibitions of student art work.	Throughout the Year
PE	Physical Fitness Test	Several components of the CA Physical Fitness Test administered to indicate growth between and across school years.	Pre and Post

#### High School Assessment Plan

Content	Grades	Assessment	Description	Frequency
Reading	9-10	MAP Growth	Norm-referenced assessment that indicates students growth within and across the school year and provides predicted achievement levels on the SBAC tests.	Pre, Mid, and Post
	11-12	SBAC IAB	Interim Assessment Blocks are used to assess progress towards mastery of the standards and show growth between grade levels.	Once

Writing	10-12	On Demand Writing	Students plan and write either a persuasive or explanatory/informational essay from sources within one class period.	Twice per year
Math <sup>3</sup>	9-10	MAP Growth	Norm-referenced assessment that indicates students growth within and across the school year and provides predicted achievement levels on the SBAC tests.	Pre, Mid, and Post
	11 & 12	SBAC IAB	Interim Assessment Blocks are used to assess progress towards mastery of the standards and show growth between grade levels.	Once
Science	9-12	NGSS Assessments	NGSS-aligned assessments	Twice
Reading, Writing, English, Math, & Science	9-10	ACT Aspire	Summative assessment backwards mapped from the ACT taken by most of PUC seniors for college admissions.	Once
Spanish		PUC Spanish Assessments	Backwards mapped from AP Spanish exams to provide data to teachers about student progress.	Pre and Post
Visual and Performing Arts		Performance Exhibitions	Performances or exhibitions of student art work.	Throughout the Year
PE	9	Physical Fitness Test	Several components of the CA Physical Fitness Test administered to indicate growth between and across school years	Pre and Post

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, **PUC Community Charter Middle and PUC Community Charter Early College High** shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously



improve teaching methods, gauge the school's performance in comparison to similar schools throughout the District and state, and provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education ("CDE"). The following types of assessments will be utilized to supplement the PUC-wide Assessments indicated in the above chart(s).

- **Standardized Tests:** **PUC Community Charter Middle and PUC Community Charter Early College High** will administer all state required standardized tests including Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics, the California Science Test (CAST), and the Physical Fitness Test (PFT) to students in the required grade levels during the designated testing windows. All students who are English Learners as indicated on their Home Language Survey will also take the English Language Proficiency Assessments for California (ELPAC). The school will also administer any additional assessments required by the state during the period covered by this petition. Results from these tests will be analyzed prior to the beginning of the subsequent school year to create school-wide, grade-level, and department-level instructional goals. These goals will drive professional development at the site.
- **Performance Assessments:** Performance assessments include projects, papers, or tasks that require students to produce a product. **PUC Community Charter Middle and PUC Community Charter Early College High** emphasizes authentic performance tasks or real-world application whenever possible through this articulation, we can ensure that our students are not only ready to perform well on end of the year summative assessments, but also will be prepared to enter high school.
- **Ongoing Classroom Assessment (in each content area):** Ongoing, periodic assessment is an integral part of the learning process for both teachers and students. Assessment of student progress will occur at the end of units of study, before, during, and after individual lessons, and as needed to check for understanding and to measure the internalization of new concepts and skills. In addition to measuring student growth, these assessments will serve as an important reflection tool for teachers to use in assessing the effectiveness and impact of their instruction.
- **Rubrics and Criteria Charts:** Teacher- and student-generated rubric and criteria charts will be used to evaluate student work. Rubrics may be tailored to a classroom assignment, to a grade level benchmark assessment, or a school-wide assessment. **PUC Community Charter Middle and PUC Community Charter Early College High** places a high priority on the utilization of these tools to ensure that students have clear criteria for producing quality work and work to become self-regulated evaluators of their own performance.

#### ASSESSMENTS NOT YET SELECTED

Assessments that have not yet been selected or created by **PUC Community Charter Middle and PUC Community Charter Early College High** will be scrutinized to ensure they:

- Are in alignment with the CA Common Core Standards and Next Generation Science Standards (NGSS)
- Will provide data to support the full range of learners, those demonstrating the need for remediation, as well as those demonstrating the need for acceleration.
- Are valid and reliable.



## 2.4 Data Analysis and Reporting

**PUC Community Charter Middle and PUC Community Charter Early College High** firmly believes that “using data separates good schools from mediocre schools. Schools that are increasing student achievement, staff productivity and collegiality, and customer satisfaction use data to inform and guide their decisions and actions. Data use essentially sets a course of action and keeps a staff on that course to school improvement and student success.” (J. Killian & G. T. Bellamy, 2000) Additionally, the Regional Alliance for Mathematics and Science Education at TERC has placed a strong emphasis on the use of data and has identified the top 10 uses of data (see below) as a lever of change. **PUC Community Charter Middle and PUC Community Charter Early College High** concurs with each of the ten uses and is committed to establishing and maintaining a data driven culture.

1. Data can uncover problems that might otherwise remain invisible.
  2. Data can convince people of the need for change.
  3. Data can confirm or discredit assumptions about students and school practices.
  4. Data can get to the root cause of problems, pinpoint areas where change is most needed, and guide resource allocation.
  5. Data can help schools evaluate problem effectiveness and keep the focus on student learning results.
  6. Data can provide the feedback that teachers and administrators need to keep going and stay on course.
  7. Data can prevent over-reliance on standardized tests.
  8. Data can prevent one-size-fits-all and quick solutions.
  9. Data can give schools the ability to respond to accountability questions.
  10. Data can build a culture of inquiry and continuous improvement.
- (Love, 2000)

### ANALYSIS

Research indicates that when teachers use data to adjust their instruction, student learning is significantly impacted. “If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education.”<sup>4</sup>

**PUC Community Charter Middle and PUC Community Charter Early College High** believes that consistent data analysis is essential in closing the achievement gap for all students. PUC’s use of a cycle of data analysis has driven instruction and has contributed greatly to the dramatic gains in student achievement seen at its schools over time. Likewise, all stakeholders at **PUC Community Charter Middle and PUC Community Charter Early College High** will be equally invested in the success of its students and will always seek the road of improvement.

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<sup>4</sup> See <http://www.nassp.org/portals/0/content/49859.pdf>.

All team members at **PUC Community Charter Middle and PUC Community Charter Early College High** take responsibility for student achievement. **PUC Community Charter Middle and PUC Community Charter Early College High** believes that frequent assessment of student progress is a major contributor to success in student achievement. The macro-study described in Goodwin's Changing the Odds report from McREL supports the practice as a critical factor in cases where schools drastically outperformed schools with similar demographics. PUC places a high emphasis on continuous data analysis. PUC assessments will be analyzed following each administration and utilized to drive student performance.

**PUC Community Charter Middle and PUC Community Charter Early College High** will administer the MAP Growth assessment, or another norm-referenced equivalent, in the Fall, Winter, and Spring to monitor student growth and progress towards mastery of the standards. Teachers use individual, class, and grade-level data to inform instructional groupings, instructional materials, and intervention strategies at the beginning and mid-points of the school year. Data for individual students is communicated to each student and their family during parent meetings/conferences at the beginning of the year. At PUC, we commit to ensure all students are proficient within four years. The data allows us to communicate to families their child's predicted performance levels on the state test and the degree to which the child has progressed within and between school years. This information is used to create a plan with the family to accelerate their child's progress.

The school also uses MAP data, or another norm-referenced assessment, to determine the degree of student academic gains and/or losses both within and between school years to inform instructional materials, instructional methods and sequencing, and professional development for areas in need of improvement. The PUC National Data Team will disaggregate school-wide MAP, or other norm-referenced equivalent, data by gender, race, English Learner status, Special Education status, socioeconomic status, and other relevant subgroups and leaders and teachers will analyze those data to make any needed adjustments to the instructional program. Any substantial disparities in improvement across subgroups may result in modifications to curriculum, schedule, school staffing, or provision of support services. **PUC Community Charter Middle and PUC Community Charter Early College High** will use data as a tool to drive instructional decisions, and as such aggregate grade level data will be shared with other PUC Schools and the PUC Board on a regular basis.

Customized dashboards created by the PUC Data Team, and Illuminate and other vendor specific reports are a critical component of the **PUC Community Charter Middle and PUC Community Charter Early College High** /PUC National Assessment system. The dashboards and reports provide teachers and leaders with actionable data that drives quality instruction.

**Pre-Assessment:** teachers have access to reports that indicate current student performance in reading and mathematics, as well as reports that indicate the necessary skills students need to develop in order to progress to the next level. Grade level teams will use these reports to group students for instruction and scaffold instructional activities appropriately to provide opportunity for all students to meet and exceed grade level standards.

**Interim Assessments:** teachers analyze data for assessments to identify strengths and opportunities to re-teach. Data is available in Illuminate and the PUC Dashboards, as well as from the individual test vendor websites. Teachers use this data to inform instructional content and strategies and to group students for instruction. Leaders use this data to inform individual and school-wide professional development.

## TEACHERS

Teachers will be responsible for collecting and maintaining organized files and to effectively document and share student outcomes. These are carefully analyzed with the goal of revising pacing and offering strategic, differentiated support to ensure that all students master the standards. The teachers' roles and responsibilities within **PUC Community Charter Middle and PUC Community Charter Early College High**'s data driven community include the following:

- To continuously modify, differentiate, adjust, and drive classroom instruction.
- To identify which standards they need to re-teach.
- To provide differentiated, individualized instruction for specific students.
- To alter their scope and sequence for the upcoming year, therefore, preventing similar short falls from reoccurring.
- To engage students in analysis of their own achievement data in order to drive goal setting and personal achievement.
- To authenticate results across assessments (example: a class/course grade and proficiency on a test).
- To use a variety of tools and combine classroom level data with school wide assessment data to test how well students have mastered material taught in the classroom.

## PRINCIPAL

The school leader will be a key player in ensuring the school's data practices are conducive to student achievement. The roles and responsibilities of the principal, particular to data include:

- Analyze classroom and grade level assessments to guide dialogue among teachers around improving instruction and increasing student performance.
- Ensure that assessments are given on schedule.
- Ensure that data is analyzed in a timely manner.
- Track student mastery of content across the curriculum.
- Facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized.
- Make recommendations to the Board of Trustees for reallocation of resources in the areas of money, time and personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments.
- Make recommendation to the Board of Trustees as school priorities are followed and set.
- Monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught; Evaluate instruction.
- Ensure tests (and administration of) are valid and reliable.
- Determine focus of and provide professional development.
- Compile a school-wide dashboard showing the recent data along with previous year's data.
- Encourage ongoing reflection of student performance.

## BOARD OF TRUSTEES

Students' academic progress will be shared with the **PUC Lakeview** Board of Trustees via regular meetings and through updates that are provided by the school leader. The board will use data:

- To ensure the school is academically successful and meeting its mission.
- To evaluate school progress.
- To hold PUC accountable for the academic support it provides to the schools.
- To gather a longitudinal record for comparison purposes.
- To compare **PUC Community Charter Middle and PUC Community Charter Early College High** achievement to that of schools in the district and state.
- To make informed decisions regarding the instructional and curricular practices that is implemented at the school.
- To make informed personnel decisions.
- To propose actions or support needed in any areas where progress is not on track.

## PUC NATIONAL

The PUC National Data Team will also provide the Regional Board representing the school and the staff with the information needed to drive school-wide improvement. The Regional Board and the staff will use data:

- To determine professional development needs.
- To propose necessary changes to the allocation of instructional supports.
- To generate reports.
- To inform instructional and curricular decisions, applying lessons attained through its network.
- To assist in the disaggregation of data.
- To correct problems as they arise.
- To look deeply at the impact of policies and practices on student learning.
- To identify assessment windows and integrate them into the school site calendar.

## STUDENTS

**PUC Community Charter Middle and PUC Community Charter Early College High** students will be trained to value assessment. Students will become advocates of their own success as **PUC Community Charter Middle and PUC Community Charter Early College High** believes that learning must encourage risk, requires self-examination, and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives. Students will be taught to use self-reflection as a tool to identify strengths and weaknesses and as a tool to manage self-identified behavioral and academic goals. They will be walked through their assessment results in small groups, individually, and as a class so they understand how they are scoring, what they have accomplished, and what they need to work on. As objectives are met, students are guided through understanding what action they took to accomplish a goal, and are then empowered to take responsibility for that action. Likewise, when students are not meeting expectations, they are counseled through how their actions led to that shortfall and how to adjust their efforts accordingly in the future.

## COMMUNICATION OF ACADEMIC ACHIEVEMENT AND PROGRESS TO PARENTS

The parents of each child will be cultivated as critical partners in the education of their child and will be fundamental in supporting the child's progress. Parents will learn what is expected of them as partners in their children's education at parent meetings and workshops, which will begin at the onset of each school year and continue throughout the year. Parents will support the school in monitoring students' progress on an ongoing basis, through ongoing dialogue with the child, regular review of his/her class work and homework. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts. In addition, **PUC Community Charter Middle and PUC Community Charter Early College High** will provide parent workshops and education classes, some of which may address data analysis.

### **SCHOOL SUCCESS PLAN (SSP)**

PUC's School Success Plan (SSP) is an instructional and operational practice that serves as the foundation for the alignment of all school wide goals. Rooted in PUC's three commitments, each school uses the SSP to articulate goals pertaining to student academic proficiency, college readiness and student and parent engagement so that our students achieve our mission by graduating from high school prepared for college success. Goals are crafted by the site leadership team using data and feedback from the previous school year. This data comes from a variety of sources including reflections from school wide professional development days, internal assessment scores, state assessment results and parent and student surveys in order to provide a robust depiction of the culture and context of the school.

Once articulated, SSP goals serve as a strategic road map that guides all decisions at the school site. Each goal contains key results that serve as formative assessments during the year so that the school can evaluate if they are on track to achieve each goal. Additionally, each key result has an action plan that describes the steps it will take to meet the outlined goal. From teacher professional development foci to intervention strategies, all school goals, key results and action plans are tied to the language and the outcomes as defined in the School Success Plan and truly serve as the structure for data driven decision making.

Site leaders engage stakeholders in periodically reflecting on data that informs progress towards the SSP goals stipulated by the key results. Leaders analyze student achievement data and update their SSP after each assessment so that they can reflect on areas of strength and areas needing increased focus in order to meet the end of year goals. The SSP creates a snapshot of progress towards goals and also facilitates communication both with teachers and with Regional Superintendents who in turn share this information with the schools Board of Trustees. This periodic and systematic reflection across schools serves two purposes: first, it ensures an accurate snapshot of student achievement to date, and secondly, it ensures a platform for sharing best practices across school sites. Leaders share their quarterly SSP updates with each other in a community of practice so that schools can learn from each other's areas of strength.

Over the summer, Regional Superintendents meet with site leaders to reflect on the previous year's data and discern what elements of their school led to success in their SSP and which areas need to be strengthened if any SSP goals were not attained. This data then becomes the baseline for the

following year's SSP, thus creating an endless loop of reflection, goal setting and data collection that fuels student-driven decision making at the school site.

In addition to the SSP the plan involves several levels: 1) maintain complete data so that we can aggregate and disaggregate student achievement data; 2) maintain data on specific students and groups of students identified for increased student achievement; 3) maintain data for teacher evaluations; and 4) collect qualitative data. All data will be shared with parents to ensure academic success through a partnership with parents, teachers and the school.

Because ongoing program assessment is a key to maintaining the integrity of our mission and vision, we utilize both a formative and summative approach for the evaluation and integration of our education capacity.

