



PUC Excel Charter Academy
A School of Partnerships to Uplift Communities (PUC)
Los Angeles

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Assurances, Affirmations, and Declarations

PUC Excel Charter Academy (also referred to herein as “PUC Excel” and “Charter School”) shall:

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

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

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

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	<i>Dr. Gloria Gasca</i>
• The contact address for Charter School is:	<i>1855 N Main St. Floor 2</i>
• The contact phone number for Charter School is:	<i>(323)222-5010</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>90031</i>
• This location is in LAUSD Board District:	<i>Northeast Los Angeles</i>
• This location is in LAUSD Local District:	<i>5</i>
• The grade configuration of Charter School is:	<i>6-8</i>
• The number of students in the first year will be:	<i>300</i>
• The grade level(s) of the students in the first year will be:	<i>6-8</i>
• Charter School’s scheduled first day of instruction in 2021-2022 is:	<i>August 16, 2021</i>
• The enrollment capacity: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	<i>300</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:	8:00 a.m. to 3:30 p.m.
• The term of this Charter shall be from:	July 1, 2021 to June 30, 2026
<i>If approved, the term of this Charter for low performing schools:</i>	<i>July 1, 2021 to June 30, 2023</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(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-

operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

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

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

1.1 COMMUNITY NEED FOR CHARTER SCHOOL

Overview & Introduction:

PUC Excel Charter Academy was developed in response to parents and community as an alternative to existing public middle schools in Northeast Los Angeles. Established in 2006, PUC Excel Charter Academy has grown to serve more than 300 students. Ten years after opening, PUC Excel Charter Academy is on a growth trajectory, with strong benchmark, Lexile, and CAASPP data, and has developed into a thriving school community, oriented around educating the whole child, and activating each child's interests, passions, and abilities, through robust arts and enrichment programs, and rigorous, college-preparatory instruction.

PUC Excel opened in the Northeast LA community in 2006. As a school of the Partnerships to Uplift Communities schools network, we prioritize holistically supporting our more than 300 students toward the goal of fostering young, proficient, college-going leaders, who will return to uplift their community throughout their lives. Throughout our nearly 20 years of history, we've prioritized student growth and responsiveness to data.

PUC Excel Charter Academy's Charter Deserves Renewal

This sub-section addresses the specific renewal requirements under AB 1505 and LAUSD's Policy and Procedures for Charter Schools but the data presented in this section is not the only data presented

in Element 1 that address these requirements. All of the data presented in Element 1 is intended to be considered in determining how the school has satisfied the charter renewal criteria.

Under AB 1505 and LAUSD’s Policy and Procedures for Charter Schools adopted on August 11, 2020, PUC Excel Charter Academy meets the two requirements for LAUSD to find that PUC Excel may be renewed. The requirements are the following:

- 1. PUC Excel has taken meaningful steps to address the underlying cause(s) of low performance, which are written in a plan adopted by the Partnerships to Uplift Communities Los Angeles Board of Trustees**

On August 12, 2020, Partnerships to Uplift Communities Los Angeles Board of Trustees passed a written plan called “**PUC Excel Charter Academy: School Improvement Plan**” which outlines meaningful steps to address the underlying causes of low performance. These steps include but are not limited to ongoing professional development and coaching for school leaders and teachers, utilization and monitoring of implementation of research based, proven practices for increasing student achievement for each subgroup and schoolwide, partnerships with relevant agencies and organizations that will contribute to improved student achievement, social-emotional supports for students, and ongoing internal data analysis tied to academic benchmark criteria with appropriate follow up. The improvement plan has been placed at the end of Element 1.

- 2. There is clear and convincing evidence demonstrated by verified data showing PUC Excel achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. LAUSD’s Policy and Procedures for Charter Schools defined this more specifically as “growth in achievement in ELA and Math from one academic year to the next demonstrating either the same or higher growth levels as schools serving similar student populations for each year of the charter school’s current term of the charter”.**

PUC Excel can demonstrate either the same or higher growth level as schools serving similar student populations for each year of the charter school’s current term of the charter. **PUC Excel** believes that it should be compared to similar schools as well as resident schools given that LAUSD’s Policy and Procedures specifically mentions that it should be compared to “schools serving similar populations”. **PUC Excel** satisfies this requirement whether compared to resident schools or similar schools.

The source of the data below is the PUC Excel Charter Academy 2024 Data Set provided by the Charter Schools Division on 12.06.2019 in preparation for the January 2020 Oversight visit.

Comparison with Similar Schools

When compared to similar schools¹, **PUC Excel** demonstrated overall HIGHER growth in achievement in ELA and Math.

- a. In ELA-
 - a. **PUC Excel** grew from 33% to 41%, an increase of 8% in total (an average year-to-year growth of 4%)
 - b. Similar schools grew from 35% to 38%, an increase of 3% in total (an average year-to-year growth of 1.5%)
- b. In Math-
 - a. **PUC Excel** grew from 21% to 25%, an increase of 4% in total, (an average year-to-year growth of 2%)
 - b. Similar schools grew from 22% to 23%, an increase of 1% in total (an average year-to-year growth of 0.5%)

Table 1.0A						
Overall CAASPP Scores						
Data Source: PUC Excel Charter Academy 2024 Data Set						
Overall Scores	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel	33%	21%	31%	23%	41%	25%
Similar School Median	35%	22%	32%	19%	38%	23%

Table 1.0B				
Change in Overall CAASPP score from 2016-17 to 2018-19				
Data Source: PUC Excel Charter Academy 2024 Data Set				
Change in score from 2016-17 to 2018-19	Aggregate		Average year-to-year	
	ELA	Math	ELA	Math
PUC Excel	8%	4%	4%	2%
Similar School Median	3%	1%	1.5%	0.5%

When comparing year-to-year changes, **PUC Excel** demonstrated a clear pattern of higher growth than similar schools.

- a. In ELA-

¹ The “similar schools” chosen for comparison are the ones the LAUSD Office of Data and Accountability defined as “similar schools” to **PUC Excel**. Data source is the PUC Excel Charter Academy 2024 Data set provided by the Charter Schools Division on 12.06.2019 in preparation for the January 2020 Oversight visit. Similar Schools are: Alexander Fleming Middle, Bert Corona Charter, Hubert Howe Bancroft Middle, ICEF View Park Preparatory Middle, KIPP Academy of Opportunity, Magnolia Science Academy 3, Magnolia Science Academy 4, Magnolia Science Academy Bell, PUC Lakeview Charter Academy, PUC Triumph Charter Academy and PUC Triumph Charter High, Richard Henry Data Middle, Synergy Kinetic Academy

- a. From 16-17 to 17-18, **PUC Excel**'s growth level (-2%) was higher than Similar schools' growth level (-3%)
- b. From 17-18 to 18-19, **PUC Excel**'s growth level (10%) was higher than Similar schools' growth level (6%)
- b. In Math-
 - a. From 16-17 to 17-18, **PUC Excel**'s growth level (2%) was higher than Similar schools' growth level (-3%)
 - b. From 17-18 to 18-19, **PUC Excel**'s growth level (2%) was lower than Similar schools' growth level (4%), but that is only because Similar schools did poorly in 17-18. Had Similar schools not declined in 17-18 and stayed the same as 16-17 (22%), then its growth from 16-17 to 17-18 would have only been 1% instead of 4% and **PUC Excel**'s growth level would have been higher. **PUC Excel** should not be punished because Similar schools did poorly in Math in 17-18.

Table 1.0C						
Change in CAASPP Scores Year-to Year						
Data Source: PUC Excel Charter Academy 2024 Data Set						
<i>Change in Score (year-to-year)</i>	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel	-	-	-2%	2%	10%	2%
Similar School Median	-	-	-3%	-3%	6%	4%

When comparing subgroups between **PUC Excel** and similar schools, **PUC Excel** outperforms similar schools in almost every subgroup, specifically for SWD students, SED students and Hispanic students

- a. For SWD students, **PUC Excel** outgrew similar schools in total throughout the charter term and in each year in both ELA and Math.

Table 1.0D						
SWD- Overall CAASPP Scores						
Data Source: PUC Excel Charter Academy 2024 Data Set						
<i>SWD- Overall Score</i>	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- SWD	2%	2%	4%	6%	10%	14%
Similar School Median	6%	3%	8%	2%	11%	6%

Table 1.0E				
SWD Change in Score from 2016-17 to 2018-19 Aggregate vs. Average Year-to-Year				
Data Source: PUC Excel Charter Academy 2024 Data Set				
<i>SWD- Change in score from 2016-17 to 2018-19</i>	Aggregate		Average year-to-year	
	ELA	Math	ELA	Math
PUC Excel	8%	12%	4%	6%

PUC EXCEL CHARTER ACADEMY

Similar School Median	5%	3%	2.5%	1.5%
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Table 1.0F						
SWD Change in Score Year-to-Year						
Data Source: PUC Excel Charter Academy 2024 Data Set						
SWD- Change in score (year-to-year)	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- SWD	-	-	2%	4%	6%	8%
Similar School Median	-	-	2%	-1%	3%	4%

- b. For SED students, **PUC Excel** outgrew similar schools in total throughout the charter term and in each year in both ELA and Math.

Table 1.0G						
SED Overall CAASPP Score						
Data Source: PUC Excel Charter Academy 2024 Data Set						
SED-Overall Score	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- SED	32%	21%	31%	22%	38%	23%
Similar School Median	33%	21%	31%	18%	37%	19%

Table 1.0H				
SED Change in Score from 2016-17 to 2018-19 Aggregate vs. Year-to-Year				
Data Source: PUC Excel Charter Academy 2024 Data Set				
SED- Change in score from 2016-17 to 2018-19	Aggregate		Average year-to-year	
	ELA	Math	ELA	Math
PUC Excel	6%	2%	3%	1%
Similar School Median	4%	-2%	2%	-1%

Table 1.0I						
SED- Change in Score (Year-to-Year)						
Data Source: PUC Excel Charter Academy 2024 Data Set						
SED- Change in score (year-to-year)	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- SED	-	-	-1%	1%	7%	1%
Similar School Median	-	-	-2%	-3%	6%	1%

- c. For Hispanic students, **PUC Excel** outgrew Similar schools in total throughout the charter term and in each year in both ELA and Math.

Table 1.0J						
Hispanic Overall CAASPP Scores						
Data Source: PUC Excel Charter Academy 2024 Data Set						
<i>Hispanic- Overall Score</i>	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- Hispanic	32%	21%	31%	23%	41%	25%
Similar School Median	33%	23%	31%	23%	36%	24%

Table 1.0K				
Hispanic CAASPP Change in Score from 2016-17 to 2018-19 Aggregate vs. Year-to-Year				
Data Source: PUC Excel Charter Academy 2024 Data Set				
<i>Hispanic- Change in score from 2016-17 to 2018-19</i>	Aggregate		Average year-to-year	
	ELA	Math	ELA	Math
PUC Excel	9%	4%	4.5%	2%
Similar School Median	3%	1%	0.5%	1%

Table 1.0L						
Hispanic CAASPP Change in Score (year-to-Year)						
Data Source: PUC Excel Charter Academy 2024 Data Set						
<i>Hispanic- Change in score (year-to-year)</i>	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- Hispanic	-	-	-1%	2%	10%	2%
Similar School Median	-	-	-2%	0%	5%	1%

Comparison to Resident Schools

A comparison between **PUC Excel** and its resident schools² is not truly a comparison of schools with similar populations. Except for Albion Street Elementary, the other four resident schools have magnet programs, which attracts a different segment of the population.

Nonetheless, when compared to the median resident school, **PUC Excel**'s growth is substantially the same as resident schools. As evidenced by table 1.0B above for the overall population, over the course of the 2016-17 SY to 2018-19 SY, **PUC Excel** grew 8% in ELA and 4% in Math while the median resident school grew 3% in ELA and 1% in Math. Further, when comparing the schools on growth in the final and most important year (from 2017-18 to 2018-19), **PUC Excel**'s growth

² The "resident schools" chosen for comparison are the ones the LAUSD Office of Data and Accountability defined as "resident schools" to **PUC Excel**. They are: Albion Street Elementary, Belvedere Middle, El Sereno Middle, Florence Nightingale Middle, Hollenbeck Middle.

exceeded the resident school median. *PUC Excel grew 10% in ELA and 2% in Math, while the resident school median grew 2% in ELA and 2% in Math.*

The best comparison statistic to compare PUC Excel's growth against the resident school median's growth is based on the SWD subgroup because that subgroup would not be impacted by the magnet programs. Over the course of the charter's term, PUC Excel's growth dramatically exceeded the resident schools' growth for SWD students. PUC Excel grew 8% in ELA compared to the resident school median's 3%. In Math, PUC Excel grew 12% compared to the resident school median's 0%. Year-by-year change also clearly demonstrates higher growth levels for PUC Excel over the resident median school. From 2016-17 school year to 2017-18 school year, PUC Excel and the resident median school had basically identical growth rates in ELA- 2% for PUC Excel and 3% for the resident median school. For the 2016-17 to 2017-18 Math growth rate (4% vs. 1%), and the 2017-18 ELA (6% vs. 0%) and Math (8% vs. -1%) growth rates, PUC Excel dramatically exceeded the resident school median growth rates.

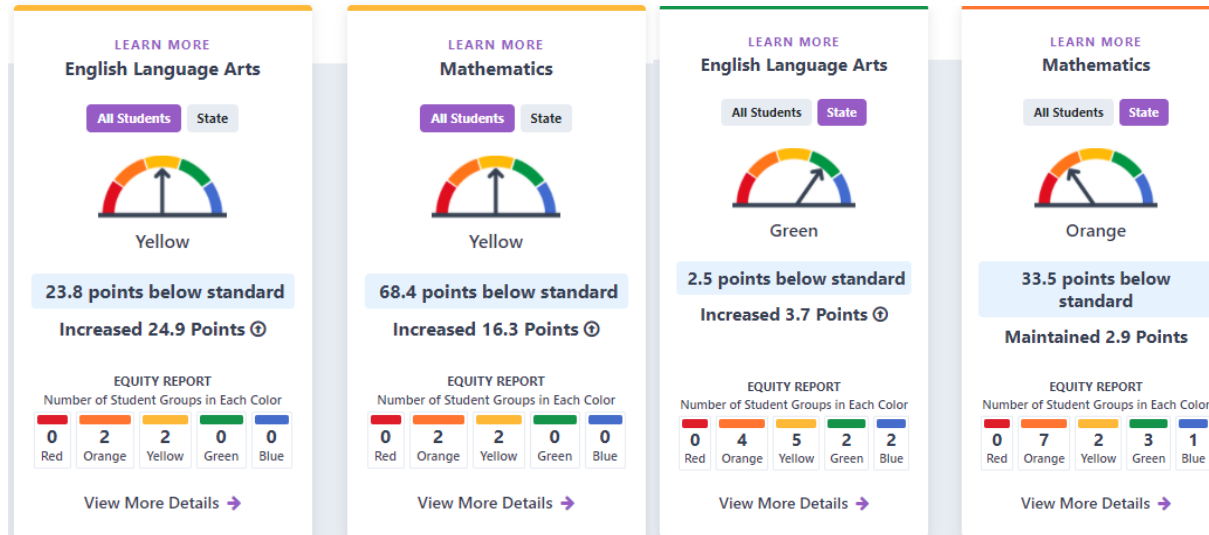
SWD- Overall Score	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- SWD	2%	2%	4%	6%	10%	14%
Resident School Median	4%	5%	7%	6%	7%	5%

SWD- Change in score from 2016-17 to 2018-19	Aggregate		Average year-to-year	
	ELA	Math	ELA	Math
PUC Excel	8%	12%	4%	6%
Resident School Median	3%	0%	1.5%	0%

SWD- Change in score (year-to-year)	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- SWD	-	-	2%	4%	6%	8%
Resident School Median	-	-	3%	1%	0%	-1%

Effect of Covid Pandemic

Finally, the impact of the Covid pandemic is important to note. **PUC Excel** demonstrated significant growth from 2017-18 to 2018-19. *In the charts below, PUC Excel's ELA Distance from Standard (DFS) score increased 24.9 points compared to the state's increase of 3.7 points. PUC Excel's Math DSF score increased 16.3 points compared to the state's 2.9 points.* Had the Covid pandemic not occurred, **PUC Excel** would have demonstrated more growth in the 2019-20 school year. It was deprived that opportunity and should not be punished for it.