Each year, the principal and **PUC CCMS & PUC CCECHS'** Regional Superintendent will be responsible for preparing and presenting an annual report to the Board of Trustees which will detail the school's overall progress toward meeting the above listed measurable pupil outcomes. The **Partnerships to Uplift Communities Lakeview** Board can take immediate action based on this report to ensure that the school is consistently making progress toward meeting these outcomes. For example, the Board can assign an ad hoc committee made up of parents, teachers, administrators, students and Board Members to evaluate the school's progress and to make appropriate recommendations.

## **2.5 Grading and Progress Reporting**

### **GRADING**

Student passing grades will consist of A through C-, any grade below a C- will be considered a failing grade of F. This a way to raise the bar and motivate our students to work harder. In addition, this will help boost students GPAs for college and scholarship competitiveness. All teachers include categories such as assessments, homework, and effort for the Middle School . All high school teachers have adopted the college ready grading scale which consist of both traditional percentage grading for projects, exams, classwork and homework, and standards-based grading for quizzes only. Transfer students who have a "D" on his/her transcript will have their credits honored but will be required to retake the class in order to meet A-G requirements.

### **PROGRESS REPORTING**

Parents shall be informed regarding progress of students through student led and parent/teacher/student conferences, progress reports at least every 2 weeks, graded report cards at the conclusion of each semester, ad hoc meetings and access to their child's grades via PowerSchool.

### **MATRICULATION**



Students must pass all courses in 6<sup>th</sup> and 8<sup>th</sup> grade with a grade of C- or better to matriculate to the next grade.) Students must pass all courses in 9<sup>th</sup> through 11<sup>th</sup> grade with a grade of C- or better to matriculate to the next grade. The school and family will work together to determine how students will earn any missing credits or determine if a student should be retained. In addition, regular school attendance is mandatory for matriculation, as per guidelines in the “Family Compact”; students are to have no more than 16 absences over the course of 2 semesters. The school will provide all students every opportunity to meet the matriculation requirements. The students and families are also responsible to take advantage of the opportunities provided in order for the student to matriculate.

## **GRADUATION**

Students must pass all courses in 8<sup>th</sup> grade with a C- or better to graduate. The school and family will work together to determine how students will earn any missing credits or determine if a student should be retained. An 8<sup>th</sup> grade student will not participate in graduation ceremonies if he/she receives an F at the end of 8<sup>th</sup> grade. Students are expected to complete at least 35 hours of community service by the conclusion of 8<sup>th</sup> grade. The school will ensure that for all students with disabilities accommodations are followed based on each student’s IEP. The student will regularly attend school as per guidelines in the “Family Compact;” with no more than 16 absences over the course of two semesters. The school will provide all students every opportunity to meet the graduation requirements. The students and families are responsible to take advantage of the opportunities provided in order for the student to graduate. The school will convene a Family Success Team for those students who have exceeded 16 absences in order to provide support and assistance, if needed. This includes students who are considered “Homeless.”

Students must meet all graduation requirements, both in terms of overall number of credits (minimum of 220), and in terms of subject-specific requirements. The student will regularly attend school as per guidelines in the “Family Compact;” with no more than 16 absences over the course of two semesters. The school will provide all students every opportunity to meet the graduation requirements. The students and families are responsible to take advantage of the opportunities provided in order for the student to graduate.

## **PROMOTION/RETENTION APPEALS PROCEDURE**

Challenges or objections to retention may be addressed directly with the PUC CCMS or PUC CCECHS’ Principal. Students who are recommended for grade retention have a right to a hearing before the Principal makes the final decision to retain. If the decision is not mutually agreed upon, a parent can appeal the decision to the Regional Superintendent. If the request is not resolved to the satisfaction of the parent with the Regional Superintendent, the parent has the right to take their concern to the Partnerships to Uplift Communities Valley Board of Directors, which will make the final decision. The same procedure is followed in cases where parents think it in the best interest for their child to be retained.



## ELEMENT 4 – GOVERNANCE

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>5</sup>

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of

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<sup>5</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter

School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

### **PARENT ENGAGEMENT**

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

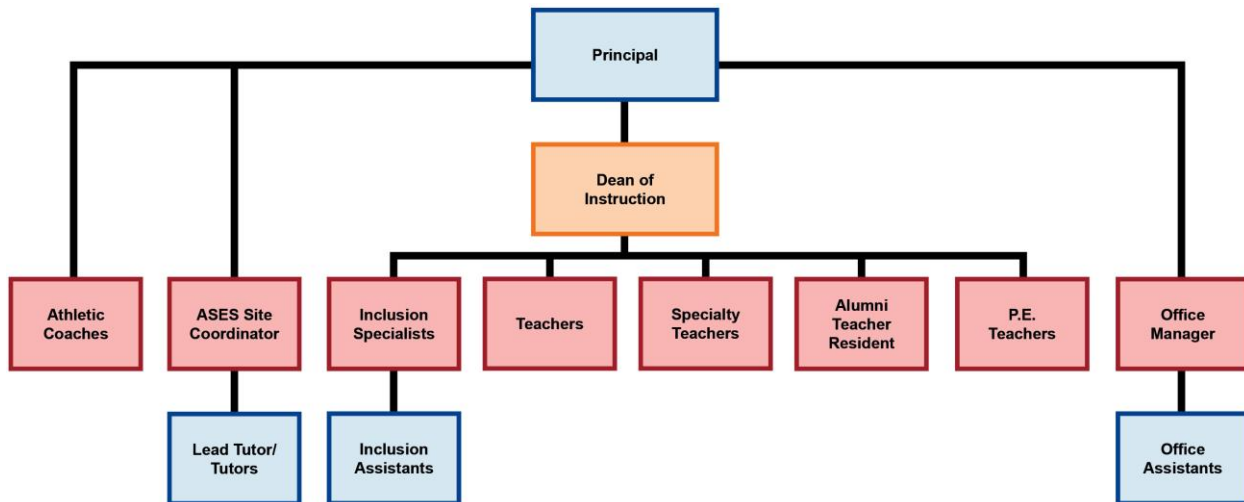
### **FEDERAL PROGRAM COMPLIANCE**

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

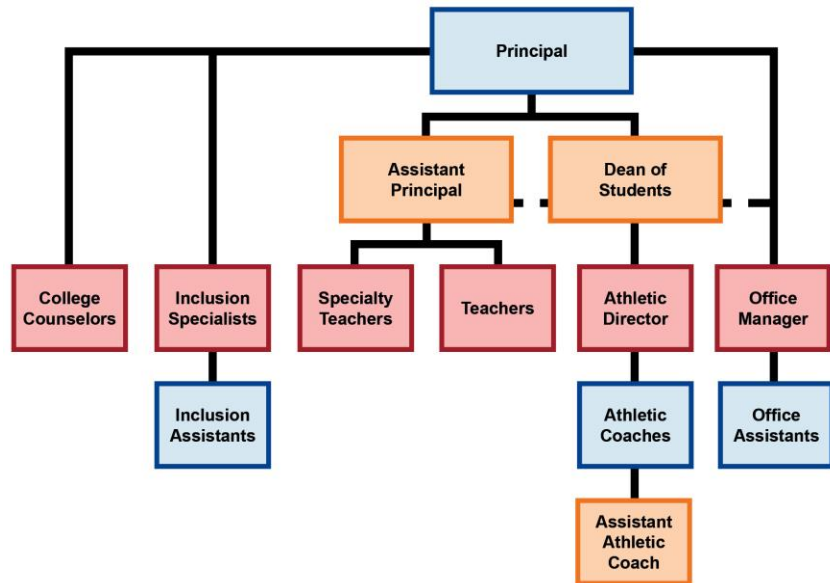
#### 4.1 Governance Structure

The organizational chart below indicates how **PUC CCMS & PUC CCECHS** became and remain a viable enterprise. The organizational chart below shows how the Partnerships to Uplift Communities **Lakeview Terrace** Board of Trustees, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern **PUC CCMS & PUC CCECHS** in a manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board role is to hire, evaluate, and terminate the Regional Superintendent who oversees the Principal. In addition, the Board has fiduciary responsibility for the school, sets policies, and has ultimate responsibility for the general welfare and overall success of the school in fulfilling its mission and vision.

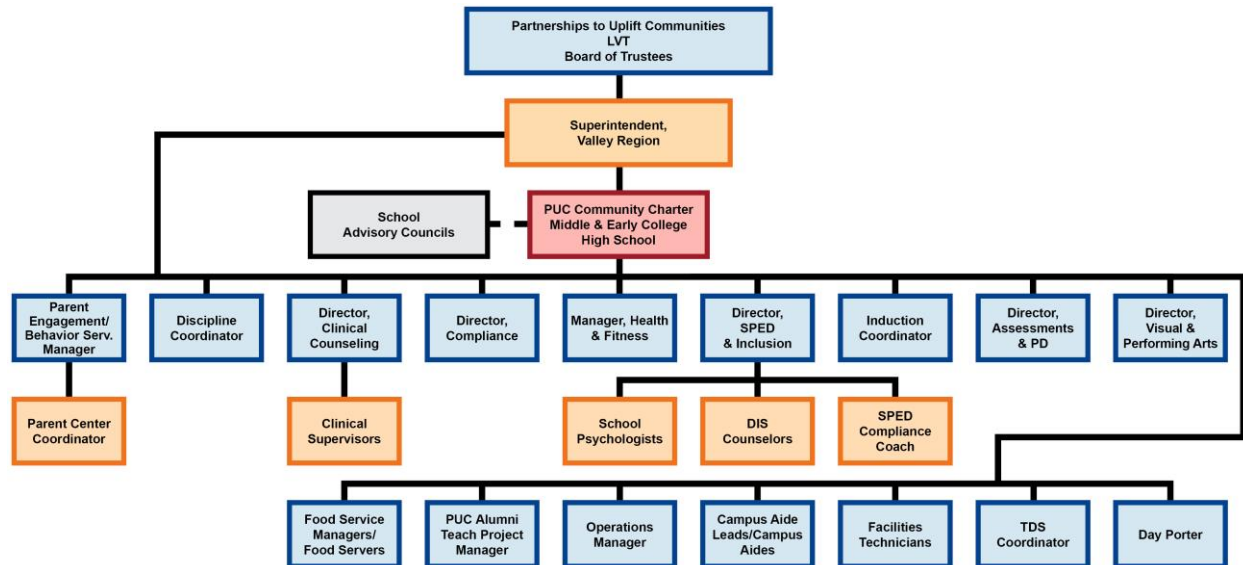
**PUC Community Charter Middle School Organizational Chart**



## PUC Community Charter Early College High School Organizational Chart



## PUC Lakeview Terrace Organizational Chart



The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer (treasurer). The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president. The following is a list of the Board positions:

**Board Chair (President)****Vice Chair (or Vice President)****Board Secretary****Board Treasurer**

In addition, the specific responsibilities of the Board are:

- **Oversight of the school.** The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is accountable to the LAUSD for the achievement of the school's goals set out in the school's petition. The Board is responsible for the approval and monitoring of the School Success Plan, and for ratifying the school's mission. The Board reviews the School Success Plan at the beginning of the year and supports the goals set forth and monitor achievement of these goals.
- **Budget and financial resources.** The Regional Superintendent in collaboration with the CFO of PUC National and the Board Treasurer prepares an annual budget for consideration by the Board. The Board approves the budget and, at each regular board meeting, reviews the school's financial performance and position.
- **Annual financial audit.** The Board hires the school's auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
- **Enhancing the organization's standing.** The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization's standing in the community.
- **Ensure legal and ethical integrity.** The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- **Fundraising.** The Board assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Strategic planning.** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **Selecting, evaluating, and holding the Regional Superintendent accountable.** The Board is responsible for selecting, evaluating, and dismissing the **Partnerships to Uplift Communities Lakeview Terrace** Regional Superintendent. The Regional Superintendent oversees a cluster of schools for **Partnerships to Uplift Communities Lakeview Terrace**. The Regional Superintendent is responsible for selecting and dismissing the Principal.
- **School Policies.** The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies with respect to:
  - admissions,
  - curricular guidelines,
  - employment and other personnel matters,
  - student discipline,
  - special education,
  - English language education for English learners,



- conflicts of interest policies/ethics,
- fiscal policies and procedures,
- student food services,
- student health services,
- communication with students' families,
- communication with governmental and regulatory agencies,
- public relations and outreach, and
- hearing complaints
- all or more particularly set forth in the By-Laws of the School.

### **Regional Superintendent**

The Regional Superintendent will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for the network of schools in **Partnerships to Uplift Communities Lakeview Terrace**. Overseeing all aspects of the organization, from administration to fundraising, the Regional Superintendent will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

### **Principal**

The Principal will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for **PUC CCMS & PUC CCECHS**. Overseeing all aspects of the daily operations, the Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, and local leaders.

### **PUC National Support Services**

PUC National was formed by the founders of the PUC school corporations (Dr. Jacqueline Elliot and Dr. Ref Rodriguez) to serve as the support entity for the 3 existing PUC corporations – Los Angeles, Valley and Lake View Terrace. The Regional Superintendents are responsible for the two regions in the network; Los Angeles (PUC Los Angeles) and Valley (PUC Valley and PUC LVT). The purpose of PUC National is to promote, support, benefit, replicate and carry out the purposes of the existing PUC schools and new PUC schools. These replication and service functions that grew out of the older PUC corporations have now been transitioned and consolidated in PUC National, so that the older corporations can focus on their own day-to-day school operations while PUC National focuses on services and expansion for the greater PUC family.

PUC National provides support services to **PUC CCMS & PUC CCECHS** including back office support, budget and finance support and audit support, curriculum and staff development, faculty recruitment and training, technical assistance regarding human resources, health and welfare benefits processing, local, state and federal compliance, fundraising support and other general administrative assistance. In addition PUC National will facilitate the development of new schools.



All contracts between PUC CCMS & PUC CCECHS Charter School/PUC Lakeview Terrace and PUC National shall require that, in performing any and all obligations and/or exercising any rights under such contract, PUC National and its governing board, employees, and representatives shall comply with all applicable laws, standards, and policies regarding ethics and conflicts of interest. All transactions between Charter School/PUC Lakeview Terrace and PUC National, must be approved by the PUC Lakeview Terrace Board in a lawful, open and transparent manner. PUC Lakeview Terrace shall maintain records with verifiable documentation of such transactions. Any such transaction shall be and remain subject to District oversight.

PUC Lakeview Terrace Board agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of Charter School. Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 41020(c).

PUC Lakeview terrace acknowledges and agrees that all of Charter School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve PUC CCMS & PUC CCECHS 's public funds shall remain within the scope of the annual audit required under Education Code section 41020(c) and subject to District oversight. PUC Lakeview Terrace agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight.

#### **4.2 Governance Board Composition**

The **Partnerships to Uplift Communities Lakeview Terrace** Board consists of 6 board members. School districts require a majority vote for Board actions to pass. If the vote is a tie, there is no action. In addition, the District reserves the right to appoint a single representative to the **PUC CCMS & PUC CCECHS** governing board pursuant to Education Code section 47604(b). The Board is made up of individuals who possess an array of specific strengths relevant to the decision making and responsibilities for which the Board is responsible. These strengths are as follows: Three of the Board members grew up in the communities in which PUC CCMS & PUC CC is located and have a deep understanding of the needs of the families that are being served by the school. The Board Chair is one of these individuals and still lives very close to where the school is located. The Board Chair is also a parent of two students who attend PUC schools, further increasing her understanding of the operations, mission, and vision of the PUC schools. Another Board member has a deep understanding of fiscal regulations and budgets and other matters related to charter schools in that this board member has for several years worked for an organization that provides support to charter schools, This Board member always stays abreast of all legislation and updates regarding California and Los Angeles charter schools and is able to bring that knowledge to the Board and organization overall. This Board member has particular strength in the area of fiscal in that this is a key area in which she works. Three of the Board members are alumni of PUC schools and all 3 achieved the goal of PUC of being university graduates and working professionals. As a result of this, these board members have an understanding on a very deep,

personal level of the mission, vision, and expectations regarding the culture, the data that is expected regarding achievement, and desired results on stakeholders' surveys, how the school is supposed to operate, and more. The Board Chair is Director of Student Outreach and Recruitment at California State University, Northridge (CSUN) which has been a partner to the PUC schools in the NE San Fernando Valley since the founding of the first school in 1999, in supporting the vision that every student will graduate from high school and attend college.. This Board member has a deep understanding of the pathway to college and in bringing this knowledge to the Board is able to support the policy making and the schools in a way that ensures that the students are being appropriately educated and guided to graduate from middle and high school and attend and graduate from college. One of the Board members is a mental health professional who works with youth and adolescents. Here expertise in mental health and strategies to support students is extremely valuable in that it is common knowledge that students across our city, state and nation are behaving in ways that reflect trauma and stress. In her role as a Board member, she is able to ensure that the school is operating in the best way possible to support the mental health of our students. . These areas of expertise support the decision making that the Board must engage in including:

- The annual budget of the corporation;
- Any non-budgeted expenditures of the corporation over \$49,999. Per the policies and procedures of the corporation there are many checks and balances in place in order to ensure fiscal accountability as follows:
  - Authorization Process:
    - Purchase orders and check requests must be approved in accordance with the following:
      - \$0-\$4,999-Principal or Superintendent,
      - \$5,000-\$24,999-Principal and Superintendent
      - >\$25,000-Principal, Superintendent and PUC National CEO who will confirm that the expenditure is in alignment with the Board approved budget.
      - >49,999-Requires Board approval
- The approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- The approval of the principal terms of a merger of the corporation with another organization;
- The approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- The approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and
- The approval of any borrowing of money.

The current membership is as follows:

**Board President/Chair**

**Board Vice-Chair**

**Board Treasurer**

**Secretary**

## Member Member

**Partnerships to Uplift Communities Lakeview Terrace** encourages all stakeholders to participate in and share responsibility for the educational design in a manner that will ensure that there will be active and effective representation of interested parties, including but not limited to parents (or guardians). This is accomplished in a number of ways that include the formation of School Advisory Councils (SAC) at each of the **Partnerships to Uplift Communities Lakeview Terrace** school sites, process, and educational results.

### 4.3 Governance Board Selection

Trustees shall be selected at an annual meeting of the Board by the trustees holding office on and as of the date of such a meeting. Trustees shall hold office for a term of two (2) years, or until a successor has been elected and qualified, unless the trustee has been removed from office. Additional information on the Governance Board Selection is found in our By Laws. The qualifications for trustees are generally the ability to attend Board meetings, a willingness to actively support and promote **Partnerships to Uplift Communities Lakeview Terrace** and its **PUC CCMS & PUC CCECHS**, and a dedication to its educational endeavors. Trustees shall be selected at an annual meeting of the Board, by majority vote of the trustees holding office on and as of the date of such meeting.

### 4.4 Governance Procedures and Operations

Meetings of the Board shall be held within the boundaries of LAUSD.

All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. Posting of meeting notices, distribution of agendas and recording of governing board actions are implemented in accordance with the Brown Act. As such, the following takes place prior to a Board meeting:

- The agenda is created and reviewed by the Regional Superintendent and Board President, generally two weeks prior to the scheduled board meeting
- The agenda includes location address (open to public), request for any special accommodations, if teleconference, a phone # is provided and a list of all board member locations are posted (including location where they call in from if they will not be present in person). The location of the meeting will be within the boundaries of LAUSD.
- The agenda is posted at least 72 hours prior to the board meeting on the PUC website and at every **Partnerships to Uplift Communities Lakeview Terrace** school site (in locations where it is visible to parents, visitors, students, and staff).
- An e-mail is sent to all **Partnerships to Uplift Communities Lakeview Terrace** Board Members, and the LAUSD Charter School Division with the agenda attached.
- As soon as it is available, a complete board packet with all documents related to the board meeting is mailed via U.S. Mail and/or emailed to the board members.

The specific procedure for calling a Special Board meeting is outlined in Article 4, Sections 10 and 11 of the Partnerships to Uplift Communities Lakeview Terrace Bylaws and is in compliance with the Brown Act.

#### **4.5 Governance Board Decision Making Process**

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. The Board will follow abstention procedures per Robert's Rules of Order. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)

To the extent permitted under and in conformance with the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as the address from which the board member will be calling is published in advance on the agenda, and the board agenda is posted at the location from which the board member is calling at least 72 hours prior to a regular board meeting and at least 24 hours in advance for a special board meeting. In addition, the board member cannot be considered present if calling from a vehicle. The rules for teleconferencing are as follows:

In accordance with the Brown Act (Gov't Code Section 54953(b)(3)), teleconferencing will take place as follows:

- At least a quorum of the Board must participate from teleconferencing locations within LAUSD's jurisdiction.
- Each teleconference location will be identified in the notice and agenda of the meeting.
- Agendas will be posted at each teleconference location.
- Each location will be accessible to the public.
- The agenda must provide the opportunity for the public to address the Board directly at each teleconference location.
- All votes will be taken by rollcall.

The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

#### **4.6 Stakeholder Involvement**

**PUC CCMS & PUC CCECHS** believes that parent involvement translates into increased student achievement. The philosophy of **PUC CCMS & PUC CCECHS** is to encourage, honor and

respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

- In order to develop, refine, and revise the LCAP each year, PUC CCMS & PUC CCECHS will conduct a series of meetings throughout the school year. Towards the end of each school year, a stakeholder meeting comprised of parents, students, teachers, and administrators to review the current year LCAP including the goals, action steps and resources allocated toward achieving the goals will be held. During this specific meeting, stakeholders will review proposed adjustments to the LCAP for the forthcoming year and provide comments, suggestions, and needs in order to complete the LCAP for the upcoming school year. The LCAP will then be presented to the PUC Lakeview Terrace board for approval. Consequently, PUC CCMS & PUC CCECHS will hold stakeholder meetings throughout the school year to monitor progress and continue to gather feedback. These stakeholder meetings the school year to monitor progress and continue to gather feedback. These stakeholder meetings will include parents, students, teachers and administrators during School Advisory Committee, Coffee with the Principal and Professional Development meetings. The data and feedback from these meetings will be collected and analyzed in preparation for the revision and development of the forthcoming LCAP.
- School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.
- Parents will be encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.
- The school web site facilitates the dissemination of information on areas of specific interest to parents, including news about the school, programs, bell schedules, staff directories, and contact information. The school website also supports stakeholder involvement by providing links to student & parent portals, such as PowerSchool and Google Classroom, allowing parents to contact the school through a contact form and by providing survey links that allows for the school to receive feedback.
- Parents will be encouraged to volunteer at the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will volunteer in order to support the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to volunteer to spend at least one full day per school year in the classrooms with the child. Whether or not parents choose to volunteer has no impact on the students' enrollment and attendance.

The school will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay-at-home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

### **School Advisory Council**

The School Advisory Council consists of at minimum, 1 administrator, 2 teachers, 2 parents, 1 community member, and 1 student (student body president, or ASB or Student Leadership). The Council is led by the PUC CCMS & PUC CCECHS Principal. Volunteers serve on the council and commit to a one-year term. Those who volunteer are welcomed on to the council. The council members for PUC CCMS & PUC CCECHS's council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. In addition, the ELAC committee has merged with the School Advisory Council. The ELAC may delegate authority to an established SAC (Education Code sections 52870 and 54425) provided that the ELAC membership has first been duly constituted with identifiable members, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC. The School Advisory Council now represents the ELAC parents. This will be done on an annual basis. This will provide representation for all stakeholders. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns.

The school site administrator (Principal or Assistant Principal) or Regional Superintendent will be responsible for communicating all Council policy meeting notes and policy recommendations to the **Partnerships to Uplift Communities Lakeview Terrace** Board of Trustees. The Site Advisory Council meet **quarterly** and reports from the meetings and policy recommendations from the Site Advisory Councils are forwarded to the **Partnerships to Uplift Communities Lakeview Terrace** Board of Trustees. School Advisory Council members are encouraged to attend the Board meetings.



**ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

**5.1 Positions**

The following list represents the employment positions in PUC CCMS & PUC CCECHS:

- Principal
- Classroom & Specialty Teacher
- Special Education Teachers (Inclusion Specialist)
- Athletic Coach
- Inclusion Assistant
- Office Manager
- Office Assistant

The following are specific to PUC CCMS:

- Dean of Instruction
- Physical Education Teacher
- Alumni Teacher Residence
- Afterschool (ASES) Site Coordinator
- Tutor

The following are specific to PUC CCECHS:



- Assistant Principal
- Dean of Students
- College Counselor
- Athletic Director
- Assist Athletic Coach

The following shared-positions are reflected in the submitted 3-year budget and the governing and school organizational charts in Element 4:

- Superintendent
- Parent Center Coordinator
- Parent Engagement & Behavior Intervention Services Manager
- Director of Visual & Performing Arts (VAPA)
- Discipline Coordinator
- Director of Clinical Counseling
- Director of SPED & Inclusion
- Induction Coordinator
- PUC Alumni Teach Project (ATP) Manager
- Director of Assessment and Professional Development (PD)
- Clinical Supervisor
- School Psychologist
- Designated Instructional Services (DIS) Counselor
- Special Education (SPED) Compliance Coach
- Facilities Technician
- Operations Manager
- Campus Aide (rover)
- Food Service Manager
- Food Server
- Day Porter

## 5.2 Job Descriptions and Qualifications

All employees of **PUC CCMS & PUC CCECHS** must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds.

### PRINCIPAL JOB DESCRIPTION AND QUALIFICATIONS

The ideal Principal wholeheartedly believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their development, leadership and execution of school culture, staff development, student rigor and operational responsibilities.

#### ***Responsibilities:***

##### School Culture

- The Principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- The Principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- Continually build and maintain an environment that promotes PUC Schools' values and vision while developing a sense of community in the school.
- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

#### Staff Leadership & Development

- The principal will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve scholarly/student performance and rigorous expectations.
- The principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly professional development/staff meetings in alignment with PUC Schools' performance management system.

#### Scholarly Rigor & Academics

- The principal will develop and implement a plan that will ensure student achievement which will supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- The principal will collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- The principal will provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.

#### School Operations

- The principal will be an organizational Leader and will collaborate with the home office in order to ensure effective fiscal and operational practices in support of school achievement
- The Principal, will be responsible for but not limited to, the following: creating the school calendar, create and facilitate stakeholder events, accountability of the school budget, ensuring student enrollment targets are met.

#### ***Qualifications:***

- 5+ years teaching experience at the middle or high school level, with a history of improving urban schools, increase student achievement and a passion for education reform.
- Must have a current California credential. Master's degree & Administrative credential preferred but not required. Possession of a current CA Administrative credential and Master's degree is highly preferred
- Previous leadership experience (department chair, Assistant Principal, Dean, etc.).
- Proven leadership and team building skills.

- Detail-oriented, multi-tasking and problem-solving skills.
- Excellent interpersonal communication and writing skills.

## **CLASSROOM AND SPECIALTY TEACHERS**

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Develops and maintains IATs (lesson plans)
- Establishes an environment where students are excited about learning and preparing for college
- Develops lesson plans according to the CA CCSS and CA State Content Standards
- Prepares lesson plans for substitutes
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a weekly basis
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes.
- Conducts both student and teacher lead parent conferences
- Collaborates with the Resource Specialist to meet the needs of all students
- Attends and participates in Academic Success Team, Parent/Teacher Advisory Council, and other school-based meetings and activities
- Performs disseminated leadership duties
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the principal and assistant principal to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

### ***Experience, Education & Skills Qualifications:***

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Must possess a current California teaching credential or be enrolled in a credentialing/internship program at a college/university

- Solid knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

### **SPECIAL EDUCATION TEACHERS (Inclusion Specialists)**

- Instruction and services for pupils whose needs have been identified in an Individualized Education Program (IEP) developed by the IEP team
- Information and assistance to students with disabilities and their parents
- Consultation, resource information, and material regarding students with disabilities to parents and to general education staff members
- Coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource program.
- Monitor pupil progress on a daily basis
- Co-Planning/ Co-Teaching/Direct Service Model
- Supports shall include (but not limited to): behavior support, basic academic skills, organization and study skills, social skills, and use of cognitive strategies

In addition, the **Inclusion Specialists** will be responsible for:

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning and preparing for college
- Prepares lesson plans for substitutes, if needed
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a weekly basis
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes.
- Collaborates with the teachers to meet the needs of all students
- Attends and participates in Academic Success Team, Parent/Teacher Advisory Council, and other school-based meetings and activities
- Performs disseminated leadership duties

- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the principal, assistant principal, and the director of professional development to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year

### ***Experience & Qualifications:***

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Candidate must possess a current California credential in Special Education or be intern eligible and be currently enrolled in a Special Education credentialing program
- Solid knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

### **INCLUSION ASSISTANT**

- Provide assistance with: tests, homework, program reviews, reports, student files, schedules, and any other instructional program assignments
- Assist with IEPs if necessary
- Build strong relationships with students and parents
- Establish an environment where students are excited about learning and preparing for college
- Foster a safe and nurturing learning environment
- Continuously build professional knowledge
- Demonstrate support and knowledge of school's goals and mission
- Special assignments as assigned throughout the year
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

***Experience, Education, & Qualifications***

- Will have a willingness to learn, patience, and detail oriented
- Must be in college or possess a BA/BS degree
- Must have prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish strongly preferred
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

**OFFICER MANAGER**

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone using a professional and courteous manner.
- Ensure that the semi-monthly timesheets are collected and submitted to the Home Office by the designated date on the payroll schedule to the Payroll Administrator. Ensure the timesheets are signed by the Principal.
- Record daily attendance for all School Staff in the attendance book. Submit monthly attendance report to the Office Manager of the Home Office.
- Coordinate Substitute teacher coverage by first communicating with teachers, then assistant principal and lastly principals.
- Supervise and delegate duties to Office Assistants.
- Oversee and record facility maintenance.
- Responsible for vendor quotes and relations.
- Maintain accurate record of all keys and assets that have been distributed.
- Responsible for processing Purchase Orders and Employee Reimbursement Check Requests.
- Responsible for ensuring timesheets and time off are reviewed and approved on the payroll system.
- Sort through mail and distribute accordingly.
- Arrange for timely delivery of manual checks, deposits and supporting documents to home office.
- Work with Site Principal, Assistant Principal, Teachers and Home office regarding any project or special requests.
- Take responsibility for initiation through completion of all tasks.
- Oversee the maintenance of all office equipment and school facility.
- Adhere to all policies, practices and procedures established by PUC Schools.
- Understand goals of PUC Schools and assist in achieving them.
- Responsible for developing the monthly school newsletter on a monthly basis.
- In charge of parent correspondence and mailings.
- Assist with translations (English to Spanish).

- Maintain petty cash.
- Provide the Home office with school pictures and activities as needed.
- Responsible for the maintenance, storage, and security of all student files.
- Responsible for inputting and maintaining student data into PowerSchool and CUM files.
- Student meal applications.
- Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.
- Responsible for daily attendance books for statistical and classification reports at the end of the month. The daily attendance books should be submitted the Home Office by week prior to week due. Schedule for reports due will be given to each school site.
- Responsible for count, call-in, counting money, making list, and keying lunch counts into MealTime by 4pm each day.
- Assist teachers with photocopying and appointment set-up with parents.
- Oversee all fundraising funds collection including student store (if applicable).
- Responsible for checking school voicemail periodically on a daily basis.