PUC Excel Today:

In the past five academic school years, **PUC Excel** has continued to grow and thrive in many ways. The population of English Learners and Students with Disabilities have increased and has pushed our practice to ensure we can meet their needs. We have risen to the challenge. The overall ELA & Math achievement on the CAASPP has continually improved over the past five years. Specifically, on the 2018-2019 test, all four special populations (ELs, SWDs, SED, Latino) grew in the four claim areas of ELA and three of the four claim areas in Math. As a result, close to 50% of our ELs have been able to reclassify over the past two school years. Furthermore, a quarter of our EL population grew two or more levels on the ELPAC. As a result, our scores were competitive with neighborhood schools such as El Sereno Middle School, Florence Nightingale and Luther Burbank. Specifically, the SWD population outperformed all three schools in ELA and Math on the 2019 CAASPP.

On the 2019 California Dashboard, the growth of the entire school population and four special populations was evident. **PUC Excel**'s ELA and Math achievement moved from orange to yellow. Again, the Dashboard colors were closely matched, and in some cases higher than those of the neighborhood schools aforementioned.

PUC Excel attributes this growth to our data driven assessments and responsive standards-based teaching and learning. We have implemented strategic intervention plans in the content classes, during extra learning times and after school to supporting striving learners in literacy and numeracy. We provide language-based Learning in all content classes. Our whole team, including Special Education teachers (called "Inclusion Specialists" at **PUC Excel**) engages in collaborative grade level planning and shared ownership for achievement. We also engage students in practicing strategic summative test prep to support student understanding of tests as a genre and that they can be successful readers of tests.

We are a data driven school that uses multiple forms of data to engage in a reflection cycle that allows us to observe, pose questions, analyze, and adjust. The data cycle allows us to progress monitor in support of desired outcomes for all students and each significant subgroup year after year. While we

have areas of strength over the last few years, we also acknowledge areas for growth and have outlined strategic plans to support our desired outcomes for all students and each significant subgroup. We look forward to working with PBL Works (formerly Buck Institute) through the PBL LA Leadership Network to improve our inquiry practices across all contents. We are excited to begin this partnership given our Accelerate Grant Award from the Greater Public Schools Network.

The academic data below will capture the school's California School Dashboard Data, CAASPP Data, ELPAC Data, LAUSD Annual Oversight Data and other internal data points over the last few years of the charter.

Summary of Student Achievement Data:

As indicated in Chart 1.0, in the last two school years, PUC Excel had a strong Oversight Visit from the LAUSD Charter Schools Division as evidenced by the scores of 3 and 4 in Student Achievement and Educational Performance. The Administrators representing the Charter School's Division gave the school celebratory feedback and voiced their support of the school's academic program. In this data story, we aim to show the evidence of the celebratory growth in our student's achievement and performance.

Chart 1.0 LAUSD Charter Oversight Scores				
Oversight Summary of Ratings				
Year	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2017-18	3	3	3	1
2018-19	3	3	3	2
2019-20	3	4	3	2

Source: LAUSD CSD Oversight Reports

California Dashboard

Source: <https://www.caschooldashboard.org/>

Chart 1.1 PUC Excel Longitudinal CA Dashboard						
	ELA			Math		
Year	2017	2018	2019	2017	2018	2019
Points Below Standard	39	48	23	83	84	68
Points Increased	21	9	25	10	-1	16

Chart 1.2 2019 CA Dashboard: Color & Points Increased by Special Populations				
	EL	SWD	Hispanic	SED
ELA	23	50	25	20
Math	16	39	16	11

Highlights of PUC Excel 2019 CA Dashboard (Chart 1.1 & Chart 1.2):

- Both the English Language Arts and Math Performance Color indicator returned to yellow after moving from yellow to orange from 2017 to 2018
- In 2019, all four special population groups increased points in ELA and Math
- In 2019, all four special population groups moved out of Red with respect to the Math Performance Color.
- While there is not a performance color for English Learner Progress in 2019 (due to a lower population of ELs in 2019), we will show in later data that significant progress was made with this special population
- In 2017-2019, Standard was Met for the following Indicators using the PUC Schools Local Indicator Self Scoring Tools (based on the Self-Scoring document and tool provided by the CDE)
 - Basics: Teachers, Instructional Materials, Facilities (Priority 1 of PUC Schools Local Indicator Self Scoring Tool)
 - Implementation of Academic Standards (Priority 2 of PUC Schools Local Indicator Self Scoring Tool)
 - Parent and Family Engagement (Priority 3 of PUC Schools Local Indicator Self Scoring Tool)
 - Local Climate Survey (Priority 6 of PUC Schools Local Indicator Self Scoring Tool)
 - Access to a Broad Course of Study (Priority 7 of PUC Schools Local Indicator Self Scoring Tool)

Areas of Growth for PUC Excel 2019 CA Dashboard

- We know that we have next steps to strategically support our students in both ELA and Math so that our performance indicator moves toward the performance color green & blue. We will outline our action plan in later academic data sections

PUC Excel 2019 CA Dashboard in Comparison to LAUSD and State of California Dashboards

Academic Performance

Chart 1.3 2019 CA Dashboard Comparison: PUC Excel, LAUSD & CA						
	ELA			Math		
	PUC Excel	LAUSD	CA	PUC Excel	LAUSD	CA
Points Below Standard	23	23	3	68	54	34
Points Increased	25	5	4	16	5	3

Chart 1.4 2019 CA Dashboard ELA Subgroup Comparison: Points Below Standard				
	EL	SWD	Hispanic	SED
PUC Excel	70	88	25	29
LAUSD	62	106	32	34
CA	45	88	27	30

Chart 1.5 2019 CA Dashboard *ELA* Subgroup Comparison: *Points Increased*

	<i>EL</i>	<i>SWD</i>	<i>Hispanic</i>	<i>SED</i>
<i>PUC Excel</i>	23	50	25	20
<i>LAUSD</i>	5	8	6	6
<i>CA</i>	3	8	5	4

Chart 1.6 2019 CA Dashboard *Math* Subgroup Comparison: *Points Below Standard*

	<i>EL</i>	<i>SWD</i>	<i>Hispanic</i>	<i>SED</i>
<i>PUC Excel</i>	104	130	69	75
<i>LAUSD</i>	83	134	64	64
<i>CA</i>	69	119	62	64

Chart 1.7 2019 CA Dashboard *Math* Subgroup Comparison: *Points Increased*

	<i>EL</i>	<i>SWD</i>	<i>Hispanic</i>	<i>SED</i>
<i>PUC Excel</i>	16	38	16	11
<i>LAUSD</i>	4	8	5	5
<i>CA</i>	-2	7	3	3

Highlights of CA Academic Performance Dashboard Comparison (See Charts 1.3-1.7)

- PUC Excel's Overall ELA and Math points increased exceeds the growth of both LAUSD and CA; All four special populations at PUC Excel showed growth in both ELA and Math that exceeded points increased relative to LAUSD and CA
- PUC Excel's *EL ELA* Performance is close in comparison to LAUSD's points below standard and points increased exceeds both LAUSD and CA; *EL Math* is farther from standard than LAUSD and CA but showed more growth than both LAUSD and CA
- PUC Excel's *SWD ELA* is closer to standard in comparison to LAUSD, similar to CA and far exceeds points increased than LAUSD and CA; PUC Excel's *SWD Math* is closer to standard than both LAUSD and CA and also far exceeds the growth of LAUSD and CA
- PUC Excel's *Hispanic & SED ELA* is closer to standard than both LAUSD and CA and also far exceeds points increased in comparison to both LAUSD and CA; *Hispanic and SED Math* is slightly farther from standard than LAUSD and CA but growth for both groups exceeds both LAUSD and CA

Areas of Growth Re: CA Academic Performance Dashboard Comparison

- PUC Excel strives to be closer to standard in ELA and Math
- PUC Excel strives to continue increasing points for all students in ELA and Math so that the Performance Indicators move to Green and Blue for all special populations
- Since analyzing this data in 2019, we have continued to revise and improve our instruction for ELs through designated ELD, our intervention supports for students with IEPs; We also continue to analyze schoolwide NWEA MAP data to determine the next steps for each special population

Continued Action Plan for PUC Excel

- **PUC Excel** will continue to take a systematic approach to data analysis and implementation of our Multi-Tiered System of Support for all students. As of fall 2019, we have been gathering as a staff at the end of each unit of learning to analyze grade book data in relation to NWEA and CAASPP data to identify subgroups that need support.
- To obtain normed data in between NWEA MAP cycles, **PUC Excel** will begin implementing the use of iReady in the fall of 2020 to both obtain student assessment data and use the iReady platform tools to respond with aligned instruction
- Because the majority of our students fall into the SED and Hispanic population, we will ensure that we continue to explore the academic subgroups within these two populations, to implement strategic interventions for students who are below standard, nearly meeting standard, meeting standard and exceeding standard

Longitudinal CAASPP ELA Data

Please note that data in this section obtained from CAASPP Student Results Report. In addition, percents are rounded up so they may not match across all charts/graphs.

Chart 1.8 CAASPP – Number of Student Tested Overall		
ELA	2017	310
	2018	299
	2019	304

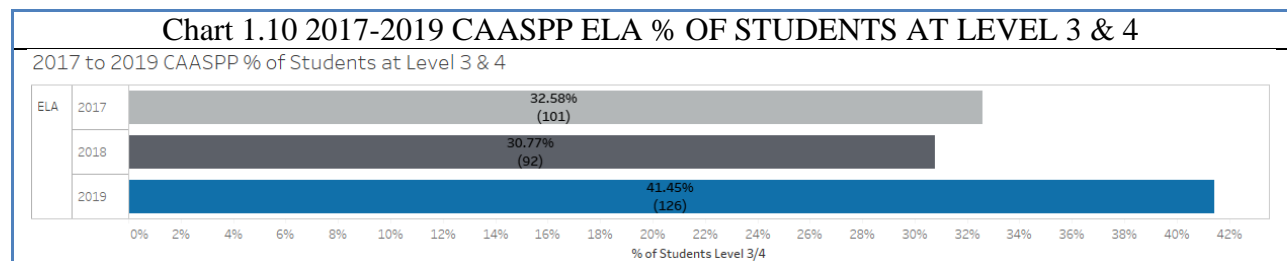
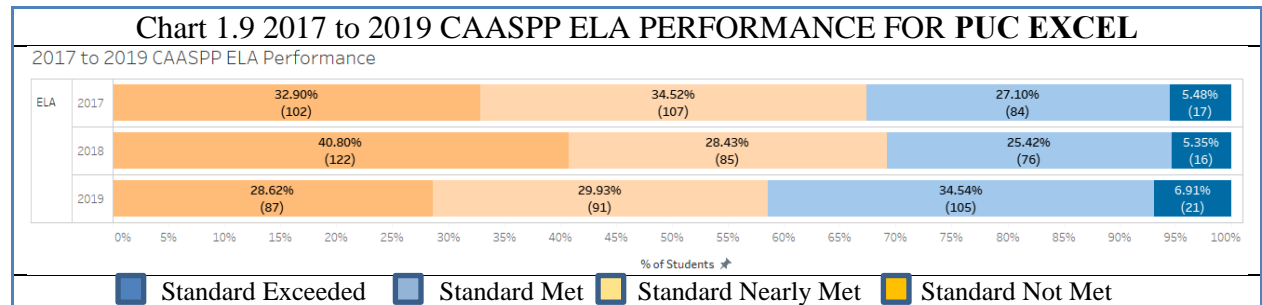


Chart 1.11 Percent of Students Per Proficiency Level on ELA CAASPP						
Test Subject	Year	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Total Met & Exceeded

ELA	2017	32.90%	34.52%	27.10%	5.48%	32.58%
	2018	40.80%	28.43%	25.42%	5.35%	30.77%
	2019	28.62%	29.93%	34.54%	6.91%	41.45%

Chart 1.12 Distance From Standard ELA CAASPP						
Test Subject	Year	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Overall
ELA	2017	-134.25	-37.76	40.23	126.41	-39.37
	2018	-137.89	-37.75	40.39	121.06	-50.25
	2019	-132.29	-34.64	40.35	123.14	-25.78

Highlights of PUC Excel's Longitudinal ELA CAASPP Data (See Charts 1.8-1.12)

- PUC Excel shows an overall upward trend over the past three school years in ELA performance on the CAASPP, moving almost 10% more of students toward proficiency from 2017 to 2019
- While there was a dip in 2018 (meaning the 2018 proficiency data did not exceed 2017), the proficiency in 2019 exceeded that of 2017
- 2019 showed the smallest percentage and the least number of students at “did not meet standard” in comparison to 2017 & 2018 ELA achievement data overall
- 2019 Showed the closest Overall Distance From Standard from 2017-2019

We attribute this growth in ELA Achievement to the following actions implemented from 2018-2019:

- Data driven assessment & standards-based teaching and learning
- Strategic Intervention- Supporting Striving Learners in Literacy
- Language-Based Learning in ELA & History Classes
- Collaborative Grade Level Planning & Shared Ownership for Literacy Achievement
- Strategic Summative ELA Test Prep & Testing Schedule

Continued Action Plan for PUC Excel's ELA Achievement Growth:

- As a school we will re-examine our practices (across content classes) in helping students develop metacognitive reading strategies; We will work to implement common strategies so that students can access rigorous texts and make meaning through conversations and writing
- As a school we will continue to reflect on our growth around writing, naming the strategies that are working, and continuing to elevate the expectations for students, modeling the craft and engaging in small group meetings and individual conferences to help students meet their individual writing goals
- We will continue to study academic discourse best practices so that we engage our students in speaking and listening about academic content to meet grade level expectations; this includes speaking and listening interventions and supports for our subgroups like ELs & SWDs
- PUC Excel will improve achievement in the Research & Inquiry claim by continuing to engage in small group work with specific populations like designated ELD and conferring with SWDs around their individual assignments, especially in their inquiry work- supporting

their independence to read about a content, organize materials and write toward grade level expectations.

Longitudinal CAASPP Math Data

Please note that data in this section obtained from CAASPP Student Results Report. In addition, percents are rounded up so they may not match across all charts/graphs.

Chart 1.13 CAASPP – Number of Student Tested Overall		
Math	2017	313
	2018	298
	2019	299

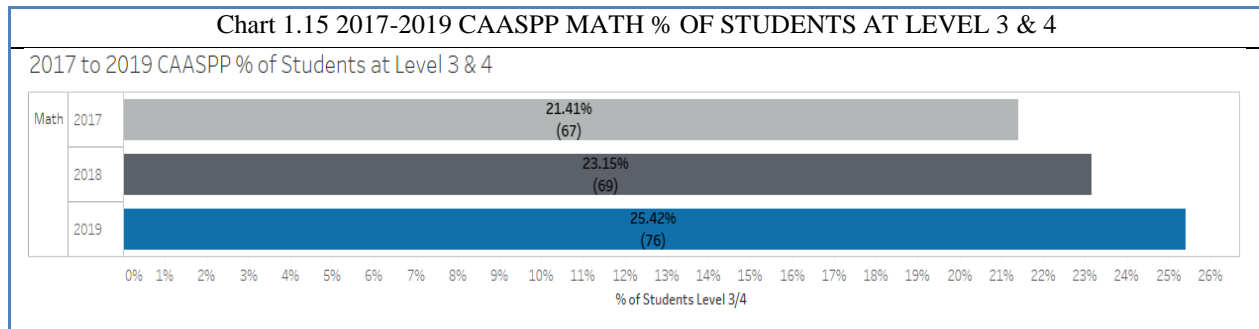
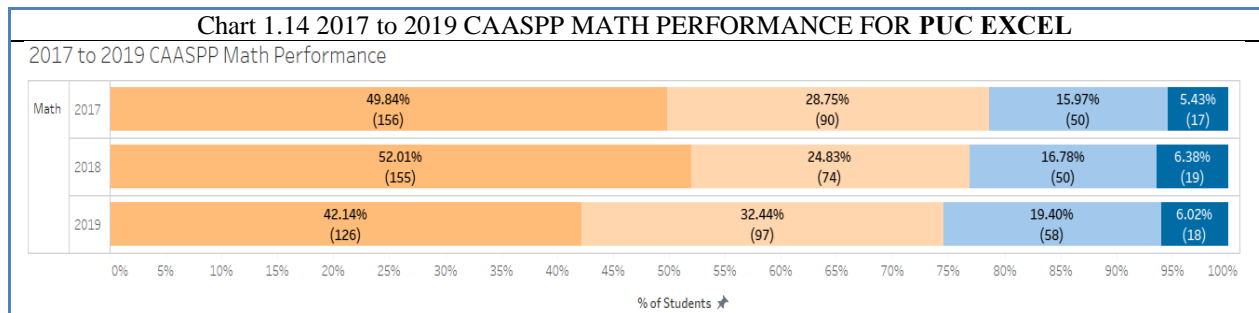


Chart 1.16 Percent of Students Per Proficiency Level on Math CAASPP						
Test Subject	Year	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met & Exceeded
Math	2017	49.84%	28.75%	15.97%	5.43%	21.4%
	2018	52.01%	24.83%	16.78%	6.38%	23.16%
	2019	42.14%	32.44%	19.40%	6.02%	25.42%

Chart 1.17 Distance From Standard Math CAASPP						
Test Subject	Year	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Overall

Math	2017	-167.9	-41.51	30.34	95.41	-85.59
	2018	-164.9	-44.55	30.38	93.16	-85.8
	2019	-157.71	-45.73	29.31	87.67	-70.33

Highlights of PUC Excel's Longitudinal Math CAASPP Data (See Charts 1.13 to 1.17)

- PUC Excel shows an overall upward trend of Standard Met and Standard Exceeded combined over the past three school years in Math performance on the CAASPP, moving almost 4% of students toward proficiency over the past 3 years.
- In 2019, the Standard Nearly Met data improved and was the highest it had been since 2017, meaning more students are approaching grade level
- 2019 showed the smallest percentage and the least number of students at Standard Not Met compared to 2017-2018 data, meaning a lower amount of students are further from grade level
- In 2019, the students in the Standard Not Met group was closer to standard than the previous years. Overall, the Distance From Standard was the lowest in 2019

Aligned to our ELA attributes, the following are the factors that led to increased performance in Math on the CAASPP

- Data driven assessment & standards-based teaching and learning
- Strategic Intervention- Supporting Striving Learners in Numeracy
- Language-Based Learning in Math & Science Classes
- Collaborative Grade Level Planning & Shared Ownership Numeracy Achievement
- Strategic Summative Math Test Prep & Testing Schedule

Continued Action Plan for PUC Excel's Math Achievement Growth:

- To support problem solving and mathematical reasoning, we will embed more opportunities to unpack mathematical academic language during Math class and designated ELD class (specifically for our ELs)
- We will continue work to provide more opportunities for students to use language through speaking and writing to justify their thinking and answers
- We will continue to embed frequent data analysis opportunities into our coaching conversations and professional development experiences, monitoring all special populations, to measure student growth and ensure we are providing students the scaffolds as well as the challenge they deserve
- In the 2020-2021 and 2021-2022, our current 7th grade teachers will loop to 8th grade with our students; we know that teachers will carry what they know about student data to address gaps and build on student knowledge in their 2nd year together

PUC Excel's Special Populations Deep Dive Data Analysis

Chart 1.18 Number of Students Tested on CAASPP- Special Populations					
		EL	SWD	SED	Hispanic
ELA	2017	50	46	295	299
	2018	17	49	282	288
	2019	22	50	231	297
Math	2017	50	46	298	302
	2018	16	48	281	287
	2019	21	49	227	292

Chart 1.19 Special Population CAASPP Achievement						
	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
Whole School	32.58%	21.41%	30.77%	23.08%	41.45%	25.42%
SpEd	2.17%	2.17%	4.08%	6.25%	10.00%	14.29%
EL	4.00%	6.00%	0.00%	0.00%	0.00%	0.00%
SED	31.86%	21.14%	30.50%	22.34%	38.10%	23.35%
Latinx	32.11%	21.19%	30.56%	22.92%	41.41%	24.66%

Percentages represent Met/Exceeds Standard, Combined %

Chart 1.20 Distance From Standard ELA CAASPP by Special Population						
Test Subject	Year	EL	SWD	SED	Hispanic	Overall
ELA	2017	-121	-133	-40	-39	-39
	2018	-171	-140	-52	-50	-50
	2019	-143	-89	-31	-27	-26

Distance from Standard rounded to the nearest whole number

Chart 1.21 Distance From Standard ELA CAASPP by Special Population						
Test Subject	Year	EL	SWD	SED	Hispanic	Overall
Math	2017	-159	-178	-86	-86	-86
	2018	-183	-172	-88	-86	-86
	2019	-165	-128	-77	-71	-70

Highlights of PUC Excel's Distance from Standard ELA Data (See Charts 1.18-1,21)

- PUC Excel's SWD, SED and Hispanic special populations have shown growth from 2017-2019 in both ELA and Math, the distance from standard was lower in 2019 than 2017
- PUC Excel's SWD special population made exceptional growth from 2017 to 2019, growing 44 points closer to standard in ELA and 50 points closer to standard in Math.

The following are the factors that led to increased subgroup performance

- Data driven assessment & standards-based teaching and learning specifically small group instruction with special populations at the focus in response to data inquiry cycles of NWEA MAP and formative assessment data
- Strategic Intervention to support striving learners in ELA and Math inside of content classes, throughout the school day and after school by both the General Education teachers and the Inclusion (Special Education) staff
- Language-Based Learning through Integrated ELD in all contents
- Collaborative Grade Level Planning & Shared Ownership for Achievement from General Education Teachers, All Content Teachers, Special Education Teachers, Administrators and Classified Staff

Continued Action Plan for Supporting PUC Excel's Special Populations

- We will continue to analyze formative and summative assessments through the lens of our special populations and respond with MTSS of Intervention
- Data Analysis routines have been and will continue to be build into our Professional Development Scope and Sequence through Individual Coaching Conversations with Teachers and Classified Instructional Support Staff, Standards- Based Grading best practices, end of unit grade book analysis as well as tri yearly reflections of NWEA MAP and iReady Data
- Our team will continue to develop best practices in conferring and small group instruction and using data from formative assessments to develop responsive instruction

CAASPP DATA Comparison to Similar & Resident Schools

Chart 1.22 CAASPP DATA Overall Comparison to Similar & Resident Schools						
	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel	33%	21%	31%	23%	41%	25%
Similar School Median	35%	22%	32%	19%	38%	23%
Resident School Median	29%	24%	38%	29%	40%	31%
Albion Street Elementary	24%	23%	38%	22%	33%	26%
Belvedere Middle	28%	18%	31%	21%	34%	21%
El Sereno Middle	29%	24%	38%	32%	40%	35%
Florence Nightingale Middle	33%	29%	38%	29%	44%	34%
Hollenbeck Middle	39%	30%	41%	31%	47%	31%

Percentages represent Met/Exceeds Standard, Combined %- rounded to the nearest whole number

Highlights- Overall Comparison to Similar & Resident Schools in ELA & Math (See Chart 1.22)

- From 2017 to 2019 **PUC Excel** was within 3 percentage points of the Similar Schools ELA Median. In 2017 and 2019, **PUC Excel** exceeded the Resident School Median for ELA
- In 2019, **PUC Excel** outperformed 3 of the 5 Resident Schools in ELA
- In 2018 & 2019, **PUC Excel** exceeded the Similar School median in Math
- **PUC Excel** out performed 2 resident schools in 2018 and 1 resident school in 2019 in Math

Chart 1.23 CAASPP DATA SWD Comparison to Similar & Resident Schools			
	2016-17	2017-18	2018-19

	ELA	Math	ELA	Math	ELA	Math
PUC Excel- SWD	2%	2%	4%	6%	10%	14%
Similar School Median	6%	3%	8%	2%	11%	6%
Resident School Median	4%	5%	7%	6%	7%	5%
Albion Street Elementary	0%	9%	6%	6%	6%	13%
Belvedere Middle	4%	1%	2%	1%	5%	3%
El Sereno Middle	5%	5%	9%	8%	7%	8%
Florence Nightingale Middle	6%	6%	7%	4%	8%	4%
Hollenbeck Middle	3%	5%	12%	6%	11%	5%

Percentages represent Met/Exceeds Standard, Combined %- rounded to the nearest whole number

Highlights- Overall Comparison to Similar & Resident Schools for Students with Disabilities (See Chart 1.23)

- From 2017 to 2019 **PUC Excel** was within 3 percentage points of the Residents Schools ELA and Math Median for Students with Disabilities. In 2018 and 2019, **PUC Excel** exceeded the Resident School Median for Math. In 2019, it exceeded the Resident School Median for ELA
- In 2019, **PUC Excel**'s SWD outperformed 5 of the 5 Resident Schools in ELA
- In 2018 & 2019, **PUC Excel**'s SWD exceeded the Similar School median in Math
- **PUC Excel**'s SWD out performed all 5 resident schools in 2019 in Math
- **PUC Excel** would like to celebrate this growth in light of the SWD population growing from 16% of overall students in 2017 to 18% in 2019.

Chart 1.24 CAASPP DATA English Learner Comparison to Similar & Resident Schools						
	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- EL	4%	6%	0%	0%	0%	0%
Similar School Median	1%	2%	2%	5%	3%	5%
Resident School Median	3%	8%	12%	15%	11%	10%
Albion Street Elementary	1%	2%	1%	1%	3%	0%
Belvedere Middle	1%	1%	0%	4%	2%	5%
El Sereno Middle	0%	9%	2%	11%	7%	12%
Florence Nightingale Middle	2%	2%	3%	5%	3%	3%
Hollenbeck Middle	4%	6%	0%	0%	0%	0%

Percentages represent Met/Exceeds Standard, Combined %- rounded to the nearest whole number

Highlights- Overall Comparison to Similar & Resident Schools for English Learners (See Chart 1.24)

- In 2017, **PUC Excel** exceeded both the Similar School and Resident School Median in ELA and exceeded the Similar School Median in Math for English Learner achievement
- **PUC Excel** did not have any English Learner students show proficiency on the ELA or Math CAASPP as similar to 2 Resident Schools in 2018 and 2019.
- **PUC Excel**'s EL population is fluctuating in 2018, there were only 15 EL students, and in 2019 there were 21 students; additionally, 2017 showed 15% reclassification, whereas there was 50% reclassification in 2018 and 48% in 2019.
- We believe the high reclassification rate in 2018 and 2019 moved our proficient and high achieving ELs out of the EL classification. Our students who continued with EL classification, and tested under this category, still needed more time and support to develop proficiency

Chart 1.25 CAASPP DATA SED Comparison to Similar & Resident Schools						
	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- SED	32%	21%	31%	22%	38%	23%
Similar School Median	33%	21%	31%	18%	37%	19%
Resident School Median	28%	23%	36%	27%	38%	31%
Albion Street Elementary	23%	23%	36%	21%	33%	27%
Belvedere Middle	27%	18%	30%	21%	33%	21%
El Sereno Middle	28%	23%	35%	30%	38%	33%
Florence Nightingale Middle	31%	28%	36%	27%	43%	33%
Hollenbeck Middle	39%	30%	40%	31%	46%	31%

Percentages represent Met/Exceeds Standard, Combined %- rounded to the nearest whole number

Highlights- Overall Comparison to Similar & Resident Schools for SED Students (See Chart 1.25)

- In 2017 and 2019, **PUC Excel's** SED achievement was comparable to both the Similar and Resident School Median in ELA and comparable to the Resident School Median in Math
- In 2019, **PUC Excel's** SED achievement exceeded the Similar School Median in both ELA and Math as well as 2 Resident Schools in ELA and 1 Resident School in Math

Chart 1.26 CAASPP DATA Hispanic Comparison to Similar & Resident Schools						
	2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math
PUC Excel- Hispanic	32%	21%	31%	23%	41%	25%
Similar School Median	33%	23%	31%	23%	36%	24%
Resident School Median	27%	19%	31%	21%	37%	24%
Albion Street Elementary	20%	17%	31%	10%	27%	19%
Belvedere Middle	28%	18%	31%	21%	34%	21%
El Sereno Middle	27%	21%	36%	29%	37%	31%
Florence Nightingale Middle	25%	19%	30%	19%	38%	24%
Hollenbeck Middle	39%	30%	41%	31%	47%	31%

Highlights- Overall Comparison to Similar & Resident Schools for English Learners (See Chart 1.26)

- In 2017 and 2019 **PUC Excel's** Hispanic Population achievement exceeded the Similar School and Resident School Median in ELA; in 2018 the achievement was comparable across all three
- In 2019, **PUC Excel** exceeded 4 out of 5 resident schools for Hispanic subgroup achievement in ELA and 3 out of 5 resident school in Math
- In 2018 **PUC Excel's** Hispanic Population achievement was comparable to the Similar School Median and exceeded the Resident School Median in Math; In 2019 it exceeded both medians

LAUSD Charter Oversight Scores

Chart 1.27 Oversight Summary of Ratings

Year	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2019-20	3	4	3	2

With the Resident & Similar School's Comparison coupled with the LAUSD Charter Oversight Scores, corroborates **PUC Excel** assertion that the school's growth would have continued into the 2019-20 CAASPP Achievement. See Chart 1.27. We believe the achievement on the CAASPP for 2019-20 would have exceeded 2018-19 had we been given the opportunity to administer the assessment to our students.

Internal Data: NWEA MAP Math & ELA

Chart 1.28 Total Number of Students Taking NWEA MAP Assessments			
Mathematics	2016-17	Fall	260
		Winter	297
		Spring	284
	2017-18	Fall	286
		Winter	220
		Spring	258
	2018-19	Fall	263
		Winter	281
		Spring	260
Reading	2016-17	Fall	237
		Winter	289
		Spring	300
	2017-18	Fall	289
		Winter	234
		Spring	245
	2018-19	Fall	259
		Winter	292
		Spring	268

MAP Average RIT Score Overall

Chart 1.29 MAP Average RIT Score Overall Four-Year Comparison				
		Fall	Winter	Spring
Mathematics	2016-17	208	212	215
	2017-18	210	213	216
	2018-19	213	215	217
	2019-20	214	215	
Reading	2016-17	203	208	210
	2017-18	205	207	207
	2018-19	208	211	212
	2019-20	209	211	

MAP Median RIT Score Overall

Chart 1.30 MAP Median RIT Score Overall Four-Year Comparison				
		Fall	Winter	Spring
Mathematics	2016-17	210	213	216
	2017-18	211	212	217
	2018-19	213	216	218
	2019-20	214	215	
Reading	2016-17	204	210	213
	2017-18	206	207	209
	2018-19	208	212	215
	2019-20	210	212	

\A RIT score measures a student's level of achievement in a particular subject. If a student has a particular RIT score, this means that the student is about 50% likely to correctly answer an item calibrated at that RIT level, and therefore topics at this RIT level are likely to be topics the student is ready to learn, or are in the student's zone of proximal development. NWEA provides reports like the Learning Continuum and Student Profile that will show PUC Excel's teachers what topics the student's RIT score suggests they are ready to learn. (<https://community.nwea.org/docs/DOC-1647>)

Highlights of RIT Score Data (See Charts 1.28-1.30)

- The average and median RIT scores increased across Fall, Winter and Spring for both Reading and Math for every year the assessment was administered.
- There is an upward trend in looking at the Fall data from 2016-2019 meaning our students are starting the year stronger each year in both Reading and Math. A similar trend can be seen in the Winter Data.
- For Math, the upward trend continues when looking across 2016-2019 for the Spring. The reading data shows a dip in 2017-18, however, the 2018-19 data exceeds 2016-17.