### ***Qualifications & Skills:***

- B.A./B.S. degree preferred
- Must have 1-2 years of Management experience
- Must have knowledge in the use of a copier and fax machine
- Must have 2+ years of Customer Service experience
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Bilingual in Spanish preferred
- PowerSchool knowledge is desired
- Must be flexible and team-oriented
- Must have excellent management and organizational skills and a positive attitude

### **OFFICE ASSISTANTS**

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- Answer phones using a professional and courteous manner. Route calls appropriately. Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Attendance: Assist Office Manager with proper documentation and accuracy
- Fax and make copies. Assist with typing and composing correspondence and letters.
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Flyer distribution.
- Supervision during lunch and recess (policy and procedures).
- Assist with the preparation of parent meetings.
- Sort and distribute mail.
- Translate for teachers, parents and counselors.
- Make student files. Organize student CUM files.



- Other general office duties/projects as designated and needed.

### ***Qualifications & Skills:***

- Enrolled in college or possess a BA/BS degree strongly preferred
- Prior experience working with students in a learning environment is strongly preferred.
- Strong Math skills is strongly preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.

## **PUC CCMS SPECIFIC JOB DESCRIPTIONS:**

### **DEAN OF INSTRUCTION**

#### **Essential Duties and Responsibilities:**

- Articulates and communicates a shared vision and mission for high student achievement and college readiness.
- Supports building / sustaining a college going culture focused on scholarliness.
- Supports ensuring that adults and students demonstrate consistent values and positive behaviors aligned to the school's vision and mission.
- Ensures development of teacher leadership teams.
- Communicates teacher performance expectations and current performance.
- Supports teacher effectiveness by ensuring quality observations, feedback, coaching, and professional learning structures.
- Implements the teacher evaluation system.
- Ensures rigorous curricula aligned to state and college-readiness standards.
- Develops and implements a comprehensive professional development plan aligned to and in support of the SSP and teacher growth goals.
- Designs and facilitates professional development that yields improvement in teacher practice and student achievement.
- Supports development of a collaborative learning community.
- Ensures reduction in the achievement gap through targeted intervention.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

**Experience, Education & Skills Qualifications:**

- BA degree required
- Master's degree and administrative credential preferred
- 3-5 years of related experience desired
- Knowledge of Special Education (Federal Rules & Regulations) desired
- Bi-lingual is a plus
- Great customer service skills, ability to multi-task and team player
- Excellent organizational and writing skills
- Results oriented, data driven and has proven leadership skills
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment.

**PHYSICAL EDUCATION TEACHERS**

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Develops and maintains IATs (lesson plans)
- Establishes an environment where students are excited about learning and preparing for college
- Develops lesson plans according to the CA CCSS and CA State Content Standards
- Prepares lesson plans for substitutes
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a weekly basis
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes.
- Conducts both student and teacher lead parent conferences
- Collaborates with the Inclusion Specialist to meet the needs of all students
- Attends and participates in Family Success Team, Parent/Teacher Advisory Council, and other school-based meetings and activities
- Performs disseminated leadership duties
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the principal and assistant principal to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.

- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

### ***Experience & Qualifications:***

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Possession a current California Physical Education teaching credential or be enrolled in a credentialing/internship program at a college/university is preferred but not required.
- Solid knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

## **ALUMNI TEACHER RESIDENT**

### **Responsibilities**

#### **Essential Duties and Responsibilities:**

In collaboration with mentor teacher:

1. Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
2. Establishes a culture of high expectations that includes college preparation for all students
3. Develops and implements lesson plans and classroom activities consistent with Common Core standards and PUC instructional guidelines
4. Assesses students regularly in accordance with PUC guidelines, examines student assessment data, and refines classroom activities to differentiate instruction for each student
5. Collaborates closely with PUC team members (grade-level, school-wide, and across sites) to align curriculum across subjects, improve own and others' instructional practices and share best practices
6. Actively participates in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches

7. Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students' education
8. Tracks critical student information and maintains accurate student records, including attendance, in accordance with PUC procedures
9. Identifies unique student needs and collaborates with other team members and outside service providers, diagnoses and address learning challenges
10. Demonstrates knowledge of, and supports, PUC Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
11. Performs other related duties as required and assigned such as after-school intervention, inclusion minutes, or Saturday School.
12. This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

## **Qualifications**

### **Desired Qualifications:**

- Strong planning skills
- Ability to relate to students and build relationships
- Willingness to learn and try new strategies
- Proven track record of collaboration, teamwork and achievement results
- Passion for improving education to help all students prepare for college and beyond
- Ability to attend professional development trainings or meetings outside the regular school day

### **Skills:**

- Time-management: balancing work, school, and personal life
- Interpersonal skills using tact, patience, and courtesy
- Excellent verbal and written communications skills
- Problem solving skills and solutions orientation
- Ability to work collaboratively
- Ability to reflect critically on practice and “think aloud” reflection process
- Ability to multi-task and follow through on projects from start to finish
- Attention to detail
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

## **AFTERSCHOOL (ASES) SITE COORDINATOR**

### **Essential Duties and responsibilities, listed but not limited, below:**

#### **Planning and Instruction**

- Develop and implement the ASES Afterschool program.
- Responsible for coordinating the three components of the program: academic tutorial, homework and enrichment recreation.
- Review, assist in developing, and maintaining the Tutor's IATs (lesson plans).
- Manage the Tutors as they implement teaching methods and ensure they are directed towards meeting and surpassing the standards.
- Develop and utilize assessments and data to help the Tutors drive instruction.
- Fosters a safe and nurturing learning environment.
- Assists the Tutors with organizing classroom systems/procedures and managing student behavior to ensure all students are in attendance and fully engaged in learning.
- Help create an effective classroom environment conducive to learning and student achievement.
- Collaborates with the Resource Specialist and other professionals to meet the diverse needs of all students.
- Utilize and execute school wide and content specific common practices.
- Create and implement enrichment activities (i.e. athletics, arts)

#### **Culture**

- Communicates effectively and appropriately with all stakeholders (parents, students, staff, community)
- Builds strong relationships with students, parents, and school staff.
- Demonstrates support and knowledge of school's vision and mission

#### **Professional Educator and Leadership**

- Continuously builds professional knowledge.
- Attends professional development training and applies learning to curriculum and instruction as requested by Principal and Instructional leader.
- Reflects on teaching practice, assessing professional progress and identifying developmental opportunities to professional growth.

#### **Student Achievement**

- Demonstrates student achievement growth and or provides evidence of student learning

#### **Operations: Time Management, SIS, and Attendance**

- Sets and communicates to all stakeholder's academic and behavioral expectations.
- Demonstrates a capacity for time management in regards to preparation for class and personal time off
- Is detail oriented and manages time appropriately when tracking students' grades, attendance, etc. (comments, intervention, behavior, phone calls home)

- Attends and participates in school-based meetings and activities
- Take daily attendance according to guidelines
- Adhere to scheduling and program design elements
- Adhere to safety policies to ensure a safe and organized program for all students

#### **Additional Duties**

- Work with Administrators, Tutors, and Teachers as assigned to enhance the afterschool extended day program.
- Maintain professional attitude and relationships with students, faculty, and staff.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

#### **Experience, Education & Skills Qualifications**

- Bachelor's degree attained or in-progress.
- 3+ years of experience with program management
- 1-3 years of experience managing others
- 1-3 years of classroom experience
- Ability to align classroom and school culture
- Ability to analyze qualitative and quantitative student data
- Bilingual in Spanish is required
- Must be very organized and detail-oriented
- Must be computer literate and have extensive experience with: MS Office, Word& Excel
- Ability to work cooperatively with teachers and other staff personnel
- Ability to communicate effectively (verbal and written)
- Ability to connect and build relationships with students
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

#### **TUTOR**

##### **Essential Duties and responsibilities, listed but not limited, below:**

- Supervise and foster a safe and nurturing learning environment
- Facilitate small group instruction and one on one homework support as identified by the coordinator or administrator

- Implement enrichment activities such as clubs and sports
- Prepare instructional, display, and work materials including cleaning and preparing the room before, during, and after the program
- Assist in preparing and delivering snacks to the students as needed
- Maintain accurate records such as attendance, time sheets, incident reports and others as assigned by the coordinator or administrator
- Report all student and parent concerns to the coordinator or administrator
- Effectively redirect inappropriate student behaviors and implement the program discipline system to effectively monitor and guide proper student behavior
- Participate in professional development training, as necessary
- Establish good relations with individual students and groups
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

### **Experience, Education & Skills Qualifications**

- Must meet one of the three criteria below:
  - 1) Possess an AA or higher
  - 2) Completed 48 units of college credits AND and be currently enrolled in college
  - 3) Pass the PUC Assessment of Knowledge & Skills Exam.
- Willingness to learn with patience and detail oriented
- Must have prior experience working with students in a learning environment, or be an education student working towards a teaching credential
- Strong Math skills (must be proficient in Algebra I & II and Geometry)
- Communicate and relate effectively with students, teachers, and parents
- Must be enrolled in or graduated from a college or university
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible and team-oriented
- Enforce safety and disciplinary procedures and rules
- Must have excellent management and organizational skills and a positive attitude
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.



**PUC CCECHS SPECIFIC JOB DESCRIPTIONS:****ASSISTANT PRINCIPAL JOB DESCRIPTION AND QUALIFICATIONS**

The ideal Assistant Principal wholeheartedly believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through supporting the Principal with student & parent relations, managing classified staff, supporting instruction, successfully implementing testing and school operations.

***Responsibilities:*****Students & Parents:**

- Plan and attend school events, such as back to school night, parent meetings, etc.
- Collaborate with respective parties (parents, students, etc.) to coordinate school events such as dances, fundraisers, etc.
- Manage all student discipline matters, such as coordinating parent meetings ensuring the procedures are in compliance with district, legal and PUC policies.
- Coordinate field trips.
- Coordinate student support systems.
- Coordinate the student recruitment process.
- Actively engage and collaborate with parents to ensure parent participation.

**Classified Staff:**

- Supervise the classified staff.
- Evaluate classified staff, set and monitor growth plans.

**Supporting Instruction:**

- Collaborate and participate in classroom “Learning Walks” and observations.
- Assist with facilitation of staff meetings.
- Collaborate with the Principal on the design and delivery of PD.
- Assist with preparation of school schedule.
- Oversee the Special Ed and After School program.
- Attend IEP meetings in the absence of the Principal.

**Testing:**

- Ensure all demographic data is accurately entered into Power School.
- Ensure all testing materials are ordered.
- Coordinate internal assessment including the MAP and Math Assessments.

**Finances:**

- Ensure all purchases and decisions are made within budget.
- Advise the Principal on purchases.
- Review the status of the budget on a regular basis. Approve all invoices prior to sending them to the office for payment.
- Lead all fundraising events.
- Attend budget related meetings and trainings.

- Ensure an adequate number of supplies are maintained.
- Ensure staff works budgeted hours.

#### Operations:

- Ensure attendance procedures are adhered to and lunch counts are accurate.
- Attend all meetings and trainings related to operations.
- Ensure the school is clean and safe of any hazards.
- Work with the Operations team to address any facility needs such as repairs or new equipment.
- Work with the IT team to address any technological needs or repairs.
- Ensure the school is in compliance with risk management rules.
- Ensure timesheets are accurate and turned in on time.
- Work with HR for all new hires and terminations.

#### Other:

- Regular attendance, dependability and punctuality in conformance with the standards are essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

#### ***Qualifications & Skills:***

- 5+ years teaching experience at the middle or high school level, with a history of improving urban schools, increase student achievement and a passion for education reform is highly preferred .
- Master's degree & Administrative credential preferred.
- Previous leadership experience preferred (department chair, Assistant Principal, Dean, etc.).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

Excellent interpersonal communication and writing skills.

#### **DEAN OF STUDENTS**

- Manage and support all attendance matters and ensure the procedures are in compliance with district and PUC policies.
- Manage and coordinate FST meetings; co-facilitate with support from Instructional Leader.
- Attend IEP meetings as needed
- Manage Peer Counseling / Mentoring program. (Peer mediation, mentoring, etc.)
- Partner with teachers, staff, parents and leaders to develop and implement a school-wide plan for creating a positive culture of behavior in the school.
- Collaborate with the clinical counselor to ensure all student needs are being met.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- Meet with parents regarding student discipline and behavior issues.

- Ensures a safe, orderly environment that encourages students to take responsibility for behavior.
- Provide supervision support
- Coordinate student field trips and events.
- Collaborate with students to coordinate school events such as dances, fund raisers, etc.
- Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

### *Qualifications & Skills*

- BA/BS required
- Master's degree and teaching credential desired
- 3-5 years of teaching experience preferred
- Administrative experience preferred
- Bi-lingual in Spanish an plus
- Great customer service skills, ability to multi-task and team player
- Excellent writing and verbal communication skills

Results oriented, data driven with proven leadership skills

## **COLLEGE COUNSELOR**

### **Essential Duties and responsibilities, listed but not limited, below:**

- To create a College Bound culture on campus for all stakeholders
- College Awareness and Preparation: Up-date every student's Individual College Plan on a semester basis. The college counselor must immediately up-date the ICP at the end of each semester.
- Train teachers to provide students' progress via the Individual College Plan (ICP)
- Become familiar and use Power School to assist with the tracking of students' records.
- Keep college catalogs up-dated and other college admissions material in the college center.
- Maintain a binder with private scholarships information and accessible to students.
- Participate in every university field trip. Disseminate and collect trip slips and all other details directed by the PUC Schools College Administrator
- Co-Coordinate along with the PUC Schools Administrator a college night during the spring semester for juniors.
- Co-coordinate along with the PUC Schools administrator, university admissions application workshops at the school site.
- Coordinate along with the PUC college administrator the visit of college representatives to the high school throughout the academic year.

- Disseminate information to students regarding college entrance exams on a yearly basis.
- Co-Coordinate with school administrator the proctoring of the PSAT to all 10th and 11th grade students in the fall semester in collaboration with teachers and school principal.
- Assist and participate in any other college or related activities within the school when necessary to support the college going culture of PUC Schools as directed by the College Administrator.
- Coordinate AP exams with Administration, Teachers and Families

### **Early College/Concurrent Enrollments**

- Follow up with the students enrolled at the community college to assure all documentation was adequately completed
- Guide students with the registration procedure of community college courses.
- Co-coordinate with the PUC College Administrator the purchase of books at the community college for students
- Co-coordinate Parent Institute with the College Advisor and Administration

### **Parental Involvement**

- Hold one financial aid night for parents and students
- Hold a FAFSA application workshop for the parents of seniors in the evening during the month of December or January.
- Make yourself accessible to parents and students during after school hours and if necessary hold home visits.
- Conduct a college awareness workshop for the senior parents in the fall and in the spring for the junior class parents.
- Facilitate one on one meetings with 95% of seniors and their families to review ICP and college options.
- Facilitate one on one meetings with 75% of juniors and their families to review ICP and college options.

### **Transcripts**

- Input letter grade for each community college transfer credit or concurrent enrollment course completed if used for high school credit only into Power School. Please refer to concurrent enrollment agreement document to identify those courses that are considered dual credit.

### **Student Scheduling**

- Co-coordinate the scheduling of all students in collaboration with administrators.
- Conduct teacher and students' surveys in support of student scheduling.
- Provide ICP student data in support of student scheduling

### **Time Management and Professionalism**

- Follows administrative processes and procedures (Time off, orders, reimbursements). Processes may be specific to sites.
- Arrives at school on time (as per agreed upon hours) dresses and conducts oneself professionally.