NWEA MAP SBAC Projections Data Analysis

Chart 1.31 ECA MAP Reading SBAC Projections % of Students Standard Met & Standard Exceeded

ECA MAP Reading SBAC Projections-% of Students Standard Met and Standard Exceeded

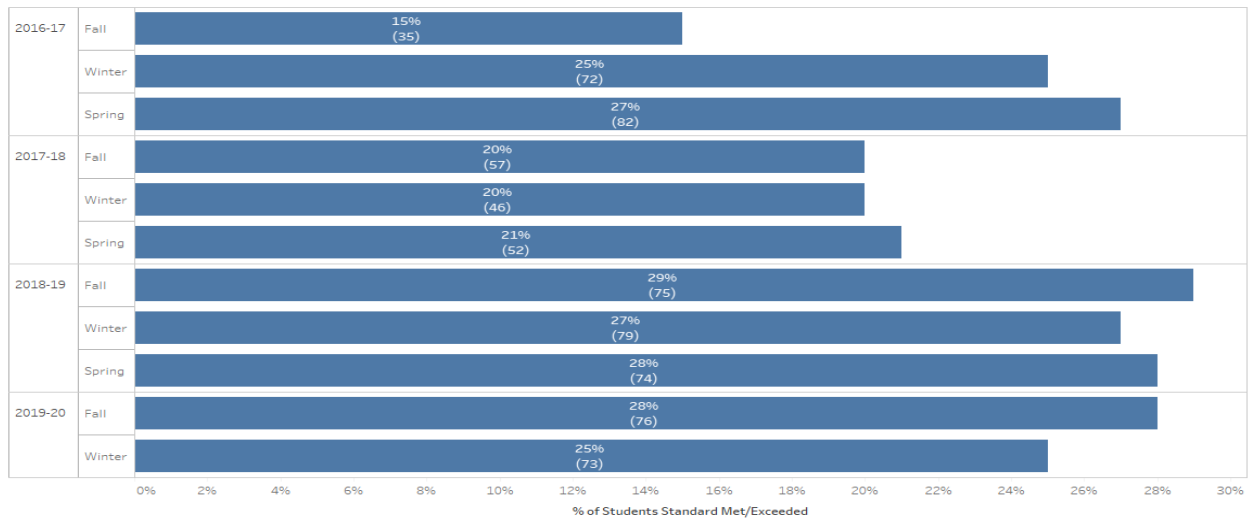
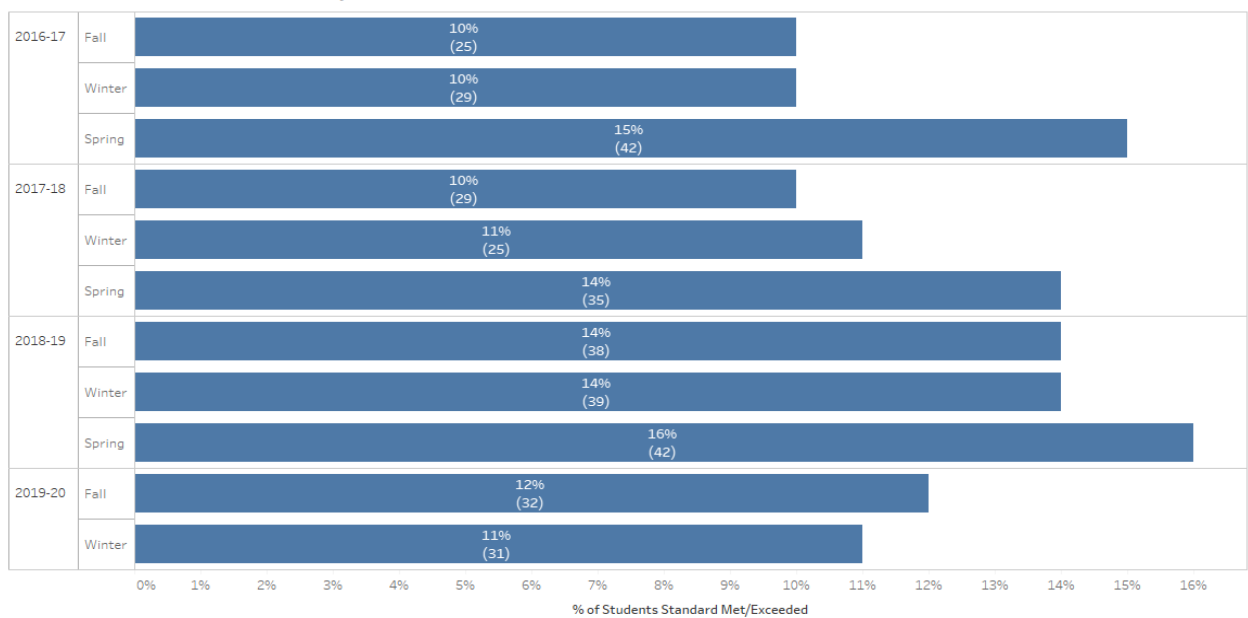


Chart 1.32 ECA MAP Math SBAC Projections % of Students Standard Met & Standard Exceeded

ECA MAP Mathematics SBAC Projections-% of Students Standard Met and Standard Exceeded



Over the past four years, **PUC Excel** has worked to ensure that we have internal data to guide our instructional plans. The NWEA MAP tests not only allows us to see SBAC projections, as noted above, it allows us to note students' Lexile and Quantile level, their RIT score and to compare their expected growth to their actual growth for each Winter and Spring assessment.

One might expect to see an upward trend from Fall to Winter to Spring in each of the four years of data above. However, in comparing the percentages, as well as the number of students that made up that percent, it is apparent that there is a variation in the number of assessments taken from Fall to Winter to Spring. As a school, we acknowledge this discrepancy. (See Charts 1.31-1.32) When the

fall MAP assessment is given at the beginning of the year, we tend to have students still enrolling, and they do not always have a chance to take the test. Thus, the amount of students taking the assessment in the Winter is increased. With closing the year and finishing up state testing as well as other factors such as students moving and chronic absenteeism, the number of Spring assessments don't always align to the Fall and Winter.

Another factor to note is that **PUC Excel** welcomes 20-30 new 7th graders each year. A number of the surrounding elementary schools house 6th graders, which means **PUC Excel's** 6th grade class is smaller than our 7th and 8th grade classes. To highlight our growth and take out all of the previous factors that may have caused discrepancies in the data, we looked at growth of the students "Continuously Enrolled (CE) through the End of Year (EOY)". A student is considered CE if they tested in Fall *and* Spring assessment administrations. (This data removes students who didn't take either the Fall or Spring due to late enrollment in school or moving mid-year.)

% of 6th grade 2017 Fall cohort who took all Spring MAP assessments 2017-2019

		# of students who took all Spring MAP Assessments: 2017, 2018, 2019	# of students in 2017 Fall cohort	% of students in 2017 Fall cohort who took all Spring MAP Assessments: 2017, 2018, 2019
EOY	Mathematics	31	87	36%
	Reading	39	73	53%

Chart 1.33 Average Projected & Observed Growth 6th Gr. 2017 Fall Cohort-EOY

	Spring 2016-17		Spring 2017-18		Spring 2018-19	
	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth
Mathematics	8.4	6.6	6.0	11.5	5.6	-2.7
Reading	7.3	13.7	4.6	5.4	4.2	-2.7

CE EOY Projected vs. Observed Growth 2017 Cohort Data Highlights (See Chart 1.33)

- In 2016 and 2017, students' observed growth exceeded the projected growth in Reading; In 2016-17, the growth was almost double what was expected
- In 2017-18, students' observed growth exceeded the projected growth in Math; in 2016-2017, the observed growth was close to meeting the projected growth

CE EOY Projected vs. Observed Growth 2017 Cohort Data Areas of Growth

- In Spring of 2018-19, the observed growth far from met the projected growth, in fact, the growth was negative meaning that student achievement regressed

CE EOY Projected vs. Observed Growth 2017 Cohort Data Next Steps

- As a result of the regression we saw in 2018-2019, we implemented new systems around our internal MAP assessment practices, so that we could assure all students were assessed and that data was valid. These systems we plan to implement and improve/evolve in efficiency over time:
 - Creating a MAP assessment schedule that does not overlap with any other State Assessments, or schoolwide happenings that could invalidate data or cause “testing fatigue”
 - Common testing dates for all grades and contents (so that there is a “testing tone” to the building and seriousness around the assessment)
 - Using teacher notes and MAP tracking to ensure students have completed the assessments
 - Ensuring there is time, personnel and space for students to finish their assessment if they need additional time due to IEP or absences
- **PUC Excel** will monitor students who aren’t meeting their expected growth or who are showing regression as of the Winter assessment; Admin and teachers will develop intervention plans to support these students and include or paraprofessionals in an all hands on deck approach

A Case Study into a PUC Excel Cohort 2017-2019

In addition to the growth data above, we looked at cohort growth data for students who were continuously enrolled for all three years at **PUC Excel** and took the MAP assessment every Fall and Spring. (See Chart 1.34) We further filtered this data to look at students who scored at a level 1 or 2 on their first MAP assessment at **PUC Excel**. In 2016-2017 they began at **PUC Excel** as 6th graders and finished at **PUC Excel** as 8th graders in 2018-2019. We call this group of students “Continuously Enrolled (CE) Term to Term.” A student is considered CE Term to Term if they tested in all of the Fall, Winter and Spring for all 2017 to 2019 MAP test administrations from their 6th grade to 8th grade year. This removes any student who started at **PUC Excel** in after the Winter assessment was given in 6th grade or any students who enrolled in 7th or 8th grade. Below, you will see their projected growth (based on MAP metrics and norming) against their actual growth (assessment outcomes) for students who started at **PUC Excel** below grade level.

% of 6th grade 2017 Fall cohort who took all Term MAP assessments 2017-2019				
		# of students who took Fall, Winter & MAP assessment for all three years enrolled	# of students in 2017 Fall cohort	% of students in 2017 Fall cohort who took Fall, Winter & MAP assessment for all three years
Term to Term	Mathematics	20	87	23%
	Reading	30	73	41%

Chart 1.34 Continuously Enrolled Term to Term Three-Year Data

	Winter 2016-17		Spring 2016-17		Winter 2017-18		Spring 2017-18		Winter 2018-19		Spring 2018-19	
	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth
Math	4.8	6.6	4	4.5	3.1	4.6	3	6.7	3.1	3.4	2.4	-5.5
Reading	4.7	9	2.3	4.6	2.7	3.2	1.8	2.4	2.3	1.5	1.4	-3.1

Continuously Enrolled Term to Term Data Analysis Highlights (See Chart 1.34):

- Across five terms (Winter 2016-17 to Winter 2018-19) we saw that the average observed growth exceeded the average projected growth for every Math assessment
- Across four terms (Winter 2016-17 to Spring 2017-18) we saw that the average observed growth exceeded the average projected growth for every Reading assessment
- In Winter & Spring of 2016-17, the average observed growth was double the projected growth for Reading
- In Spring of 2017-18, the average observed growth was double the projected growth for Math.

Continuously Enrolled Term to Term Data Analysis Areas of Growth:

- In Winter of 2018-19 and Spring of 2018-19, this cohort did not meet the projected growth for Reading
- In Spring 2018-19, this cohorts growth showed regression in both Math and Reading

Continuously Enrolled Term to Term Data Analysis Next Steps

- As aforementioned, we will continue to streamline and ensure our assessment practices are consistent and lead us to obtain the most valid data
- We've noticed that our students struggle in the transition from 7th to 8th grade; To address the data dips we've seen with our 8th grade cohorts, in the 2020-21 and 2021-22 SY, two sets of teachers will "loop" with their students to the next grade level; (ex. 2019-20 7th grade teachers will teach 8th grade in 2020-21) This will allow our teachers to start the school year with a better pulse on student data and ensure they're strategically responding with intervention to close gaps and address misconceptions

A 2nd Case Study into a PUC Excel Cohort 2018-2020

In addition to the NWEA growth data above, we looked at cohort growth data for students who were continuously enrolled for all three years starting in the 2017-2018 school year. We saw similar patterns as the case study above. The first two assessments that were given, students did not perform up to the projected growth. However, in their 7th grade year, students began to meet and even exceed the projected growth. This was true for both students who were striving learners (Levels 1 & 2) as well as students who are achieving at or beyond grade level (Levels 3 & 4) as seen in the two charts below.

L1 & L2 % of 6th grade 2018 Fall cohort who took all Winter & Spring MAP Assessments 2018-2020				
		# of L1 & L2 students who took all Winter & Spring MAP assessments	# of L1 & L2 students in 2018 Fall cohort	% of L1 & L2 students in 2018 Fall cohort who took all Winter & Spring MAP assessments
Term to Term	Mathematics	39	66	59%
	Reading	31	65	48%

Chart 1.35 Average Projected & Observed Growth 6th Gr. 2018 Fall Cohort Levels 1 & 2 Term to Term

	Winter 2017-18		Spring 2017-18		Winter 2018-19		Spring 2018-19		Winter 2019-20	
	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth
Mathematics	4.2	3.4	4.0	3.0	3.7	3.9	3.2	4.7	3.1	33.7
Reading	4.2	2.5	2.7	-4.5	3.7	5.1	2.2	3.0	2.9	1.1

L3 & L4 % of 6th grade 2018 Fall cohort who took Winter & Spring MAP Assessments 2018-2020

		# of L3 & L4 students who took all Winter & Spring MAP Assessments 2018-2020	# of L3 & L4 students in 2018 Fall cohort	% of L3 & L4 students who took all Winter & Spring MAP Assessments 2018-2020
Term to Term	Mathematics	5	7	71%
	Reading	13	17	76%

Chart 1.36 Average Projected & Observed Growth 6th Gr. 2018 Fall Cohort Levels 3 & 4 Term to Term

	Winter 2017-18		Spring 2017-18		Winter 2018-19		Spring 2018-19		Winter 2019-20	
	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth	Average Projected Growth	Average Observed Growth
Mathematics	4.0	3.0	4.0	1.6	3.0	6.0	3.8	3.0	3.0	23.6
Reading	2.1	1.1	1.4	-5.2	1.8	2.2	1.2	3.5	1.4	2.8

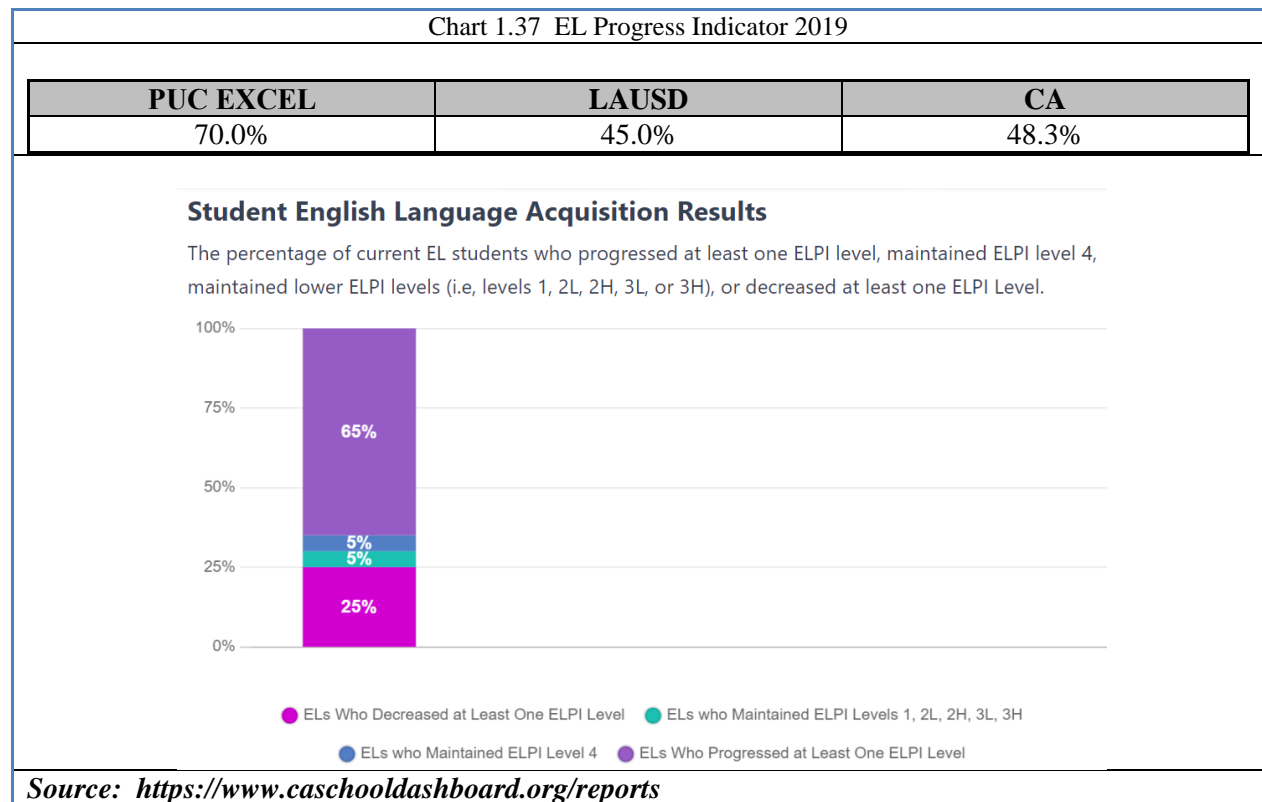
At **PUC Excel**, we believe that this growth would have continued, and revealed itself in the Spring 2019-20 NWEA Map Assessment as well as the 2020 CAASPP for ELA and Math. (See charts 1.35-1.36) This data indicates that our school would have continued to achieve higher in 2020 than our performance on the 2019 CAASPP.