- Demonstrates a capacity for time management in regards to preparation and completion of job responsibilities.
- Is detail oriented and manages time appropriately
  - Attends and participates in school-based meetings and activities

### **Team Member/Professional Development**

- Attend UC and CSU counselor conferences annually to receive recent information on university admission requirements.
- Attend WACAC Conference and NACAC Conference
- Attend all department meetings and functions

### **Culture & Values**

- Communicates effectively and appropriately with all stakeholders (parents, students, staff, community)
- Builds strong relationships with students, parents, and school staff.
- Demonstrates support and knowledge of school's goals and mission
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

### **Experience, Education & Skills Qualifications**

- A California Clear PPS Credential in School Counseling/Guidance is preferred
- MA/MS degree in School Counseling from an accredited college or university highly desirable
- Experience with individual and group counseling highly desired
- A passion for improving urban high schools and driving education reform
- Knowledge of bilingual education
- Bilingual (English/Spanish) highly desirable
- Experience working in an urban school setting
- Prior counseling experience (mental health), including DIS Counseling is preferred
- Demonstrated leadership capabilities
- Proven management and team building skills
- Excellent interpersonal, communication and writing skills
- Ability to work with parents, students, faculty, post-secondary educational representatives, as well as school community groups
- Ability to represent the school in a positive way
- Ability to understand student maturity levels and the process of goal selection
- Ability to help students gain an awareness of interests and abilities and to help them make course choices that will lead to appropriate careers commensurate with interests and abilities
- Ability to understand test construction and interpret educational test data
- Ability to understand school graduation requirements and parallel entrance requirements for post-secondary institutions

- Ability to motivate students and provide academic incentives for success
- Ability to understand the relationship between school curriculum and college programs
- Ability to understand the unique social-emotional needs of individual students
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

- **ATHLETIC DIRECTOR**

#### **Essential Duties and responsibilities, listed but not limited, below:**

- Equipment: sizing and ordering of the equipment: helmets, shoulder pads, balls, jerseys, practice gear, etc.
- Distribution /Collection of Equipment before and after the season.
- Creation and distribution of release and liability forms, physical forms, player dues.
- CIF rules and regulations paperwork: eligibility reports, coaching assignments, school information sheets.
- League paperwork: league letters, release letters, letters of intent
- Attend all necessary CIF A.D and league meetings.
- Locate and inspect potential practice and game facilities for each sport
- Process the paperwork and permits for each facility.
- Schedule games and practice times with facilities
- Make sure travel arrangements, directions, transportation, and permission slips are properly handled.
- Supervision by administrators coordination
- Hold coaches accountable for practices, games, and team maintenance
- Assist coaches with team compliance and school expectations.
- Keep the program within the allotted budget.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

#### **Experience, Education & Skills Qualifications**

- Bachelor's degree attained or in-progress.
- 3-5 years of experience directing a sports program preferred.
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel

- Bilingual in Spanish preferred but not required
- Ability to work cooperatively with teachers and other staff personnel
- Ability to establish good relations with individual students and groups
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

## • ASSISTANT ATHLETIC COACH

### **Essential Duties and Responsibilities:**

- Assists the Head Coach with instructing players in the rules, regulations, equipment, and techniques of the sport.
- Organizes and directs individual and small group practice activities/exercises as directed by the head coach.
- Assesses player's skills, monitors players during competition and practice, and keeps the head coach informed of the athletic performance of students.
- Assists with determining game strategy.
- Assists the Head Coach with supervising athletes during practices and competition.
- Follows established procedures in the event of an athlete's injury.
- Models sports-like behavior and maintains appropriate conduct towards players, officials, and spectators.
- Maintains the equipment room in orderly condition and assumes responsibility for its security.
- Distributes equipment, supplies, and uniforms to students as directed by the head coach.
- Assists the head coach with submitting a list of award winners at the end of the season.
- Performs support tasks such as distributing and maintaining eligibility forms, emergency data cards, and other related records.
- Performs any other related duties as assigned by the Head Coach, Athletic Director & Principal or other appropriate administrator.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

### **Experience , Education & Skills Qualifications:**

- Excellent communication skills, with demonstrated ability to work with students, parents, school staff and administration
- Current CPR/First Aid card
- Prior coaching experience and knowledge of the sports rules and regulations. Prior playing experience is preferred



- Ability to motivate and provide leadership that promotes positive attitudes and good sportsmanship
- Bilingual in Spanish preferred but not required
- Ability to work cooperatively with teachers and other staff personnel
- Ability to establish good relations with individual students and groups
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

## Element 6 – Health and Safety Procedures

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

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

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

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

### **6.1 Custodian of Records**

The Office Manager of **PUC CCMS & PUC CCECHS** will serve as the Custodian of Records per Department of Justice Requirements.

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive, **PUC CCMS & PUC CCECHS** is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of **PUC CCMS & PUC CCECHS** that:

- **PUC CCMS & PUC CCECHS** will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in the development of school-wide nutrition and wellness activities and policies.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans and the CDE NSD*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, **PUC CCMS & PUC CCECHS** will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks] and CACFP supper program).
- **PUC CCMS & PUC CCECHS** will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

## **TO ACHIEVE THESE POLICY GOALS:**

### **Nutrition and Physical Activity Promotion and Food Marketing**

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- calories and sodium will be specific for grade levels
- no more the 10% of total calories from saturated fat, averaged over a week;
- serve low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that grains are whole grain are offered.

### **Breakfast.**

To ensure that all children have breakfast at school, in order to meet their nutritional needs and enhance their ability to learn:

- **PUC CCMS & PUC CCECHS** will operate the School Breakfast Program, and will utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or Second Chance Breakfast.

### **Free and Reduced-priced Meals.**

**PUC CCMS & PUC CCECHS** will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

### **Fundraising Activities**

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition standards for foods and beverages sold individually.

### **Snacks.**

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. The school will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. **PUC CCMS & PUC CCECHS** will disseminate the guidelines for compliant snacks.

### **Rewards**

The school will encourage staff not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic

performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

### **Celebrations**

The school will limit celebrations that involve food during the school day to no more than one party per class, per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

### **Nutrition Education and Promotion**

**PUC CCMS & PUC CCECHS** aims to teach, encourage, and support healthy eating by students. The school will provide nutrition education and engage in nutrition promotion that:

- is offered as part of the physical education class at each grade level
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

### **Integrating Physical Activity into the Classroom Setting.**

For students to receive the nationally recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons;
- and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### **Communications with Parents.**

**PUC CCMS & PUC CCECHS** will support parents' efforts to provide a healthy diet and daily physical activity for their children. **PUC CCMS & PUC CCECHS** will send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available.

**PUC CCMS & PUC CCECHS** will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

## **Food Marketing at PUC CCMS & PUC CCECHS**

School-based marketing will be consistent with nutrition education and health promotion. As required by NSLP regulations, schools will limit food and beverage marketing for promotion of the food and beverages sold at school. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products will be encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

## **Staff Wellness.**

**PUC CCMS & PUC CCECHS** highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

## **Physical Education and Physical Activity Opportunities.**

### ***Daily Physical Education (P.E.) 6-12***

All students in grades 6-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 200 minutes for every 10 school days for students in grades 6-7
- A minimum of 400 minutes for every 10 school days for students in grades 8-12
- **PUC CCMS & PUC CCECHS** will annually administer the physical fitness test designated by the State Board of Education to students in grades 7, and 9.

## **Physical Activity Opportunities Before and After School**

PUC CCMS & PUC CCECHS will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. The school will offer when feasible a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school enrichment programs will be provided and will encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.



### **Physical Activity and Punishment**

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

### **Safe Routes to School**

**PUC CCMS & PUC CCECHS** will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, **PUC CCMS & PUC CCECHS** will work together with local public works, public safety, and/or police departments in those efforts. **PUC CCMS & PUC CCECHS** will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. **PUC CCMS & PUC CCECHS** will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

### **Monitoring**

The Wellness Committee will ensure compliance with established PUC-wide nutrition and physical activity wellness policies. The principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the Wellness Committee.

School food service staff, at PUC CCMS & PUC CCECHS will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal).

The Wellness Committee will access the LWP every 3 years and will make revisions as needed. The LWP will also develop a summary report periodically on school-wide compliance with PUC Schools established nutrition and physical activity wellness policies, based on input from schools. A final policy will be provided to the school board for approval. The approved LWP will be posted in the school's website (required by NSLP).

### **Local Wellness Policy (LWP) Monitor and Policy Review**

Per the requirement of the Local Wellness Policy, a triannual assessment of the policy will be conducted.

## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

### **COURT-ORDERED INTEGRATION**

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

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

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

### **7.1 Annual Outreach Efforts**

In pursuit of our mission and our commitment to serve *all* students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. **PUC CCMS & PUC CCECHS** is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We, therefore, will recruit an ethnically and academically diverse population from the area immediately surrounding the school site which includes: **Sylmar, Lakeview Terrace, and Pacoima**. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community-based organizations such as MEND and Northeast Health Services by the Regional Superintendent and Recruitment team.

It is the objective of **PUC CCMS & PUC CCECHS** to notify parents and students in the community through the following methods:

- Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
- Letters sent to existing PUC families. The letter will include enrollment period and lottery information (location, date, time).
- Community outreach efforts including communication with local council members' field offices, local public libraries, park and recreation centers, community based organizations, and churches and synagogues.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time). The following measures will be taken to minimize any disruption to LAUSD schools:
  - **PUC CCMS & PUC CCECHS** principal will contact principals of the local elementary schools to make arrangements to drop off flyers during normal office hours.
  - **PUC CCMS & PUC CCECHS** will provide copies of the flyers to each school.
- **PUC CCMS & PUC CCECHS** will participate in presentations to local elementary schools. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time). The following measures will be taken to minimize any disruption to LAUSD schools:
  - **PUC CCMS & PUC CCECHS** principal will contact principals of the local elementary schools to coordinate meeting dates/times and align them with regularly scheduled parent meetings. This will minimize the necessity to have the school provide additional personnel that would need to be present at these meetings.
  - Meeting dates and times will not be made at inconvenient dates and times.
- **PUC CCMS & PUC CCECHS** will utilize SchoolMint, a cloud-based enrollment management software for PreK-12 school systems. SchoolMint will maintain current information about the school. The website will include enrollment period and lottery information (location, date, time).
- All outreach efforts will be completed in both English and Spanish.

## **7.2 Racial and Ethnic Balance**

In that these efforts will be comprehensive and reach a large number of individuals representing as diverse a population as exists in the **Northeast San Fernando Valley**, we believe the result will be a racial and ethnic balance that is reflective of the district.

**PUC CCMS & PUC CCECHS** will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.

**ELEMENT 8: ADMISSION REQUIREMENTS**

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

**NON-DISCRIMINATION**

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

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

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal

or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

## 8.1 Specific Admission Requirements

PUC CCMS & PUC CCECHS will admit all pupils who wish to attend the school up to enrollment capacity. There will be no specific admissions requirements for the Charter School. Parents and students admitted to the school are requested to attend an orientation session to review the policies and expectations of the school, but their attendance is not required and will not impact their student's admission.

## 8.2 Outreach and Recruitment

The following efforts will be employed by PUC CCMS & PUC CCECHS in order to recruit low-achieving, economically disadvantaged students and students with disabilities:

- Students will be recruited from the Northeast San Fernando Valley where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers in English and Spanish announcing the enrollment period will be distributed to the local schools under the guidance of the school administration in order to avoid disruption, at least six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).
- Announcements will be posted to the school's website and social media accounts to advertise the enrollment period for the school

The following measures will be taken to minimize any disruption to LAUSD schools:

- PUC CCMS & PUC CCECHS's principal or designee will contact principals of the local schools to make arrangements to drop off flyers during normal office hours.
- PUC CCMS & PUC CCECHS will provide copies of the flyers to each school.
- PUC CCMS & PUC CCECHS will participate in presentations to local schools at the discretion of the local school administration as to avoid disruption. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).
- PUC CCMS & PUC CCECHS's principal or designee will contact principals of the local schools to coordinate meeting dates/times and align them with regularly scheduled parent meetings. This will minimize the necessity to have the school provide additional personnel that would need to present at these meetings.
  - Meeting dates and times will not be made at inconvenient dates and times.
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to PUC CCMS & PUC CCECHS.

### 8.3 Admission Preferences

The school will give admissions priority to the following students in the following order so as to follow charter law and meet the needs of the community:

1. Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)
  - 1a. Siblings of students currently enrolled, or wards of their parents. A ward is a child whom the parent of a current student has custody. The sibling priority is only given to applicants whose sibling(s) will attend the school in the following school year.
  - 1b. Children of current employees and developers of PUC CCMS & PUC CCECHS, not to exceed 10% of the school population. A “developer” is an individual who has engaged in activities that have supported the opening of the school. A developer may be a parent who has a child who will enter the school in the founding year, in later years, or becomes a parent of a school aged child. These people are considered “developers” and will priority for enrollment in the school any subsequent year after the school has been opened.
  - 1c. Pupils who reside in the Lakeview Terrace neighborhood
  - 1d. All other students who reside in the Los Angeles Unified School District
2. Students who reside outside of the Los Angeles Unified School District.
  - 2a. Siblings of students currently enrolled in PUC CCMS & PUC CCECHS, or wards of their parents. A ward is a child whom the parent of a current student has custody. The sibling priority is only given to applicants whose sibling(s) will attend the school in the following school year.
  - 2b. Children of current employees and developers of PUC CCMS & PUC CCECHS, not to exceed 10% of the school population. A “developer” is an individual who has engaged in activities that have supported the opening of the school. A developer may be a parent who has a child who will enter the school in the founding year, in later years, or becomes a parent of a school aged child. These people are considered “developers” and will priority for enrollment in the school any subsequent year after the school has been opened.
  - 2c. All other students who reside outside of the Los Angeles Unified School District

8<sup>th</sup> grade students from PUC Community Charter Middle School are guaranteed seats in PUC Community Charter Early College High School’s 9<sup>th</sup> grade class and will be exempt from the lottery process.

### 8.4 Implementation of a Public Random Drawing

As per Education Code 47605(d)(2)(B), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated above). PUC CCMS & PUC CCECHS uses SchoolMint, an online enrollment platform, to manage applications, to run the school’s lottery, and to manage wait lists.



Following the open enrollment period each year, the school will check the application count in SchoolMint to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing, which will be advertised through the online enrollment request and in direct messaging to parents through the SchoolMint platform. Additionally, the lottery date will be included on all flyers. Current 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students of PUC CCMS & PUC CCECHS are guaranteed enrollment in the following school year and therefore will be exempted from the lottery.

Parents and students will be informed of the rules of the public random drawing at the time they submit an electronic enrollment request via SchoolMint for admission into the school. Rules of the public random drawing are included as a link on the enrollment request and those completing an enrollment request will be able to view the completed form online through their SchoolMint account at any time. The rules are also available for all staff and other interested parties per request, at the school site and at all times on the school's website.

The enrollment period will be advertised in the Northeast San Fernando Valley during the months of November and December utilizing the methods listed above. The enrollment period will take place from January through February, during which time online enrollment requests will be available online at <http://pucschools.schoolmint.net>. Parents may come in to the school's office to complete an online enrollment request using a laptop that the school will provide. The lottery will take place, as needed, on the third Thursday in February beginning at 4:00 pm and will be held in a public space at PUC CCMS & PUC CCECHS.

Application to PUC CCMS & PUC CCECHS should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are requested to attend an information session to learn more about the educational program of the school. The content of materials in the admissions process will not be used as a factor of admission, but this helps assure that parents and students are seriously interested in attending PUC CCMS & PUC CCECHS.