ENGLISH LEARNER PROGRESS:

California School Dashboard Data: State, District & School Data

PUC EXCEL's English Learners have shown positive progress as highlighted by Chart 1.37_ when compared to LAUSD and the State. The 2019 CA School Dashboard shows that PUC Excel's EL students making progress towards English language proficiency was over twenty percentile points above the state and thirty-five percentile points above LAUSD.

CA SCHOOL DASHBOARD 2019 RESULTS



CELDT

The CELDT Data indicated in Chart 1.39 shows student performance from 2016-2017. 8th grade performance toward meeting CELDT criterion exceeded 7th grade which exceeded 6th grade. This data trend shows that PUC Excel is growing English Learners' language proficiency as they are moving from 6th grade through 8th grade at our school.

Chart 1.38 PUC EXCEL 2015-16 & 2016-17 CELDT OVERALL PERFORMANCE					
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

2016-2017	15.0%	12.0%	21.0%	42.0%	10.0%
<i>Source: DataQuest CELDT Reports</i>					

Chart 1.39 Students Meeting CELDT Criterion				
	6th Grade	7th Grade	8th Grade	Overall
2016-2017	19.0%	41.0%	50.0%	35.0%
<i>Source: DataQuest CELDT Reports</i>				

ELPAC

Chart 1.40 PUC EXCEL 2 YEAR ELPAC Overall Performance				
	Level 1	Level 2	Level 3	Level 4
2017-2018	93%	7%	0%	0%
2018-2019	14%	38%	33%	14%
<i>Source: Summative ELPAC Student Results Report-Student Score Data Extract (by tested LEAs)</i>				

Students took the English Language Proficiency Assessments for California (ELPAC) for the first time during the 2017-2018 school year. Based on the data provided in Chart 1.40 almost half of PUC Excel's English Learners scored either Level 3 or Level 4, a huge increase from 2018 to 2019. In addition, from the 2017-18 assessment, to 2018-19, the majority of students progressed at least one level. We believe this trend of growth on the ELPAC will continue when we are able to finalize the 2020 ELPAC assessment with our ELs.

EL RECLASSIFICATION

Chart 1.41 RECLASSIFICATION RATE COMPARISON			
RESIDENT SCHOOLS	16-17	17-18	18-19
PUC EXCEL CHARTER ACADEMY	15.3%	50.0%	48.6%
Albion Street Elementary	8.8%	18.3%	25.9%
Belvedere Middle	19.0%	33.0%	29.2%
El Sereno Middle	15.5%	18.7%	34.3%
Florence Nightingale Middle	26.6%	22.4%	32.0%
Hollenbeck Middle	10.9%	29.0%	45.0%

SOURCE: LAUSD OFFICE OF DATA AND ACCOUNTABILITY

The reclassification rate showed an upward trend for two years out of the three years reported as indicated in Chart 1.41. In 2016-17, **PUC Excel** outperformed two out of five resident schools around EL reclassification. In 2017-18 and 2018-19, **PUC Excel** outperformed all five of the resident schools.

During 2018-2019, the school saw a 1.4 percentile point dip in the reclassification rate. A root cause analysis shows, that 12 of the 18 English Learners who were assessed using the ELPAC in 2018-19, were students with IEPs. Many of them already struggled with processing language through reading and listening and in turn struggled with comprehensible output with writing and speaking. Our goal is to support students through reclassification by 8th grade. In 2018-19, with some of these students still in 6th and 7th grade, they were not ready yet

ANALYSIS OF OTHER DATA:

CA DASHBOARD: ENGAGEMENT & CLIMATE

Chart 1.42 CA Dashboard 2019- Chronic Absenteeism Performance Color Comparison					
Agency	Overall	SWD	ELs	SED	Hispanic
PUC Excel			No color		
LAUSD					
California					

Chart 1.43 CA Dashboard 2019- Suspension Performance Color Comparison					
Agency	Overall	SWD	ELs	SED	Hispanic
PUC Excel			No color		
LAUSD					
California					

Highlights of 2019 CA Engagement & Climate Dashboard Comparison (Subgroups) (See Charts 1.42-1.43)

- **PUC Excel's** Hispanic subgroup (which is the majority of the school) improved performance colors from red to orange from 2018 to 2019
- **PUC Excel's** SED and Hispanic population are in the orange performance band, similar to the State of California, and better than LAUSD in which these two populations are in the red performance color

- **PUC Excel's** chronic absenteeism rate (18%) is comparable to that of LAUSD (18.2%) with **PUC Excel's** increase of 1.1% significantly less than LAUSD's 8% increase from 2018 to 2019.
- Overall, **PUC Excel** improved performance color from Yellow to Blue in the Suspension rate from 2018 to 2019, with 0% of students suspended in 2019 (lower by 0.4% than 2018)
- All of **PUC Excel's** significant subgroups are in the blue performance color band for suspension rate, increasing from 2018 when only ELs were in blue and other three significant populations were in yellow (this is comparable to LAUSD's subgroups)
- **PUC Excel's** 0% student suspension in 2019 is lower in comparison to the State of California in which 3.4% suspension rate and SWD, ELs, Hispanic & SED in yellow

Areas of Growth Re: 2019 CA Engagement & Climate Dashboard Comparison (Subgroups)

- **PUC Excel** acknowledges that the SWD population had increased chronic absenteeism from 2018 to 2019 and must work to improve attendance and engagement with that population
- **PUC Excel** will work toward improved engagement with all populations with a goal of moving all subgroups toward yellow, green and blue over the next couple of years like the State of California for chronic absenteeism
- **PUC Excel** will work to maintain a blue performance color with suspension, utilizing PBIS to promote a positive school culture and respond to significant Ed Code violations using restorative practices instead of suspension when that is a viable option

STUDENT ENGAGEMENT:

ATTENDANCE:

As indicated by Chart 1.44 **PUC Excel** met the 96% Attendance Rate goal for 2017-18 for English Learners and was only one percentage point below the 96% goal. **PUC Excel's** Attendance rate declined in the 2018-19 school year overall as well as for each subgroups. As a result, **PUC Excel** implemented changes for the 2019-20 school year. Some strategies we are using are trauma informed care research and restorative practice implementation to ensure students feel connected to their teachers and schools. We've created strong culture plans per grade level, providing specialized staff for each grade level to monitor attendance and communicate with parents. We want to ensure that we connect with each family of students who show chronic absenteeism to figure out why students are absent and work with them to create a plan for improved attendance. For October 1st, 2019, we were able to celebrate 100% attendance on norm day. We are continuing to work toward our goal of 95% attendance and above.

Chart 1.44 PUC EXCEL ATTENDANCE RATE BY SUB-GROUP

PUC EXCEL	2017-2018	2018-2019
EL	96.0%	93.0%
HISPANIC	95.0%	94.0%
SCHOOL-WIDE	95.0%	94.0%
SOCIO-ECONOMIC	95.0%	94.0%
SPED	94.0%	93.0%

Source: Data from LCAPs submitted. Attendance data gathered from internal Student Information System-PowerSchool

RETENTION RATE for PUC EXCEL:

Chart 1.45 shows that the school nearly met its goal of 90 percent retention rate for both reporting years. For 2017-18, the school was able to retain 88 percent of the continuing 6th and 7th graders. For 2018-19, the school was able to retain 88.9 percent of students. The school continues to work on increasing its retention rate through increased communication and parent involvement. We've added a position to each grade level called the "Student Service" Coordinator who monitors student data, including absenteeism and overall wellbeing in school. In addition, we've partnered with the California Center for Equality and Justice to refine our restorative practices in working with resolving conflict. We are currently working to develop a strong PBIS plan to implement as we begin virtual learning and once we are back in the building. We are working to develop stronger relationships with the families of students who are struggling so that we can retain them from 6th-8th grade and support their growth.

Chart 1.45 PUC EXCEL 2-YR RETENTION RATE		
	2017-18	2018-19
PUC EXCEL 2-YR RETENTION RATE	88.0%	88.9%

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

SCHOOL CLIMATE:

Suspension and Expulsion Rate:

Chart 1.46 below shows that for the 2018-19 school year **PUC Excel** met its suspension and expulsion goal. The middle school had 0 percent suspension and expulsion rate. We spent the 2018-19, as a staff working on trauma informed research practices. In the 2019-20 school year, we began working with the California Conference for Equality and Justice to learn more about Restorative Practices. We also created strong grade level expectations that were implemented across the school and supported by the administration and the culture team. Culture team members worked with students, parents and teachers, to implement practices such as restorative circles, peace paths, restorative consequences to repair harm and prevent escalation to further unwanted behaviors or Ed Code violations. **PUC Excel** is committed to continuing this work in the 2020-21 SY and the years to come as we grow our restorative practices and PBIS systems.

Chart 1.46 2018-19 PUC EXCEL SUSPENSION & EXPULSION RATES

PUC EXCEL	2016-17	2017-18	2018-19	LAUSD 18-19
SUSPENSION	0.0%	0.9%	0.0%	0.7%
EXPULSION	0.00%	0.00%	0.00%	0.02%

Source: DataQuest Suspension & Expulsion Rate

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).

STUDENT SURVEY: UPDATE NARRATIVE BASED ON CURRENT DATA...

Analysis of the Student Survey data, as highlighted in Chart 1.47 shows that **PUC Excel** scored an average score of 4 for both 2018-19 and 2019-20 out of a possible 5, thus meeting the yearly goal. Students scored their teachers an average of 74% “mostly true or totally true” in all areas for teacher attributes. Survey data for the 2018-2019 shows “Challenge” and as one of the highest areas with 82 percent of students responding “Totally” or “Mostly True.” Students think that their school challenges them by pressing for rigorous thinking, quality work and being persistence. From 2018-19, students rated their teacher higher in all areas including Captivate, Care, Clarify, Confer, Consolidate and Control. This is a result in our new initiatives around restorative practices and strong school culture.

The Safety rating and attribute was added during the 2017-18 school year and the score improved from 2017-18 to 2018-19 significantly. The item “I feel physically safe in this classroom” scored high with 77 percent of students responding either “Agree” or “Strongly Agree.” The item “I feel that my teacher will address situations of harassment, teasing or bullying if I let the teacher know” had 79 percent of students responding with either “Agree” or “Strongly Agree.” With our “No Bully” program, teacher training around building relationships with students, restorative practices as well as additional staff members to support school culture, students felt they were safe from being bullied and that their school provided a safe and nurturing environment.

Chart 1.47 PUC EXCEL 2-Yr STUDENT SURVEY RESPONSES

	2017-18	2018-19	2019-20
Captivate	62%	68%	81%
Care	68%	75%	82%
Challenge	73%	82%	89%
Clarify	69%	76%	86%
Confer	68%	77%	86%
Consolidate	70%	80%	89%
Control	59%	62%	62%
Safety*	69%	77%	87%
RETURN RATE	75%	67%	28% **
OVERALL	69%	77%	85%
AVG SCORE	3.95/5	4.17/5	4.40/5

Source: PUC Internal Student Survey Results

***2019-2020 saw lower return rates due to challenges related to COVID-19*

FAMILY SURVEY:

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 1.48 demonstrates, a majority of our parents/guardians provided positive responses to the school's survey. One key take away is that parents 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 97 percent of "Agree or Strongly Agree" when it comes to "Family Expectations." (The specific question being, "I expect my child to go to college. I believe my child will do well enough to go to college or get a job.") Respect was also another area where parents responded favorably. During the 2018-2019 school year, 87 percent of parents responded with "Agree" or "Strongly Agree," indicating a majority of parents think that administration, teachers, and support treat their child with respect.

Chart 1.48 PUC EXCEL 2-YR FAMILY SURVEY RESPONSES

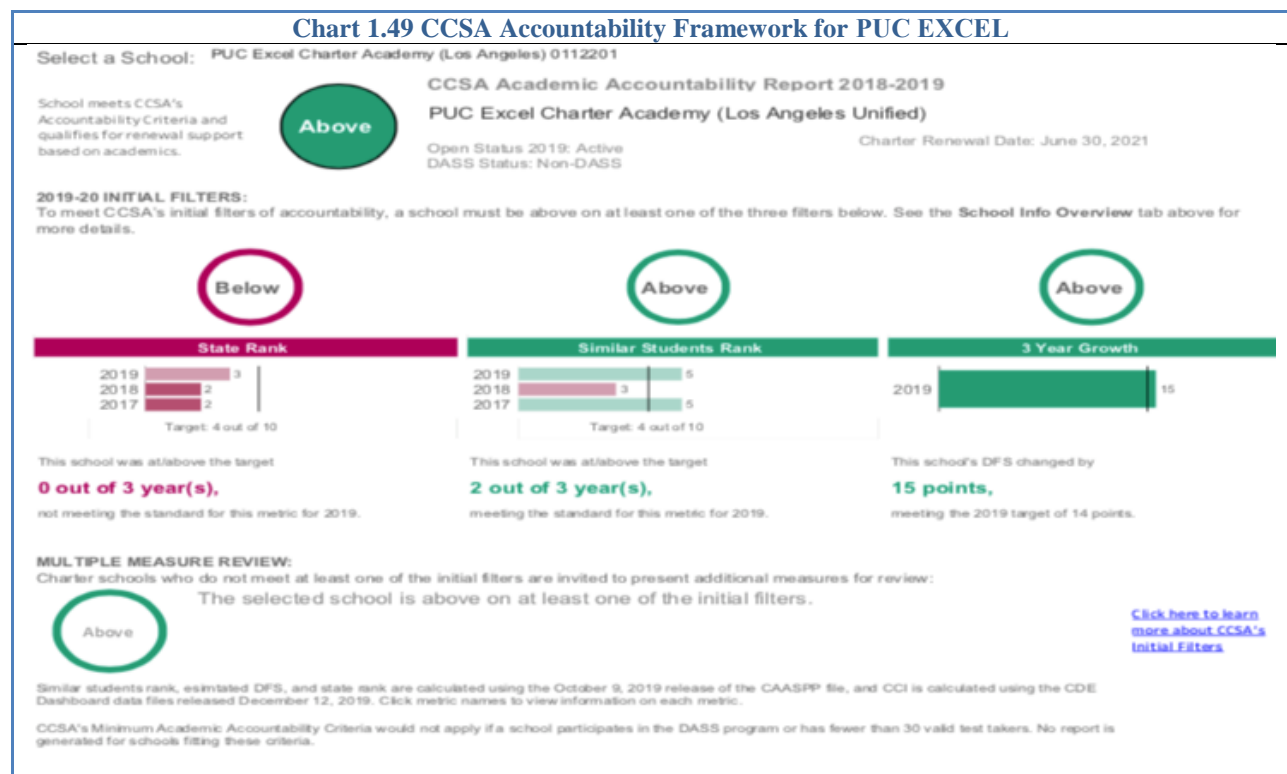
	2017-18	2018-19	2019-20
FACILITATION	87%	93%	89%
FAMILY EVENT*	87%	87%	85%
FAMILY EXPECTATIONS	95%	97%	97%
RESPECT	85%	87%	89%
SAFETY	74%	81%	82%
SCHOOL CLIMATE	83%	87%	86%
OVERALL	85%	88%	87%
RETURN RATE	63%	48%	73%
AVG SCORE	4.25/5	4.28/5	4.24/5

Source: PUC Internal Family Survey Results

CCSA Academic Accountability Report

The report below (Chart 1.49) 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 for two areas and *has met the academic threshold* for CCSA's public advocacy support for renewal.



CHALLENGES:

English Language Learners in the Context of PUC Schools:

There are 14 PUC schools in total, each of which is part of one of the 3 Partnerships to Uplift Communities corporations: Partnerships to Uplift Communities Valley; Partnerships to Uplift Communities Lakeview Terrace; and Partnerships to Uplift Communities Los Angeles. PUC Lakeview Charter High School is part of the Partnerships to Uplift Communities Valley corporation. Combined, the PUC schools serve a population of approximately 4,900 students in the Northeast San

Fernando Valley and Northeast Los Angeles. Approximately 13% of the combined PUC schools' population are English Language Learners (EL's). Our elementary schools have the largest percentage of EL's, 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 EXCEL**. 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

Deputy Superintendent of Academics

In the 2019-20 school year, PUC hired a Deputy Superintendent of Academics in support of our expected academic achievement across the organization. We are focused on the academic success of all students, K-12, in all academic settings and with each significant subgroup. The role of the Deputy Superintendent of Academics is to set a yearly academic vision based on our academic data and desired academic results as an organization and work with the superintendent, site leaders, counselors, special education, and academic support staff through professional development to strengthen practice in support of the academic achievement of all students and each significant subgroup. Our Deputy Superintendent of Academics has set an academic vision for the school year along with academic focus areas, via each school's School Success Plan, to address the academic achievement of all students and each significant subgroup per school site. We are excited about this new role at PUC Schools in order to ensure we have a visionary academic leader that is working to analyze data, streamline curriculum and instruction, enlist research and best practices, & support the development and coaching of those in support of student achievement throughout the organization.

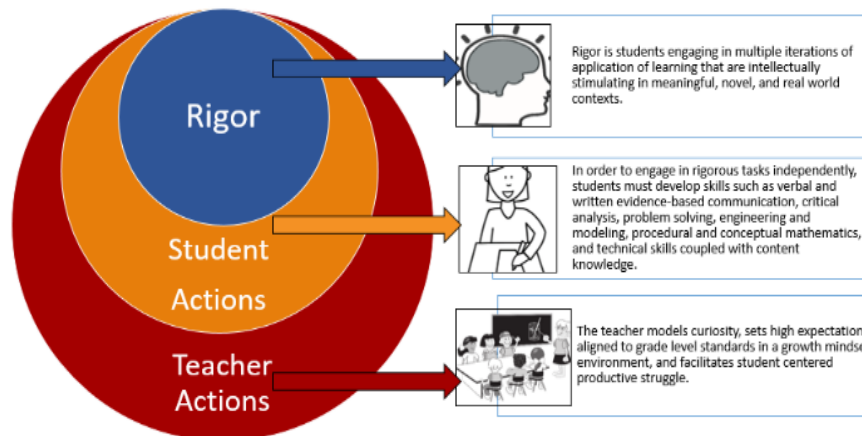
ELD Coordinator

In the 2019-20 school year, PUC opened up an English Language Development Coordinator position. We look forward to having someone in this role to further support of our students, teachers, compliance, and site leaders in support of achievement. The ELD Coordinator will directly report to the Deputy Superintendent of Academics and work as a member of the PUC Academic Team in support of the academic achievement of all students, particularly our English language learners, throughout the organization. The ELD Coordinator will facilitate professional development both at school sites & site leader developments, analyze data to inform practice, research best practices, support with implementation of practices related to EL curriculum & instruction, support all EL

compliance efforts, & attended parent nights at school sites to help parents understand classification, ELPAC results, reclassification, & organization-wide and on-site EL supports for students. We are excited about this role at PUC in order to ensure we have an EL academic leader that is working to analyze data, streamline curriculum and instruction, enlist research and best practices, & support the development and coaching of those in support of our EL's throughout the organization.

PUC Professional Development

We are a data-driven organization that uses data to inform practice in support of our desired academic outcomes for all students. We have a PUC Schools Professional Development Scope & Sequence,

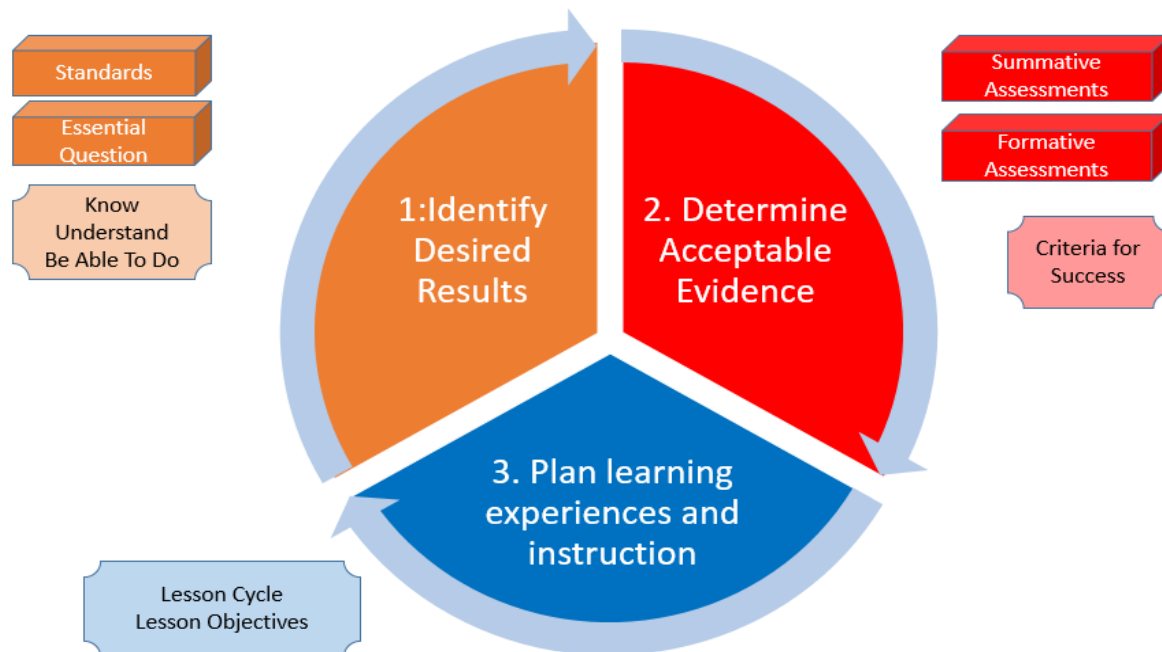


developed each school year based on our academic data, to support the ongoing development of all tiers in our organization (i.e. Coordinators, Directors, Principals, Assistant Principals, Deans, Counselors, Teachers, & Teacher Assistants). This is a comprehensive PUC Schools PD Scope & Sequence that highlights the ongoing professional development tied to our organization wide initiatives. We have professional development that is site based, regional, and organization wide in support of all professionals throughout the school year. Our academic data, over the last three years throughout the organization, indicates that we need to continue our efforts focus on developing our understanding and practices around Academic Rigor, Cultural & Community Responsiveness and Backwards Planning Using Data. We are a learning community that actively uses current data and research to support our ongoing developing and response to student data and our desired outcomes. We are continuing our work around ongoing data analysis and our response to data, for all students and each significant subgroup, in each of those professional development categories in order to help ensure success for all. We value the development of all through professional development and strategic coaching in support of all students.

The 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. We have both integrated ELD and designated ELD at each of our schools in support of our English Learners. Each school site is responsible for creating a School Success Plan, each school year, in support of desired academic outcomes for all students and each significant subgroup based on academic data. We have a distributive leadership model at our schools where one school administrator is the lead of academics while the other is the lead of culture. The lead of academics works closely with the Deputy Superintendent of Academics and colleagues throughout the organization to create School Success Plans, Site Based Academic Coaching that is responsive to the needs of all students and each significant subgroup at each school site per school year. Each school site has academic goals for all students, particularly subgroups in support of academic learning and achievement for all.

We have restructured our allocation of resources and professional development, based on our student data, to best meet the needs of all students and each significant subgroup. We have welcomed a new Deputy Superintendent of Academics who has set a vision for data informed practice, differentiated professional development for all, and ongoing progress monitoring in support of powerful teaching and learning. We are excited to welcome increased differentiation for all adults in support of desired academic outcomes for all students.

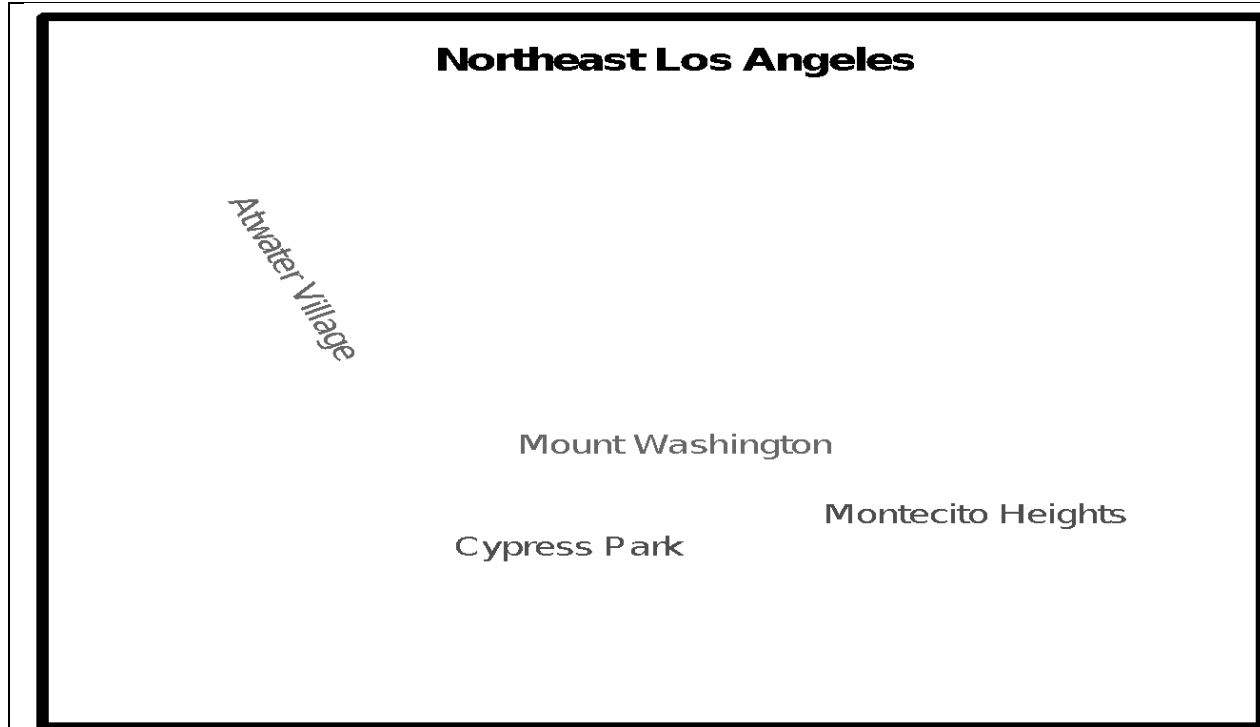
PUC EXCEL has embraced challenges over the past 5 years and is proud of the accomplishments of its students, staff, and community. *“Our mission is to ensure that every student graduates high school prepared for college success.”* We look forward to continuing our efforts to uplift the community and supporting our students at **PUC EXCEL Charter Academy**.

1.2 STUDENT POPULATION TO BE SERVED

Key Demographic Data

PUC EXCEL, as of May 29, 2020, serves 299 students in grades 6th through 8th.

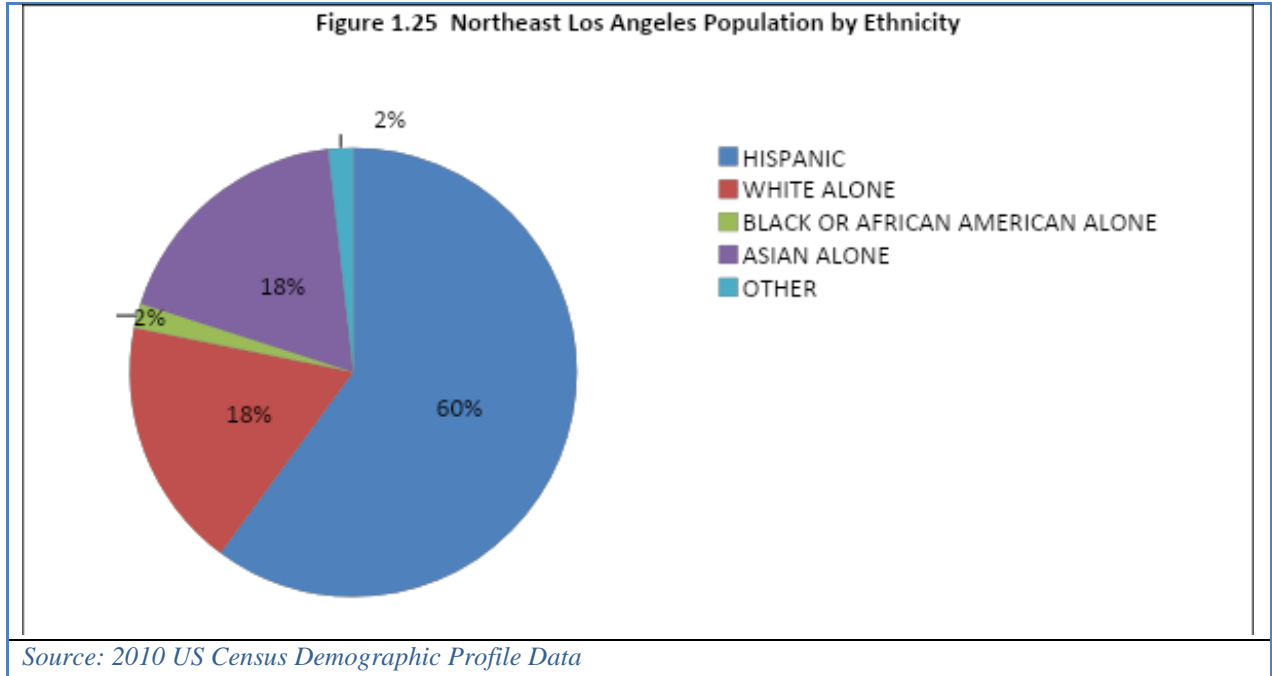
PUC EXCEL recruits the majority of its students from the following Northeast LA areas and zip codes; (Lincoln Heights: 90031, El Sereno: 90032, Glassell Park: 90065, Cypress Park: 90065, and Highland Park: 90041). See the map below to help visualize the neighborhoods of Northeast LA.