PUC CCMS & PUC CCECHS will use the SchoolMint platform to run the lottery. SchoolMint uses an industry standard randomizer to run PUC CCMS & PUC CCECHS's lottery.

A student whose enrollment request is drawn will be listed by the number chosen and shall be considered an eligible student for enrollment. The parents will be notified of acceptance through the lottery through an email and/or SMS message from SchoolMint from a school designee and in a follow up call from PUC CCMS & PUC CCECHS's office staff.

The lottery will be observed by at minimum one administrator (Regional Superintendent, Principal, Assistant Principal, or Dean) and two other school staff members consisting of office personnel, teachers or an additional administrator.

After all grade levels have reached capacity, a wait list will be established based on the order of the enrollment requests picked during the lottery. Within one week of the lottery, a public posting on the school's parent information bulletin board will list the names in order of those



students who secured a space and parents will be notified of their status on the wait list. When spaces become available, the school will make offers to students on the wait list for each respective grade level. The offer notification will be sent by email and/or SMS message and parents will need to respond to the offer by clicking “Accept” or “Deny” upon login to SchoolMint via the website or SchoolMint app.

Wait lists will be maintained for the current enrollment year only. It will be kept until the last day of the school year. Wait lists will not carry over to the following school year and those applicants on the wait list must re-apply the following year.

Any enrollment requests received after the lottery window deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:

- The student is accepted into the charter school as space becomes available and enrolls in the charter school.
- The parent/guardian requests that the student be removed from the wait-list.
- The end of the current school year.
- The student enrolls at another school in the PUC network

When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. An email and/or SMS notification will be sent to the applicants via SchoolMint.

It is the parents’ or guardians’ responsibility to update their contact information continuously in SchoolMint through their accounts or with the charter school. The charter school shall not be responsible for failure to contact a wait-listed parent due to expired contact information.

Once notified of an available slot, a parent/guardian will have the following options:

- Accept the available slot within 3 business days of the offer. After the school year begins, parents will have to accept the available slot within 2 business days of the offer.
- Decline the available slot and be removed from the wait-list.
- If the school does not receive a response within the 3 business days (or 2 days, once the school year begins), the school will deem the parent to have declined the available slot and rescind the offer.

If the slot is accepted, an email and/or SMS notification will go out to parents to provide information and instructions for the online enrollment packet. The parent/guardian will have four weeks to complete the enrollment packet from the time they receive notification about the enrollment packet.

If the slot is not accepted or a slot is forfeited due to late enrollment materials, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents who have accepted enrollment but who have forfeited their “slot” due to late or missing registration materials will have the opportunity to re-apply to the school to be placed at the end of the wait-list.

In the event a situation arises that is not covered by this procedure, the board of the charter school will determine the fairest method for resolution of the issue.

PUC CCMS & PUC CCECHS will retain the following documentation of the lottery, admission, and enrollment process and procedures.

- Agenda(s) from information sessions.
- Completed enrollment requests remain in SchoolMint.
- List of students chosen in the lottery will be documented and the lottery results will be stored in SchoolMint.
- Completed enrollment packets are stored digitally in SchoolMint and on the PUC Intranet.
- Agenda(s) from admission/orientation meeting(s) will be on file in the office.
- Sign-in sheets from admission/orientation meeting(s) will be on file in the office.

## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

### 9.1 Annual Audit Procedures

**PUC CCMS & PUC CCECHS** will retain the services of an independent auditor/CPA, from the list of State Controller’s list of approved auditors, who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue related data collection and reporting practices, and examine the school's internal controls.

The process for the selection of an independent auditor/CPA is:

1. PUC National will oversee the process of the formation of an Audit Committee
2. Send out requests for bids to approved auditors/CPAs from the State Controller’s list.
3. The Audit Committee reviews, scores, and final recommendation to the **Partnerships to Uplift Communities Lakeview Terrace Board**.

4. The **Partnerships to Uplift Communities Lakeview Terrace Board** makes final decision on auditor selection.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, **PUC CCMS & PUC CCECHS**'s Auditor will send a copy of the annual audited financial report to the chief financial officer of the Los Angeles Unified School District, LAUSD Charter School Division, LA County and the California Department of Education by December 15 of each year.

The PUC National CFO and CEO will review any audit exceptions or deficiencies and report to the **Partnerships to Uplift Communities Lakeview Terrace Board** of Directors with recommendations on how to resolve them. The **Partnerships to Uplift Communities Lakeview Terrace Board** will provide the report in writing to the LAUSD Charter Division within 15 days after the first **Partnerships to Uplift Communities Lakeview Terrace Board** meeting of the new year. It is understood that exceptions and deficiencies will be resolved to the satisfaction of the LAUSD.

In accordance with California charter law and LAUSD requirements, an independent financial audit will be conducted at **PUC CCMS & PUC CCECHS** annually. The **Partnerships to Uplift Communities Lakeview Terrace Board** of Trustees will be responsible for approving the selection of the auditor each year.

**PUC CCMS & PUC CCECHS** and **Partnerships to Uplift Communities Lakeview Terrace Board** shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, **PUC CCMS & PUC CCECHS** and **Partnerships to Uplift Communities Lakeview Terrace Board** will provide any financial information requested by LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within the time lines specified by LAUSD each year.

**Element 10 – Student Expulsions**

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

**GENERAL PROVISIONS**

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

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

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall



forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Per changes to EC 47605 by AB 1360 and in accordance with E.C. 47605(J), the following are procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

## 10.1 Discipline Foundation Policy

Traditionally, positive behaviors (e.g., compliance with classroom rules and expectations, interest and engagement in class activities, and mastery of subject matter) have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). A key design that drives all PUC schools is our positive school culture. **PUC CCMS & PUC CCECHS** will strategically cultivate a positive school environment that is characterized by mutual respect.

Students are introduced to the school's core values on opening day. Through consistent modeling and regular practice, the entire school community (students, teachers, administration, families, and community members) adopts them as their own.

At **PUC CCMS & PUC CCECHS**, we believe “high, clear, and consistent expectations support students’ self-confidence, their belief that their efforts will lead to success and their engagement in school” (Eccles et al. (1983); Gambone, Klem, Summers, and Akey (2004); Wigfield and Harold (1992).). A substantial body of evidence demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (19Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997)). **PUC CCMS & PUC CCECHS** takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The school proactively shares with students and families the behavior expectations that all students will meet. We keep these behavior expectations simple: for example, the **4 Ps: Prompt, Polite, Productive, and Prepared**. These expectations are broad and apply to most behavioral situations. In addition, each grade level, with approval from the principal, defines important routines that students will follow. These routines are shared with students and families, are proactively taught, and are consistently reinforced in all classrooms.

Further, we recognize that each student is an individual. Therefore, correction of student misconduct and replacement behavior is handled on an individual basis. To best meet the individual needs of our students, **PUC CCMS & PUC CCECHS** takes a targeted approach to behavior management and discipline.

**PUC CCMS & PUC CCECHS**'s foundational beliefs and practices align with the District's Discipline Foundation Policy, requiring every school in the District to adopt and implement a school-wide positive behavior support discipline plan. Under the new policy, “all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.” **PUC CCMS & PUC CCECHS** aligns its discipline plan with the “**Guiding Principles for the School Community**” identified by LAUSD-which require all students and school staff to model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion and defending the rights of others.

### **Alternatives to Suspension and Expulsion**

Except for the Suspension from Class procedure described below, **PUC CCMS & PUC CCECHS** does not give students in-school suspensions. Instead, **PUC CCMS & PUC CCECHS** provides Alternative Placement to students as an alternative to out-of-school suspensions. When a student is assigned Alternative Placement, that student may be assigned by the principal or assistant principal or designee to the school office or other alternative location.

The parent/guardian of the student will be notified by telephone or in-person of the student's location, hours, and length of the placement. In this alternative location, the student will be supervised by certificated staff and provided instruction. Instruction will be provided by the certificated staff member who will provide the school work from each of the student's classes, explain the material, and answer the student's questions. Students in Alternative Placement should have access to appropriate counseling services. Students with disabilities shall be provided with supports and services as described in their IEP. For students with an IEP, Alternative Placement will not exceed ten (10) days without a corresponding IEP. For students without an IEP, Alternative Placement will not exceed fifteen (15) school days per incident.

Alternative to suspension and expulsion interventions may include the following:

<b><i>Alternatives:</i></b>	<b><i>Description/Examples:</i></b>
In-School Responses to Behavior	Corrective actions/reflections held during natural school breaks, during lunch/nutrition, and during early release days
Behavior Monitoring	Strategies to monitor behavior and academic progress; could include: <ul style="list-style-type: none"> <li>o Behavior log</li> <li>o Self-charting/monitoring of behaviors</li> <li>o Strategies that provide feedback to the student</li> <li>o Check-in/Check-out</li> <li>o Daily to weekly behavior reports</li> </ul>
Community Service and Service Learning	Set amount of time <i>outside of regular school hours</i> for community services in the school community setting; for example: <ul style="list-style-type: none"> <li>o Tutoring younger students</li> <li>o Assisting school community services agencies</li> </ul>
Coordinated Behavior Plans	Creation of a structured, coordinated behavior plan specific to the student and based on the assessment of the quantity, severity and/or purpose of the target behavior to be reduced; plan should focus on increasing desirable behavior and replacing inappropriate behavior. This plan needs to be implemented with fidelity across all settings and staff.
Reflection	To be held before or after school, during recess, lunch, on the weekend, or during shortened school days – once school day has ended or before the school day starts. Reflection gives the student time to examine their behavior, how it affected others, and how they can improve their behavior the next time they face a similar situation.
Loss of Privileges at School	Student “preferred” activity/privileges should be identified prior to this becoming a choice (participation in clubs, sports, dances, leadership opportunities, incentives, etc.) Students can complete a “reinforcement survey” to figure out preferred activities.
Mentoring/Counseling	Adult assigned to support the student. This could be: <ul style="list-style-type: none"> <li>o Formal – with parent signed permission to participate in Clinical Counseling</li> </ul>

	<ul style="list-style-type: none"> <li>o Informal – pair student up with adult mentor on campus</li> </ul>
Mini-Courses	<p>Short courses or modules on topics related to the student’s behavior as a corrective teaching opportunity, with an incorporated social skills component. Schools can:</p> <ul style="list-style-type: none"> <li>o Create their own courses (such as the “Friday Academy” model)</li> <li>o Use behavior training software or curriculum that teaches alternatives to behavior</li> <li>o Use videos, readings, research, etc.</li> </ul>
Parent Support	<p>School communicates and collaborates with parents about the behavior(s) of concern and possible solutions. Parents are invited to be part of the mentoring/counseling/brainstorm process, they are also invited to visit the school or classroom(s) of concern, and to collaborate on a Coordinated Behavior Plan.</p>
Peer or Adult Mediation	<p>Trained peers or staff hear and review both sides of a situation and decide the outcome(s) based on parameters set by the school; or staff work on conflict resolution with the student(s).</p>
Positive Contingency Contracts (Scholar Success Contracts)	<p>Use negotiation/problem solving approaches to assist student to identify alternatives to negative behavior(s). The school will develop a contract with the student and the family that includes reinforcers/acknowledgements for success and consequences for continuing behavior concerns/challenges.</p>
Programming/Scheduling	<p>Changes in the student’s schedule/classes (permanent, not just for the day/week). Should be based on the student’s needs and monitored to determine progress.</p>
Referral to a Service/Agency/Team	<p>As appropriate, based on student behavior of concern and need:</p> <ul style="list-style-type: none"> <li>o FST Team</li> <li>o IEP Team</li> <li>o School Discipline Team</li> <li>o PUC’s Discipline Review Team</li> <li>o COP SELPA Behavior Support Team</li> <li>o Clinical Counseling Team</li> <li>o DIS Counseling / ERICS Counseling Assessment</li> <li>o Community Mental Health*</li> <li>o Community Agencies*</li> <li>o Department of Child &amp; Family Services</li> </ul>
Reflective Activities	<p>Student is provided guidance through worksheet, assignment, graphic organizer that asks student to reflect on what happened, to decide what could be done differently (next time) and to develop a plan as well as reflect on how to ask for help (when appropriate).</p>
Restitution	<p>Financial or “in kind” (by actions) restitution for behavior. This permits the student to restore or improve the school environment, fix, repair, replace, or clean up the “problem.” For example:</p> <ul style="list-style-type: none"> <li>o Cleaning or painting over graffiti</li> <li>o Paying to replace broken items (due to student behavior)</li> </ul>

	<ul style="list-style-type: none"> <li>o Community service cleaning of school property (disturbed due to student behavior)</li> </ul>
Restorative Practices	<p>The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Trained educators facilitate students' understanding of the impact of their behavior and the harm done to others. Students work together to "make it right." Participants are given a turn to express thoughts and feelings while others listen respectfully. For example:</p> <ul style="list-style-type: none"> <li>o Peer led Restorative Justice</li> <li>o Class Meetings</li> <li>o Group or Conflict Mediation</li> <li>o Social Skills group support</li> </ul>

The school will implement the following professional development plan for teaching, communicating and modeling to the school community the school's discipline policy to ensure school practices are consistent:

- Administrators will communicate the school's discipline policy at the beginning of the school year with school staff, and
- Administrators will periodically teach and model the school practices to staff through professional development meetings, which are conducted every Tuesday, and
- PUC-wide professional development sessions will be provided to include information and training regarding social-emotional learning.

Whenever possible, restorative justice principles will be utilized. In the face of school violations and conflict, [restorative justice](#) (RJ) is a philosophy and an approach that views violations and conflict principally as harm done to people and relationships. It strives to provide support and safe opportunities for the voluntary participation and communication between those affected (victims, offenders, and community) to encourage accountability, reparation, and a movement towards understanding, feelings of satisfaction, healing, safety and a sense of closure. RJ is a non-adversarial, non-retributive approach to justice that emphasizes healing in victims, meaningful accountability of offenders, and the involvement of citizens in creating healthier, safer communities.

While there is no single universal definition for RJ, common elements are shared between those that exist. These common elements, often referred to as [RJ values and principles](#), are fundamental to ensuring that RJ values and principles remain consistent with the founding philosophy of this approach. These common elements, or values, are fundamental to ensuring that restorative justice approaches remain consistent with the philosophy underpinning it. The following is a list of common elements found among many restorative justice writings:

- **Harmful Behavior:** At the core of restorative justice is an appreciation of the full effects of harmful behavior. Restorative justice views violations primarily as damage to individuals, their property, their relationships and their communities. As such, any appropriate response requires a principal focus on the harm caused by the violation.