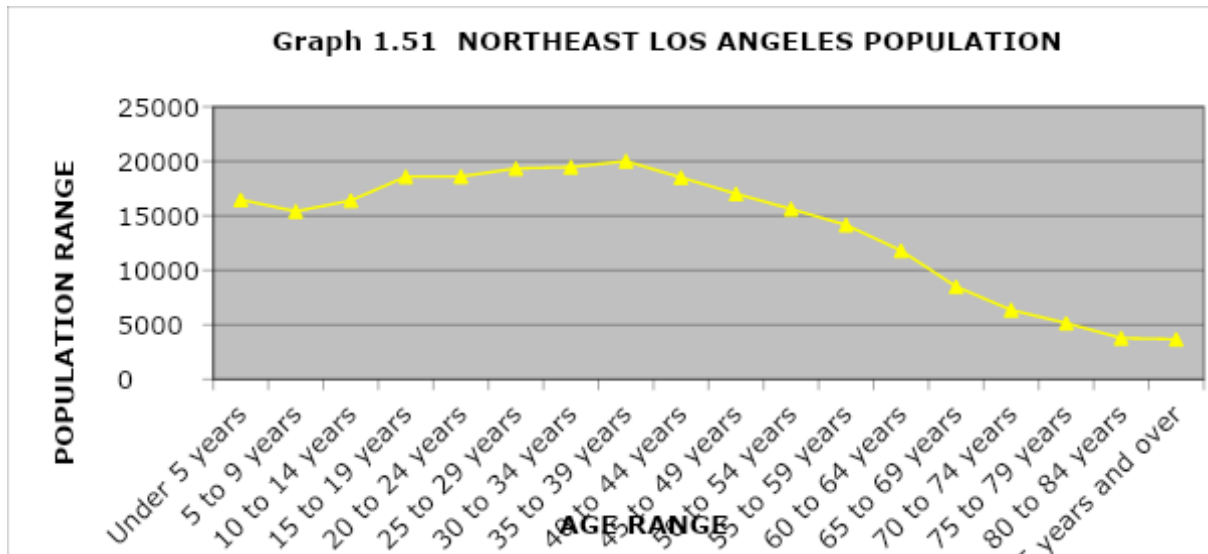
While **PUC EXCEL** will be open to any child who is eligible under the laws of California for admission to a public-school **PUC EXCEL** expects to serve a population that is representative of Northeast LA (See Demographic Information). Given the high percent of Hispanics living in Northeast LA, we will enroll a student population that serves a high percentage of English Learners (ELs). Further, because of the low socio-economic status of families in the community, **PUC EXCEL** 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 Northeast Los Angeles area is: 60% Hispanic, 18% White, 2% Black, 18% Asian, and 2% other. See Chart 1.50 below.

Chart 1.50 Northeast Los Angeles Demographic Profile



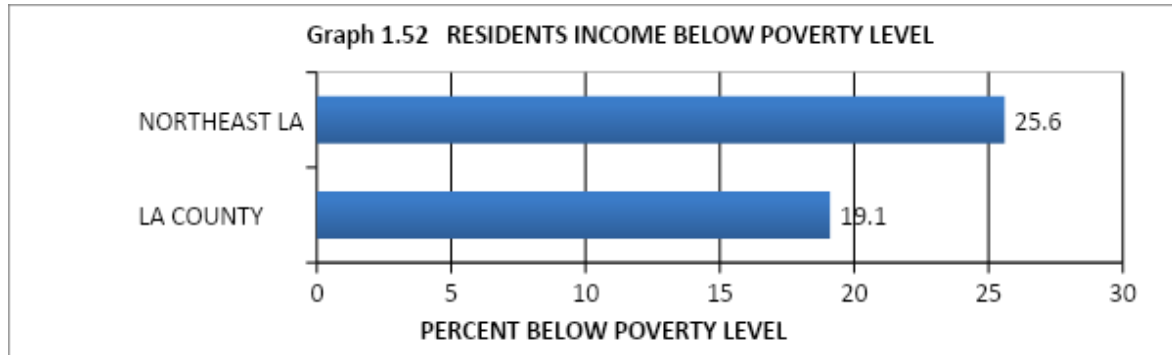
An important statistic for **PUC EXCEL** is the overall population (Graph 1.51) in the area is very high in late middle school / early high school. These young people need educational opportunities that will support their needs and allow them to become educated people of the 21st Century.



Source: 2010 US Census Demographic Profile Data

Socio Economic Data

Almost 26% of the population in Northeast LA live below the poverty level (Graph 1.52), slightly higher than the percentage overall in LA County.

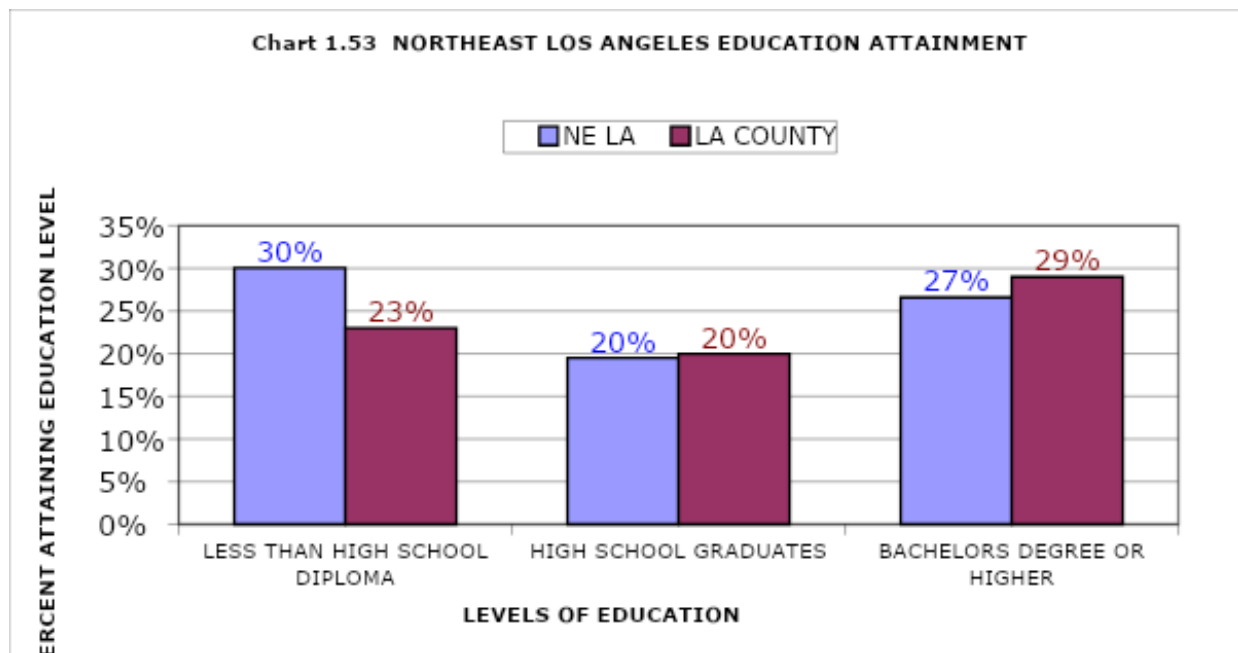


Data Source: <http://www.census.gov/>

Education Enrollment and Attainment

Finally, as depicted in the graph below (Chart 1.53) the educational attainment comparison between Northeast LA and LA County shows almost a third of the population in Northeast LA has failed to earn a high school diploma and another fifth have only attained a high school or equivalent diploma.

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



Source: 2010 US Census Demographic Profile Data

Current Enrollment Figures as of May 29, 2020

Grade	# of Students
6 th	79
7 th	102
8 th	118
Grand Total	299

Demographics for PUC Excel Charter Academy

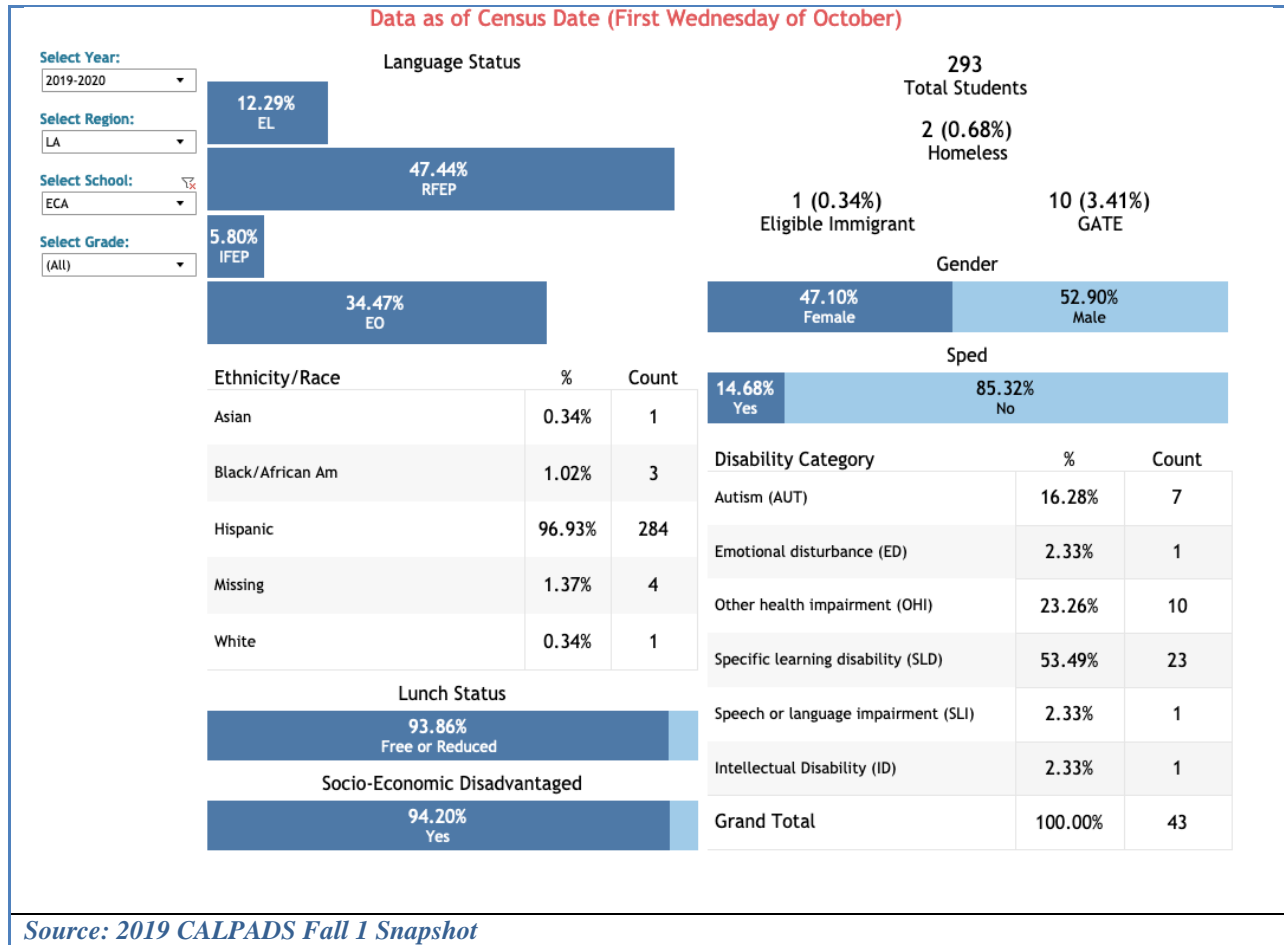
The charts below (Chart 1.55) highlight key data points and underscore the need for **PUC EXCEL SCHOOL**:

- The majority (59.73%) are or were at one time English Language learners.
- The majority (93.86%) qualify for Free or Reduced lunch status.
- 14.68% receive special education services.
- The majority (96.93%) 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 1.55 Student Demographics__

PUC EXCEL CHARTER ACADEMY



1.3 FIVE YEAR ENROLLMENT PLAN

PUC Excel Charter Academy	2021-22	2022-23	2023-24	2024-25	2025-26
Grade 6	85	85	85	85	85
Grade 7	105	105	105	105	105
Grade 8	110	110	110	110	110
Total Students	300	300	300	300	300

1.4 SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Surrounding Schools Demographic Data:

The schools listed below in **Chart 1.55** are located within 2 miles of **PUC EXCEL**. As the data indicates the student demographics of **PUC EXCEL** are very similar to the surrounding schools.

Chart 1.55 Surrounding Schools Demographic Data (2018 Fall 1)																			
Address: 1855 N Main Street Floor 2 Los Angeles, CA 20031																			
LD	BO	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Native Hawaiian or Pacific Islander	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
XR	2	2024	PUC Excel Charter Academy	302	69.2%	6.3%	0.3%	0.3%	0.7%	7.3%	0.0%	0.0%	0.3%	96.7%	0.0%	75.5%	17.9%	0.0%	0.0%
E	2	2014	Albion Street Elementary	201	93.5%	3.5%	0.5%	12.9%	2.0%	31.3%	0.5%	1.5%	4.0%	83.1%	0.0%	94.0%	11.4%	0.0%	1.0%
E	2	8047	Belvedere Middle	972	94.2%	10.2%	0.0%	0.2%	0.6%	15.2%	0.0%	0.7%	2.3%	99.1%	0.0%	95.7%	15.7%	0.0%	0.1%
E	2	8118	El Sereno Middle	1,118	89.5%	20.4%	0.0%	6.5%	1.0%	12.3%	0.2%	0.6%	2.1%	90.5%	0.2%	90.5%	17.5%	0.0%	1.5%
E	5	8264	Florence Nightingale Middle	891	86.6%	22.3%	0.0%	22.7%	2.0%	16.4%	0.6%	0.9%	2.4%	72.7%	0.2%	88.6%	16.7%	0.0%	1.6%
E	2	8179	Hollenbeck Middle	1,118	92.5%	14.8%	0.2%	0.3%	0.4%	13.9%	0.0%	0.7%	3.0%	97.4%	0.1%	94.5%	16.0%	0.0%	1.7%
Resident Schools Median				972	92.5%	14.8%	0.0%	6.5%	1.0%	15.2%	0.2%	0.7%	2.4%	90.5%	0.1%	94.0%	16.0%	0.0%	1.5%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.3%	80.8%	13.0%	0.2%	10.7%

Source: LAUSD Office of Data and Accountability October 2018 CALPADS Report

1.5 VISION & MISSION

Mission & Commitments

The mission of **PUC EXCEL** is to offer every enrolled student a dynamic learning environment within a small community committed to educational excellence and personal integrity. **PUC EXCEL** 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 EXCEL** 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.

Our mission is to ensure every student graduates high school prepared for college success.

The vision for **PUC EXCEL** 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.

School-Wide Vision

Our vision is to provide students with the tools they need to become life-long learners and critical thinkers that will succeed in college, in all areas of life, and inspire others to do the same.

We recognize that a school wide vision evolves as the entire community examines its values, beliefs and goals. Core to the vision is a culture focused on a cycle of continuous improvement. The following is a statement about what we aspire to create at **PUC Excel** based on our current PUC values, beliefs and goals:

PUC School's Design Principles

The PUC Schools design principles serve as our “road map” to create schools that demonstrate high levels of success in accomplishing the dual agenda of supporting and graduating academically struggling students while preparing all students to college-ready standards. These design principles are based on the work of Donna Rodrigues, a reformer and accomplished educational leader, at University Park Campus School in Worcester, Massachusetts. The principles were honored and put into practice at the University Park Campus School, a school that has consistently demonstrated the capacity to achieve college-readiness for all its students, regardless of their initial ability levels. PUC Schools is privileged to adopt and adapt these design principles in order to fulfill our mission with a sense of urgency.