- **Inclusion:** Restorative justice is driven by an engagement of all people affected by the violation, who are most often identified as the victim, offender, their individual support people (family, friends, others) and the community. This requires elevating the roles of those traditionally excluded from the process, particularly the victim and the community. Inclusion involves the important elements of giving voice, accessibility, ownership of the process and support.
- **Accountability:** Restorative justice is about creating processes that allow offenders to take responsibility for the harms created by their actions, directly to those harmed. As well, it is an opportunity for community to see its role in contributing to the violation. This requires, to the degree possible, an ability to hear all points of view and understand the "truth" of what occurred. In all cases, accountability involves not only accepting responsibility for the violation, but also accepting responsibility for addressing the harms and needs arising from it. For many, accountability also represents the opportunity to denounce the violation and reinforce social rules and laws.
- **Safety:** A complicated element, safety has two primary folds. First, safety is identified as the need to restore a sense of security to those impacted by the violation. Second, safety refers to the need to create processes for restorative justice that are safe (physically, emotionally, psychologically) for those participating. This often involves creating support structures within and around the restorative intervention. In cases of power imbalances among the participants, these dynamics can be powerfully destabilizing to the creation of a safe environment for restorative justice. Safety also involves ensuring that the rights of participants are respected.
- **Transformation:** Another complicated element, transformation implies restorative justice's forward looking aspects. The potential outcomes of restorative justice interventions typically include healing, personal growth, reparation of harms, restoration of positive relationships, and creation/re-creation of enhanced personal and communal situations. These goals apply equally to all parties involved but are not always possible within the scope of all circumstances. While these long-term goals are essential, restorative justice interventions foster movement towards these goals.
- **Voluntary:** Many authors identify the need for choices among the participants - these choices range from choices about participation, to process design, to limitations, to timeframes. As restorative justice is designed to fully engage the range of needed participants, the degree to which the processes reflect their needs, wants and desires becomes essential.
- **Humanistic:** This refers to a wide subset of values that describe the nature of interactions between those involved. These include respect, compassion, dignity, honesty, openness, and growth. Fairness and equality/equity are essential. Multicultural issues are important in ensuring the processes are balanced for all those involved.
- **Interaction:** Communication, either direct or indirect, between those impacted by the violation is typically required. This communication is most often facilitated and supported and can take many formats from face-to-face meetings, correspondence and



video exchanges, shuttle communication, online discussions and multi-party representation.

- **Holistic:** These processes take into consideration and value the full breadth of each individual participant as well as the larger context in which they function. This includes appreciation of the physical, psychological, mental, emotional, spiritual and social context surrounding each person as well as the environment. It is important to note that the spiritual component is important for many participants and a restorative experience connects deeply to their belief systems.

### **Multi-Tiered Support System (MTSS)**

The **PUC CCMS & PUC CCECHS**'s MTSS is to implement a system where multiple levels of behavior supports are provided based on student need. The goal of the school's MTSS, through a team approach, is to provide a coordinated system of support that facilitates the success of all students and ensures that students receive the prevention and exact intervention services that promote academic success.

Response to Intervention (RtI) at PUC CCMS & PUC CCECHS is based on a continuum of behavior supports that reflect the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. These tiers are not used to describe categories of students or specific instructional programs.

*Tier 1: Core Universal Instruction and Supports* – General behavior systems and support designed and differentiated for all students in all settings.

*Tier 2: Targeted Supplemental Interventions and Supports* – Focused, targeted instruction/intervention in addition and aligned with the core behavior system and supports

*Tier 3: Intensive Individualized Interventions and Supports* – The most intense (increased time, narrowed focus, reduce group size, etc.) instruction and intervention based on individual student need in addition to and aligned with the core behavior systems and supports.

Throughout the continuum of support and intervention, problem solving is used to match supports to the student's behavioral/social emotional need. The four parts of the on-going problem-solving cycle are:

- Define the Need: determine the difference between what is expected and what is occurring.
  - *What specifically do we want students to know and be able to do when compared to what they do know and are able to do?*
  - *What exactly is the need?*
- Analyze the Need: use data and other relevant information to determine how to respond.
  - *Why is/are the desired goal(s) not being met?*
  - *What are the barriers to the student(s) doing and knowing what is expected?*
- Develop and Implement a Plan: use results of analysis to establish performance goals and develop a plan to achieve those goals.
  - *What are we going to do?*



- Measure Response to Instruction/Intervention: use data gathered from progress monitoring to evaluate the effectiveness of the instruction/intervention plan based on the student/group of students' response to intervention.
  - *Is it working?*
  - *If it is not working, how will the instruction/intervention plan be adjusted to better support student progress?*

Corporal punishment shall not be used as a disciplinary measure against any pupil.

## 10.2 General Discipline Policies

**PUC CCMS & PUC CCECHS** will implement a discipline policy that will be printed in the school's Student/Parent Handbook. The discipline policy will be communicated to all stakeholders- administrators, students, parents/guardians, and teachers- through distribution of the Student/Parent Handbook. The Student/Parent Handbook will be developed prior to the onset of the opening school year. The Student/Parent Handbook design process will not be discriminatory, arbitrary or capricious. The process will follow general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the Student/Parent Handbook. Students who do not live up to their responsibilities and who violate the school rules should expect some consequences for their behavior. **PUC CCMS & PUC CCECHS's** Student/Parent Handbook will be consistent with the provisions in Element 10 of the charter.

Parents will be asked to participate in the Family Support Team (PUC's equivalent of the Student Success Team) process if a student's behavior is not improving. Members of the Family Support Team typically include the principal or principal designee, Special Education teacher (Inclusion Specialist), at least one of the student's teachers, one or both of the student's parents (or guardian) and the student. Appropriate modifications and intervention strategies will be developed by the Family Support Team and the site principal. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended. At all times students will be afforded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be removed from the campus but at all times will be afforded due process and continued access to instruction.

School staff shall aim to enforce disciplinary rules and procedures fairly and consistently amongst all pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct and discipline will also be printed and distributed as part of the school's Student/Parent Handbook. The discipline policy will be progressive in nature except when a student violation is severe.

When reasonable to do so, student discipline should include positive behavioral interventions.

### *Notification of Policies*

The site principal or designee shall ensure that pupils and their parents/guardians are provided with the **PUC CCMS & PUC CCECHS**'s Student/Parent Handbook at the time of enrollment. The parents and students will be informed that the handbook includes all policies and procedures for pupil conduct and discipline. The **PUC CCMS & PUC CCECHS**'s Student/Parent Handbook will be provided again every school year and shall also be available upon request in the main office of the school. The **PUC CCMS & PUC CCECHS**'s Student/Parent Handbook utilizes sections from the charter petition, including parts of Element 10, to communicate policies and procedures.

### 10.3 Grounds for Suspension and Expulsion

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. **PUC CCMS & PUC CCECHS** takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. When a student's actions violate the school's values there are consequences aligned to the offense. The matrix below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at the administrator's discretion.

At the time of enrollment in **PUC CCMS & PUC CCECHS**, parents and students will be provided with a Student/Parent Handbook that has a clearly delineated list of violations for which students may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in the table below:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period whether on or off the campus.
- d. During, or while going to or coming from, a school-sponsored activity.
- e. Students who present an immediate threat to the health and safety of others may also be suspended or expelled.

Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion. Expulsion Not Mandatory.	Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate. Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.	May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.
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<p><i>Education Code (EC) 48915(c)</i> Act <b>must</b> be committed at school or school activity.</p> <ul style="list-style-type: none"> <li>a. Possessing firearm.</li> <li>b. Selling or otherwise furnishing a firearm.</li> <li>c. Brandishing a knife at another person.</li> <li>d. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq.</li> <li>e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900.</li> <li>f. Possession of an explosive with the power of an M-80 or greater.</li> </ul>	<p>Act <b>must</b> be committed at school or school activity. <i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ul style="list-style-type: none"> <li>a. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1).</li> <li>b. Possession of any knife, explosive with less power than an M-80, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(1)(B).</li> <li>c. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</li> <li>d. Robbery or extortion. <i>EC</i> Section 48915 (a)(1)(D).</li> <li>e. Assault or battery, or threat of, on a school employee.</li> </ul> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> <li>a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> </ul> <p>Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity or student presents an immediate threat to the health and safety of others.</p> <ul style="list-style-type: none"> <li>a. Caused, attempted to cause, or threatened to cause physical injury<sup>†</sup>.</li> <li>b. Willfully used force or violence upon the person of another, except in self-defense</li> <li>c. Possessed dangerous objects</li> <li>d. Possessed drugs or alcohol</li> <li>e. Sold look alike substance representing drugs or alcohol</li> <li>f. Caused damage to property<sup>†</sup>.</li> <li>g. Committed theft</li> <li>h. Possessed or used tobacco</li> <li>i. Committed an obscene act or engaged in habitual profanity/vulgarity</li> <li>j. Possessed or sold drug paraphernalia</li> <li>k. Received stolen property</li> <li>l. Possessed imitation firearm</li> <li>m. Committed sexual harassment §</li> <li>n. Harassed, threatened or intimidated a student witness</li> <li>o. Sold prescription drug Soma</li> <li>p. Committed hazing</li> <li>q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</li> <li>r. Participated in the act of hate Violence §</li> <li>s. Made a Terroristic Threats</li> <li>t. Created a hostile educational environment through severe or pervasive threats, harassment, or intimidation §</li> </ul> <p>The recommendation for expulsion shall be based on one or both of the following:</p>
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		<p>a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>b. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</p> <p>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p> <p>§ Grades 4 through 12 inclusive</p>
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## 10.4 Suspension and Expulsion Procedures

### *Authority to Suspend*

The Principal, Assistant Principal, and Dean in consultation with the Regional Superintendent has the authority to suspend from school following the procedures listed below.

### *Suspension Procedures*

**Suspension from Class:** A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Regional Superintendent. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures such as “Alternatives to Suspension and Expulsion” listed above.

Suspensions from school shall be initiated according to the following procedures:

1. A fair and thorough process for investigating incidents and collecting evidence
  - a Interview relevant witnesses to the incident
  - b Photograph physical evidence
  - c Conduct searches of individuals when the reasonable suspicion standard is met
2. Informal Conference
  - a Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or designee with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal or designee
  - b The conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil shall be notified of the pupil’s right to return to school for the purpose of the conference
  - c At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense
  - d This conference shall be held within two school days of the incident, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization
  - e No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials

### *Suspension Notification*

At the time of suspension, a PUC principal/assistant principal/designee, or office manager, as directed by the administrator, shall make a reasonable effort to contact the parent/guardian by telephone, text, email, or in person. Whenever a pupil is suspended, the parent/guardian shall be notified by the principal in writing of the suspension. This notice shall state the specific offenses committed by the pupil. In addition, the notice will also state the date and time when the pupil shall return to school and the right to appeal the suspension. 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 in writing, email or by phone to such requests without delay to the principal. In addition, the notice will include directions for appealing a suspension.

### *Suspension Time Limits*

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will ensure that their education continues while they are absent from school. The homework will be collected by the school's main office. The parent or guardian will be asked to pick up the homework from the main office each day after school ends. At the same time, the parent or guardian will return any finished work product from the suspended student. In addition, unless the student is suspended pending an expulsion hearing, teachers will be available to meet with the suspended student at the school site to review homework and administer tests, as needed.

### *Suspension Appeal Process*

During or immediately after the informal suspension conference, information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process and a Suspension Appeal Form:

1. To initiate an appeal, the student or parent or guardian must contact the Regional Superintendent in writing from the day of suspension to five (5) school days following the last day of the student's suspension and fill out a Suspension Appeal Form. The student or parent or guardian may write down any and all reasons why they believe the suspension should be overturned, and may attach any evidence to the form.
2. An alternate PUC Regional Superintendent or designee who was not involved in the initial suspension will examine the submitted Suspension Appeal Form along with any submitted evidence and may gather information either in-person or via telephone or via email from the principal, parent or guardian, and student to hear the family's reasons for the appeal and to determine whether or not the principal suspended the student properly and followed all applicable procedures. The alternate Regional Superintendent will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. There will be no hearing.
3. Within five (5) school days of receipt of the Suspension Appeal Form, based on the information submitted or requested, the Regional Superintendent may make one of the following decisions regarding the suspension:
  - a. Uphold the suspension
  - b. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.

- c. Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be removed from the student's record. No information regarding the suspension will be placed in the student's permanent cumulative record.
4. The Regional Superintendent will mail or email a copy of the decision to the parent or guardian and student within five (5) school days of making the decision. A copy of the decision will also be mailed to the school principal.

### *Opportunity Transfer*

An Opportunity Transfer (O.T.) is a carefully planned school-initiated transfer of a student within Partnerships to Uplift Communities schools for remedial and corrective reasons. It is issued as an alternative means of correction to address student misconduct, as listed in the "Grounds for Suspension and Expulsion" Matrix above, after prior interventions have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to himself, herself or others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. Additionally, an O.T. is utilized to provide the transferring student a fresh start at a new school and an opportunity to create positive relationships with new students and staff. Using an O.T. as an effective intervention tool can greatly assist schools in accomplishing the school's goals of increasing graduation rates, decreasing student dropouts, and maintaining safe school communities.

An O.T. can be recommended by the school Principal and/or an Opportunity Transfer Hearing panel and issued by the Regional Superintendent. Parental consent is not required for O.T. issuance; however, no student shall be involuntarily removed (which is defined as disenrolled, dismissed, transferred or terminated) by the school for any reason unless the student's parent/guardian has been provided with written notice of the intent to remove the student at least five (5) school days before the effective date of the removal. The written notice must be in the native language of the student, parent/guardian, and or/educational rights holder if the student is a foster or homeless youth. If possible, school staff will create the written notice in the native language. If not possible, the school will contract for this service but will redact any personally identifiable information from the language that requires translation to maintain confidentiality. In this circumstance, personally identifiable information will be added to the notice after translation services have been provided.

If the Principal recommends an O.T. without an Opportunity Transfer Hearing, the written notice must inform the student of his or her basic rights including the right to initiate an Opportunity Transfer Hearing to be heard and decided by a neutral officer. A neutral officer is a PUC school administrator or PUC school personnel with administrative credential who is not a current employee of PUC CCMS & PUC CCECHS nor has ever been a teacher or administrator of the student. If the parent/guardian does not initiate a hearing, the student is entitled to remain enrolled in the school throughout the five (5) school day notice period. If the parent/guardian initiates a hearing, the student is entitled to remain enrolled in the school through the duration of



the hearing, and cannot be removed until the school issues a final hearing decision. An Opportunity Transfer Hearing will occur within ten (10) school days of the parent initiating an Opportunity Transfer Hearing. However, if the parent chooses to waive the five (5) school days' notice period, the hearing may occur within five (5) school days of the Principal's recommendation for an O.T.

If the Principal convenes an Opportunity Transfer Hearing, the written notice shall include an explanation of the student's basic rights including the right to remain enrolled in the school through the duration of the hearing and cannot be removed until the school issues a final hearing decision. The Opportunity Transfer Hearing will occur within ten (10) school days of the notice. However, if the parent chooses to waive the five (5) school days' notice period, the hearing may occur within five (5) school days of the Principal's recommendation for an Opportunity Transfer Hearing.

An O.T. may also be issued by an Expulsion Panel following an expulsion hearing.

Once an O.T. has been issued, an intake meeting at the receiving school will be scheduled. The receiving school is determined by the Regional Superintendent, with input from the sending school's Principal, and the decision is based on enrollment availability, location, parent's preference, and the receiving school's culture. A school cannot be chosen as a receiving school if it has no space available for the student. A rehabilitation plan will be discussed to help the student succeed at the receiving school.

An O.T. may be initially imposed for one or two full semesters. When the O.T. term ends and if the student adhered to the rehabilitation plan, the student and parent or guardian shall have the option to return to the sending school or stay in the current school. If the student has not completed or adhered to the rehabilitation plan, the O.T. will be extended until the student has completed or adhered to the rehabilitation plan. The O.T. process does not apply to students with an Individualized Education Program (IEP). An O.T. shall not be used to remedy low academic achievement, attendance issues or for being a victim of a fight.

To avoid academic disruption, the PUC-LVT Board passed a Standard of Operating Procedure stating that when a student is issued an O.T. during the last three (3) weeks of a semester, the student will be placed at an Alternative Placement for the final three (3) weeks of the semester and the O.T. will begin at the start of the next semester. Three weeks was chosen because it allows the student to positively close the academic semester with the same grades he or she had been earning at the sending school. To start at a new school with three weeks or less does not set up the student for success academically or socially/emotionally. One week and two weeks, in particular, were not chosen because the last three weeks of a semester are often dedicated to preparing for and taking final exams. When a student is assigned Alternative Placement relating to an O.T. decision, that student will be assigned by the principal or assistant principal or designee to an alternative location with an assigned instructor. In this alternative location, the student will be supervised by certificated staff and provided instruction. Instruction will be provided by the certificated staff member who will provide the school work from each of the

student's classes, explain the material, and answer the student's questions. Students in Alternative Placement should have access to appropriate counseling services.

If a student withdraws from the sending or receiving school at any time during the O.T., the student's O.T. will remain in effect until the student has served the length of the O.T. term and has provided documentation from the school the student has been attending demonstrating compliance with the rehabilitation plan. If the student has complied with the rehabilitation plan, that student may seek enrollment at the sending school, but this student is not guaranteed enrollment at the sending school. If the student seeks enrollment at the sending school during the school year and there is space available, then the student will be enrolled. If the student seeks enrollment at the sending school during the school year and there is no space available, the student will be placed at the end of the waitlist. If the student seeks enrollment at the sending school prior to the school year, the student will have an opportunity to be enrolled through the lottery system.

A parent or guardian and student may appeal an Opportunity Transfer by filling out and returning to the school an Opportunity Transfer Appeal Form within 3 weeks of the decision to Opportunity Transfer. When an appeal form is filled out, the Regional Superintendent who was not involved in the decision to Opportunity Transfer the student or designee will examine the appeal form and all of the evidence that is relevant to the case. If the Regional Superintendent or designee needs clarification or additional information, the Regional Superintendent or designee shall contact the parent or guardian, the student, the school that conducted the investigation or witnesses to gather additional evidence. If the parent, guardian, or student wants to meet or communicate directly with the Regional Superintendent or designee to discuss the appeal, the Regional Superintendent or designee will accommodate that request. Within 10 school days of receiving the appeal form, the Regional Superintendent will make a decision as to whether to uphold or to overturn the Opportunity Transfer. The Regional Superintendent will then mail a copy of the decision to the parent or guardian.

### *Authority to Expel*

A pupil may be expelled by the Expulsion Hearing Panel (consisting of three (3) PUC school administrators or PUC school personnel with administrative credential) following an expulsion hearing. To ensure impartiality, reasonable efforts will be made to populate the Expulsion Hearing Panel with school administrators from a different PUC schools' region. However, it is also permissible for school administrators from the same PUC region as this school to serve as Expulsion Hearing panelists.

### *Expulsion Procedures*

To initiate the expulsion hearing procedure, the Principal's decision shall be based on the finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct

- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Upon recommendation of expulsion by the principal, the pupil and pupil's guardian or representative (who may be counsel or other advocate) will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal 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.

Pupils recommended for expulsion must have an expulsion hearing (whether requested or not by the parent/guardian) to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days from when the recommendation for expulsion is made. The Principal or designee will be responsible for providing the student with appropriate educational opportunities while the student is on suspension and awaiting an expulsion hearing.

1. The expulsion hearing (which is usually held in closed session, unless otherwise requested 72 hours in advance) will be presided over by the Expulsion Hearing Panel and the outcome will be reported to the Regional Superintendent. The Expulsion Hearing Panel's decision-making authority includes but is not limited to reinstating the student, reinstating the student with a behavioral contract, initiating an Opportunity Transfer, or expelling the student.
2. Written notice of the hearing shall be forwarded by the Principal or designee to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing unless the parent/guardian and pupil wish to waive the 10-calendar day waiting period. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
  - a. The date and place of the expulsion hearing
  - b. A statement of the specific facts, charges, and/or offenses upon which the proposed expulsion is based
  - c. A copy of PUC disciplinary rules which relate to the alleged violation
  - d. Notification of the pupil's or parent/guardian's obligation to provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
  - e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
  - f. The right to inspect and obtain copies of all documents to be used at the hearing.
  - g. The opportunity to confront and question all witnesses who testify at the hearing.

- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.
- i. Reasonable accommodations and language support
- j. Special rules and procedures for incidents involving sexual assault and/or battery

### *Recording 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. Parent/guardian and student may request access to the recording and will be granted access within five (5) school days.

### *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. The Expulsion Hearing Panel may expel a pupil if it finds the following: 1) substantial evidence that the pupil committed an expellable offense and 2) substantial evidence that other means of correction are not feasible or have repeatedly failed to bring about proper conduct **or** that the student's presence causes a continuing danger to the physical safety of the pupil or others.

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 Regional Superintendent or the Expulsion Hearing Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil who is being considered for an expulsion, 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/her testimony heard in a session closed to the public.

The school will provide translation as requested by the student and/or parent/guardian.

The Expulsion Hearing Panel's decision shall be made within ten (10) school days following the conclusion of the hearing.

### *Notification of Expulsion*

The principal, following a decision to expel, shall send written notice of the expulsion, including the Panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- (1) Notice of the specific offense(s) committed by the pupil.
- (2) Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
- (3) Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status.
- (4) Information regarding the type of educational placement during the period of expulsion and/or alternative educational options for pupil.
- (5) Effective date of expulsion.
- (6) Date the student to be reviewed for reinstatement.

### *Expulsion Appeal Process*

To initiate an appeal, parent or guardian or student must contact either the school, the school's Regional Superintendent or a Regional Superintendent who was not involved in the original expulsion in writing within three (3) weeks of the date of the expulsion. The school will provide written notice of the date of the Expulsion Appeals Hearing at least three (3) days prior to the hearing date. The written notice will include the day, time, and location of the hearing. The parent/guardian and student will also be informed of the following:

- The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses
- Reasonable accommodations and language support

The rules regarding presentation of evidence at an Expulsion Appeals Hearing are the same as those regarding presentation of evidence at an Expulsion Hearing.

The Regional Superintendent who was not involved in the original expulsion or designee will gather information from the site principal, student, parent or guardian. That Regional Superintendent or designee will then facilitate an appeals' hearing involving the original stakeholders to an Expulsion Appeals Panel consisting of three (3) PUC school administrators or PUC school personnel with administrative credential that does not consist of any original Expulsion Hearing Panel members.

Based on the information presented at the Expulsion Appeals Hearing, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion within five (5) school days after the hearing:

1. Uphold the expulsion

2. Determine that the expulsion was not within the school's guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be removed from the student's record. No information regarding the expulsion will be placed in the student's permanent cumulative record.

The Principal or designee will contact the family by telephone and mail a copy of the decision to the student and/or parent or guardian within five (5) school days of the Expulsion Appeals Panel's decision. If the expulsion is overturned and the Expulsion Appeal Panel decided to reinstate the student, the principal will immediately work with the family to bring the student back to school no later than 5 days after the family is contacted. If the expulsion is overturned and the Expulsion Appeal Panel decided to Opportunity Transfer the student, the principal will immediately work with the family to bring the student to a different PUC school no later than 5 days after the family is contacted.

**PUC CCMS & PUC CCECHS** will provide post-expulsion support to facilitate access to education for expelled students by providing homework packets from all the student's teachers to be picked up by the parent or guardian on a daily basis until the parent or guardian contacts the LAUSD Student Discipline and Expulsion Unit. The school will also provide support by informing the parent/guardian and student that they must call the LAUSD Student Discipline and Expulsion Unit, provide the number to the LAUSD Student Discipline and Expulsion Unit, and allow the parent/guardian and student to use the school's telephone to make that phone call.

### *Records and Reporting*

#### **OUTCOME DATA**

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

Outcome data will include:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

Prior to the recommendation to suspend or expel a pupil, the Regional Superintendent or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

- Assault with a deadly weapon (Penal Code Section 245);
- Possession or sale of narcotics or a controlled substance;

- Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
- Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 ½ inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

If a student is under an expulsion order from another school district (LEA), the enrollment request will be reviewed by PUC Regional Superintendent. The PUC Regional Superintendent will determine if enrollment will be granted. Enrollment will be granted if means of correction are feasible or have not repeatedly failed to bring about proper conduct and if the student's presence does not cause a continuing danger to the physical safety of the pupil or others.

## 10.5 Rehabilitation, Readmission, and Interim Placement

### REHABILITATION PLANS

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

PUC CCMS's & PUC CCECHS's policies and procedures regarding rehabilitation plans is as follows:

- The term of the rehabilitation plan should not include a date later than one (1) year from the date of expulsion when the pupil may apply to PUC CCMS & PUC CCECHS for readmission.
- The criteria to be set forth in the rehabilitation plan shall include but is not limited to academic, attendance, and behavior requirements.
- When a student applies for reinstatement, the timeline shall be as follows:
  - Principal or designee shall ask the pupil and/or the pupil's parent/guardian for the student's academic records, attendance records, discipline/behavior records, and any other information the pupil wishes to share with the Principal or designee
  - Principal or designee shall review the pupil's records and the pupil's rehabilitation plan



- Principal or designee shall make a determination within ten (10) school days

Principal or designee shall notify the pupil and parent/guardian with written notice of the determination within five (5) school days

## **READMISSION**

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

## **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

### 11.1 - 3 Retirement Programs for Certificated, Classified, and Other Staff

Staff at **PUC CCMS & PUC CCECHS** will have access to appropriate retirement plans as outlined below.

Classified staff at **PUC CCMS & PUC CCECHS** will participate in the federal social security system and will have access to other school-sponsored retirement plans for the school’s employees. **PUC CCMS & PUC CCECHS** certificated staff participate in the State Teachers Retirement System (STRS). **PUC CCMS & PUC CCECHS** will continue such participation for the duration of the charter school’s existence under the same CDS code. **PUC CCMS & PUC CCECHS** will contract with the Los Angeles County Office of Education to transmit data to STRS.

The Human Resources and Finance departments at PUC National, which are contracted by the school to manage payroll, are responsible for ensuring that appropriate arrangements for coverage are made.

**ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

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

**12.1 Admissions Notification**

As a public school of choice, PUC Inspire does not have restrictive enrollment based on residence. Parents and students will be informed of their public school attendance alternatives during the enrollment process.

**ELEMENT 13 – DISTRICT EMPLOYEE RIGHTS**

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

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

**ELEMENT 14 – MANDATORY DISPUTE RESOLUTION**

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

**GENERAL PROVISIONS**

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

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

**PROPOSITION 39 DISPUTES**

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

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

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

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

**Principal**  
**PUC Community Charter Middle School & PUC Community Charter Early College High School**  
**11500 Elridge Ave**  
**Lakeview Terrace, CA 91342-6522**

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

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

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

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

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

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

**Principal**  
**PUC Community Charter Middle School & PUC Community Charter Early College High School**  
**11500 Elridge Ave**  
**Lakeview Terrace, CA 91342-6522**

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from



the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

### Element 15: Charter School Closure Procedures

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

### **REVOCATION OF THE CHARTER**

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

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

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

### **Designation of Responsible Person(s) and Funding of Closure**

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

**The specific position(s) that will serve as the school’s closure agent(s) in the event that the school closes shall be the Regional Superintendent or Designee.**

### **Notification of Closure Action**

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

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

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

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

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

### **Financial Close-Out**

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted

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

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

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

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

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

### **Disposition of Liabilities and Assets**

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

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



4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

## Additional Provisions

### **FACILITIES**

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

#### **District-Owned Facilities**

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

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

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

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language

to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

## **INSURANCE**

### **Insurance Requirements**

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the

prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*



**Evidence of Insurance**

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

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

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

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

**Hold Harmless/Indemnification Provision**

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

**FISCAL MATTERS****District Oversight Costs**

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



**Cash Reserves**

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

**Third Party Contracts**

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

**Special Education Revenue Adjustment/Payment for Services**

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

**Student Body Funds**

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

**Audit and Inspection of Records**

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

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

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

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

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

#### **Fiscal Policies and Procedures**

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

#### **Apportionment Eligibility for Students Over 19 Years of Age**

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

#### **Local Control and Accountability Plan**

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

## ADDENDUM

### Assurances, Affirmations, and Declarations

PUC Community Charter Middle and PUC Community Charter Early College High (also referred to herein as “PUC CCMS and PUC CCECHS” or “PUC CCMS” or “PUC CCECHS” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for

the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## Element 1 – The Educational Program

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

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

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

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

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

school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **MATHEMATICS PLACEMENT**

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

### **TRANSITIONAL KINDERGARTEN**

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

### **HIGH SCHOOL EXIT EXAMINATION**

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

### **WASC ACCREDITATION**

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

### **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services,



Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

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



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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

## Element 2 – Measurable Pupil Outcomes and

## Element 3 – Method by which Pupil Progress Toward Outcomes will be

### Measured

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

## Element 4 – Governance

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

## **GENERAL PROVISIONS**

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

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

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

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

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>6</sup>

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

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

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

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<sup>6</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

### **PARENT ENGAGEMENT**

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

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA,

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

## Element 5 – Employee Qualifications

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## Element 6 – Health and Safety Procedures

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

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

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**



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

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

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

professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

## Element 7 – Means to Achieve Racial and Ethnic Balance

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

### **COURT-ORDERED INTEGRATION**

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

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

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

## Element 8 – Admission Requirements

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access

to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

### **NON-DISCRIMINATION**

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

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

## **Element 9 – Annual Financial Audits**

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

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

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

- k. Provisional Budget – Spring prior to operating fiscal year
  - l. Final Budget – July of the budget fiscal year
  - m. First Interim Projections – November of operating fiscal year
  - n. Second Interim Projections – February of operating fiscal year
  - o. Unaudited Actuals – July following the end of the fiscal year
  - p. Audited Actuals – December 15 following the end of the fiscal year
  - q. Classification Report – monthly according to Charter School’s Calendar
  - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
  - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
  - t. Other reports as requested by the District

## Element 10 – Suspension and Expulsion Procedures

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

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

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

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

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

## Element 11 – Employee Retirement Systems

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

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

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

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

## Element 12 – Public School Attendance Alternatives

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

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

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

## Element 13 – Rights of District Employees



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

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

## Element 14 – Mandatory Dispute Resolution

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

### GENERAL PROVISIONS

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

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

### PROPOSITION 39 DISPUTES

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

- 6) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail,

or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Principal  
PUC Community Charter Middle School & PUC Community Charter Early College High School  
11500 Eldridge Ave  
Lakeview Terrace, CA 91342-6522

A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 7) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 8) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation

or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 9) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

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

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

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

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Principal  
PUC Community Charter Middle School & PUC Community Charter Early College High School  
11500 Eldridge Ave  
Lakeview Terrace, CA 91342-6522

- 7) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 8) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## Element 15 – Charter School Closure Procedures

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

### **REVOCATION OF THE CHARTER**

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

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

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

#### **Designation of Responsible Person(s) and Funding of Closure**

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

#### **Notification of Closure Action**

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

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records



to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

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

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar

liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

4. 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.
5. 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.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

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

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

**Disposition of Liabilities and Assets**

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

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

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

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

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

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

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

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)

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

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

## Additional Provisions

### **FACILITIES**

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

#### **District-Owned Facilities**

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

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

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the

charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs,

- services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
- Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
  - Minimum Payments or Charges to be Paid to District Arising From the Facilities:
    - (iii) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
    - (iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
  - Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
    - (iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
    - (iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
  - Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property



insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-



insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **Evidence of Insurance**

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

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

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

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

#### **Hold Harmless/Indemnification Provision**

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

whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

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

### **Cash Reserves**

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

**Third Party Contracts**

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

**Special Education Revenue Adjustment/Payment for Services**

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

**Student Body Funds**

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

**Audit and Inspection of Records**

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

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

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

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

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

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

#### **Fiscal Policies and Procedures**

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

#### **Apportionment Eligibility for Students Over 19 Years of Age**

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

#### **Local Control and Accountability Plan**

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