Design Area 1: Academic Program	Design Area 2: School Culture	Design Area 3: Organizational Practices
<u>An Untracked Academic Program that prepares Every Student for College Work</u> 1) Honors-level program of study for all 2) Standards-based curriculum that holds all students to high expectations 3) Engaging instruction that emphasizes learning through inquiry 4) Academic catch-up program combining basic skills with advanced concepts 5) Differentiated instruction that meets the learning needs of each student 6) Immersion for English language learners and inclusion for special education students	<u>A School Culture that Won't Allow Any Student to Fail</u> 1) Clear student behavioral norms based on professional norms 2) Formal induction and mentoring of new students 3) Faculty commitment to “break down” complex material 4) Multiple modes of academic support 5) Consistent adult modeling of core values 6) Faculty commitment to motivate and inspire students 7) Construction of peer culture that supports each	<u>Formal Organizational Practices that Support the Academic Program and School Culture</u> 1) Data-driven approach to curriculum, instruction, and school design 2) Hiring and development of faculty with skills and values to fulfill school mission 3) Shared leadership and collective decision-making 4) Student role in shaping school direction 5) Use of external standards to prevent erosion of internal standards 6) Development of common tools to ensure consistent academic expectations 7) Multi-faceted staff development that continuously improves teaching quality

<p>7) School-wide literacy program across the curriculum</p> <p>8) Daily schedule and yearly calendar structured to extend learning opportunities</p> <p>9) Scaffolded exposure to college-level instruction and college courses</p>	<p>other's success</p> <p>8) Family involvement that supports student success</p> <p>9) University partnership that reinforces college-going culture</p>	<p>8) Use of school-wide literacy program to focus staff on achieving school mission</p> <p>9) Formal organizational arrangements that maximize university partnership</p> <p>10) Deployment of staff and other resources in flexible and creative ways</p> <p>11) Leader who serves as "keeper of the flame" reinforcing mission and culture</p>
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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."

Based on the research cited above regarding 21st century skills and our vision, it is imperative that our graduates are self-motivated; self-reliant; literate critical/creative thinkers who are positive participating members of their community. To that end we have set goals that are aligned to achieve this vision.

When a student culminates from **PUC Excel**, in order to be prepared to actively participate and contribute to 21st century local and global communities, they will be on the road to becoming:

A complex thinker and problem solver who:

- formulates questions, makes decisions, and seeks answers using factual information, logical reasoning, and intuitive and creative thinking
- seeks patterns and connections by gathering, analyzing, interpreting, and integrating information and data using a variety of strategies, resources, observations, and digital tools

- knows and uses the design/engineering process for generating ideas and solving problems and exhibits the ability to work with ambiguity and perseverance
- utilizes a variety of technologies within the design/engineering process to identify and solve problems with creative and useful solutions

A literate learner who:

- reads, understands, questions, and challenges the literal and implied meanings of texts, digital media, and other forms of information within their world
- recognizes when and what information is needed, locates and obtains it from a range of sources, evaluates its use, and shares new thinking and theories with others
- participates in creative activities of their own, and understands and engages with the artistic, cultural, and intellectual work of others
- uses digital tools to construct knowledge, produce their own creations, and make meaningful learning experience for themselves

An effective communicator who:

- understands the commonly accepted rules and conventions of language and knows how and when to use them
- seeks to communicate with cultural sensitivity and respect by using a variety of formats based on the needs of the audience and related to the intended purpose
- express themselves creatively using the platforms, tools, formats and digital media related to their goals of creation or communication
- uses digital tools to connect with others from a variety of backgrounds and cultures and engages with them in ways that broaden mutual understanding and learning
- recognizes the opportunities, responsibilities, and rights of living, learning, and working in an interconnected digital world and acts in ways that are ethical, safe, and legal
- understands the purpose and power of language, and values bilingualism

A local and global collaborator who:

- seeks to broaden perspective and understanding by working with and respecting the diverse thinking/opinions of others
- contributes constructively to groups and project teams by assuming various roles and responsibilities to work effectively towards a common goal
- willing to function as both teacher and student by valuing diverse skill sets and knowledge
- uses collaborative technologies to work with others, to provide and receive constructive feedback, and examine local/world issues and problems from multiple viewpoints.

A self-directed learner who:

- works effectively with others by respecting and seeking diversity in order to learn from multiple perspective, understandings, and experiences, with a willingness to function as both apprentice and mentor
- exercises personal responsibility and flexibility by understanding that problems/challenges/errors are to be expected, and that learning takes time and effort
- monitors own understanding and learning needs, and knows that seeking help is reasonable after exhausting one's resources

- seeks and utilizes feedback from multiple perspectives based on the belief that feedback is essential for continuous growth, learning, and reflection
- willing to engage in challenging tasks to pursue a passion, a curiosity, or an action in service of others that push the limits of own knowledge and abilities
- uses technology as a tool to seek feedback, achieve goals, develop theories, and pursue answers and solutions

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- 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 excellence and Innovation*, 2012 ASCD

1.7 HOW LEARNING BEST OCCURS

The assumptions underlying **PUC EXCEL** 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, families 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,
- Supports self-expression, creativity and appropriate risk-taking; Encourages questioning and appropriate experimentation
- Is accepting of varied methods of demonstrating knowledge,
- Is rich and demanding, promoting depth of learning,
- Promotes physical and emotional health and well-being and is developmentally supportive,
- Models reflection and self-assessment,
- Models continued learning, interest and enthusiasm,
- Encourages multi-disciplinary and cross-curriculum study,
- Is relevant and authentic; celebrates cultural and individual diversity,

- Models and requires high-level thinking skills and communication skills,
- Is democratic and student centered,
- Promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives.”

PUC Excel believes:

- **learning is a consequence of thinking** . . . every day you’ll see students problem solving, reading, writing, and talking more than you’ll see the teachers problem solving, reading, writing, and talking
- **growth is a result of practice** . . . every day you’ll see students engaged in learning experiences with a one-third/two-thirds balance of time: one-third of the time for the teachers to teach and two-thirds of the time for the students to practice, create, and grow
- **the gradual release of responsibility instructional model is essential in developing independence** . . . every day you’ll see the teachers modeling *just enough* to show children how and why, sending the students off to apply new strategies and thinking, and “catch” the students if and when they need support
- **in instilling the spark of agency within students** . . .every day you’ll see students engaging in learning because they know that their thinking matters and teachers validating that belief by asking questions, taking time to listen, and honoring students’ risk taking to grow
- **all learners need feedback to grow and get smarter** . . . every day you’ll see the teachers conferring with students individually or in small groups to understand their thinking, and coaching them through process orientated feedback to help them see the potential growth and new understanding (“*How did you figure that out?*”, “*What did you learn about yourself as a reader today and how are you going to use this new understanding in the days and weeks to come?*”)
- **in assessment for learning** . . . every day you’ll hear students and teachers reflecting and thinking aloud about how they are making meaning, where they are in their current understanding, and how they plan to move forward
- **choice creates engagement, ownership and joyful learning** . . . every day you’ll see students making thoughtful choices about what they want or need to practice, investigate, or create and speaking to why they made that choice, inspired by their own accomplishments to create new opportunities for learning
- **that every child deserves a year of growth** . . . every day you’ll see all students developing a clear understanding of their “personal best” and individual goals, working hard to meet them
- **in the power of classroom communities and the emotional engagement they offer** . . . every day you’ll see students interacting with each other in collaborative, thoughtful, and respectful ways

Asian (1)	*	*	*	*	*	*
White (5)	*	*	*	*	*	*
*“Subgroup not numerically significant at this time.”						

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 aligned materials, literacy-leveled materials, and additional instructional materials as outlined in our charter petition.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
	Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> • 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 2021-2022 2022-2023 2023-2024 2024-2025 2025-2026
All Students (Schoolwide)	100% 100% 100% 100% 100% 100%
English Learners	100% 100% 100% 100% 100% 100%
Socioecon. Disadv./Low Income Students	100% 100% 100% 100% 100% 100%
Students with Disabilities	100% 100% 100% 100% 100% 100%
Latino Students	100% 100% 100% 100% 100% 100%
English Learners	100% 100% 100% 100% 100% 100%
American Indian/Alaska Native (1)	* * * * * *
Asian (1)	* * * * * *
White (5)	* * * * * *
*“Subgroup not numerically significant at this time.”	
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:					
		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6					
		Local Priorities:					
Specific Annual Actions to Achieve Goal							
<ul style="list-style-type: none"> Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. 							
Expected Annual Measurable Outcomes							
Outcome: Annually, the school scores 90% or greater in the Quality Assurance Operations Review performed in August.							
Metric/Method for Measuring: Quality Assurance Operations Review performed in August							
Applicable Student Groups	Baseline 2019-20	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
All Students (Schoolwide)	98.58%	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
English Learners	98.58%	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
Socioecon. Disadv./Low Income Students	98.58%	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
Students with Disabilities	98.58%	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
Latino Students	98.58%	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
English Learners	98.58%	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
American Indian/Alaska Native (1)	*	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
Asian (1)	*	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
White (5)	*	≥98.6%	≥98.65%	≥98.7%	≥98.7%	≥98.75%	
*“Subgroup not numerically significant at this time.”							

GOAL #4	
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	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

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.	Local Priorities:					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none">Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.Selected teachers will participate in outside professional development, trainings, and workshops anchored in CA CCSS.						
Expected Annual Measurable Outcomes						
Outcome #1: 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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native (1)	*	*	*	*	*	*
Asian (1)	*	*	*	*	*	*
White (5)	*	*	*	*	*	*
*“Subgroup not numerically significant at this time.”						

GOAL #5	
	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8

Parent access to opportunities for participation and input on decision-making.		<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6				
		Local Priorities:				
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> 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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
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

GOAL #6	
Improve college access and college readiness through a rigorous academic program.	Related State Priorities:
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups. Implementation of intervention programs (after school, Saturday School, summer school) to meet individual academic needs of specific students. 	

- Students will utilize Newsela, Imagine Math, iReady, MAP, or other instructional technology resources to provide individualized instructional content to meet academic needs.
- Implementation of ELD Standards Professional Development and with materials to support teachers with Integrated and Designated ELD instruction.
- Creation of Student Master Schedule Course offerings Inclusion support for students with IEPs who are also EL and LI to ensure course access.

Expected Annual Measurable Outcomes

Outcome #1: Students will demonstrate growth in reading comprehension each year.

Metric/Method for Measuring: Based on Internal Benchmark growth between Fall and Spring of each school year.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 16%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
English Learners	2018-2019 0%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
Socioecon. Disadv./Low Income Students	2018-2019 15%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
Students with Disabilities	2018-2019 11%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
Latino Students	2018-2019 16%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
American Indian/ Alaska Native (1)	*	*	*	*	*	*
Asian (1)	*	*	*	*	*	*
White (5)	*	*	*	*	*	*

*“Subgroup not numerically significant at this time.”

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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	CAASPP 2018-2019 ___25.42%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	CAASPP 2018-2019 ___0.00%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

Socioecon. Disadv./Low Income Students	CAASSP 2018-2019 ____23.35%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Students with Disabilities	CAASSP 2018-2019 ____14.29%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	CAASSP 2018-2019 ____24.66%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
American Indian/Alaska Native (1)	CAASSP 2018-2019 ____*	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Asian (1)	CAASSP 2018-2019 ____*	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
White (5)	CAASSP 2018-2019 ____*	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
*“Subgroup not numerically significant at this time.”						
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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	CAASSP 2018-2019 ____41.45%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	CAASSP 2018-2019 ____0.00%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Socioecon. Disadv./Low Income Students	CAASSP 2018-2019 ____38.10%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Students with Disabilities	CAASSP 2018-2019 ____10.00%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	CAASSP 2018-2019 ____41.41%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
American Indian/Alaska Native (1)	CAASSP 2018-2019 ____*	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Asian (1)	CAASSP 2018-2019 ____*	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
White (5)	CAASSP 2018-2019 ____*	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
*“Subgroup not numerically significant at this time.”						

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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
English Learners	2018-2019 100%	100%	100%	100%	100%	100%

Outcome #5: The school will annually increase the percent 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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
English Learners	2018-2019 48.6%	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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-19 94%	94.25%	94.50%	95%	95.5%	96%
English Learners	2018-19 93%	94.25%	94.50%	95%	95.5%	96%
Socioecon. Disadv./Low Income Students	2018-19 94%	94.25%	94.50%	95%	95.5%	96%

Students with Disabilities	2018-19 93%	94.25%	94.50%	95%	95.5%	96%
Latino Students	2018-19 94%	94.25%	94.50%	95%	95.5%	96%
American Indian/Alaska Native (1)	*	*	*	*	*	*
Asian (1)	*	*	*	*	*	*
White (5)	*	*	*	*	*	*

*"Subgroup not numerically significant at this time."

Outcome #2: The percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) will be less than 10% annually.

Metric/Method for Measuring: End of year report provided by CDE.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 18%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved
English Learners	2018-2019 26.1%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved
Socioecon. Disadv./Low Income Students	2018-2019 18.8%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved
Students with Disabilities	2018-2019 27.1%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved
Latino Students	2018-2019 18.3%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved
American Indian/Alaska Native (1)	*	*	*	*	*	*
Asian (1)	*	*	*	*	*	*
White (5)	*	*	*	*	*	*

*"Subgroup not numerically significant at this time."

GOAL #8

School will maintain a school culture conducive to student learning.

Related State Priorities:

- ☐1 ☐4 ☐7
☐2 ☒5 ☐8

	<input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6					
Local Priorities:						
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> ● School will provide a variety of parent activities such as: <ul style="list-style-type: none"> ○ Parent Orientation ○ Back to School Night ○ Student-led Conferences ○ Celebration of Learning ○ School Advisory Council ○ Coffee with the Principal ○ Parent Meetings/Committees ○ Family Nights ○ Content Nights ● School will provide trainings for Leaders on Parent Engagement ● School will provide trainings for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Social-Emotional Learning ● Social Emotional Counseling Services ● Social Emotional Interventions such as: <ul style="list-style-type: none"> ○ Family Support Meetings ○ Incentives for students ○ Student and Family Engagement 						
Expected Annual Measurable Outcomes						
Outcome #1: 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%.						
Metric/Method for Measuring: Student and Family Survey						
Applicable Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Student Survey	77% Favorable Responses	77.25% Favorable Responses	77.50% Favorable Responses	78.0% Favorable Responses	79% Favorable Responses	80% Favorable Responses
Family Survey	88% Favorable Responses	88.25% Favorable Responses	88.50% Favorable Responses	88.75% Favorable Responses	89% Favorable Responses	89% Favorable Responses
Outcome #2: School will reduce its suspensions to $\leq 1\%$ of students.						
Metric/Method for Measuring: End of year report from PowerSchool and CDE.						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
English Learners	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	2018-2019 0%	<1%	<1%	<1%	<1%	<1%

Students with Disabilities	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
Latino Students	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native (1)	2018-2019 *	<1%	<1%	<1%	<1%	<1%
Asian (1)	2018-2019 *	<1%	<1%	<1%	<1%	<1%
White (5)	2018-2019 *	<1%	<1%	<1%	<1%	<1%
*“Subgroup not numerically significant at this time.”						
Outcome #3: Less than or equal to 1% of students will be expelled.						
Metric/Method for Measuring: End of year report from PowerSchool and CDE.						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
English Learners	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
Latino Students	2018-2019 0%	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native (1)	2018-2019 *	<1%	<1%	<1%	<1%	<1%
Asian (1)	2018-2019 *	<1%	<1%	<1%	<1%	<1%
White (5)	2018-2019 *	<1%	<1%	<1%	<1%	<1%
*“Subgroup not numerically significant at this time.”						
Outcome #4:						
MS: School will maintain a retention rate > 90% for returning sixth and seventh grade students.						
Metric/Method for Measuring: End of year report from PowerSchool and CALPADS.						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 MS: 88.9%	MS: 88.9% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.	MS: 88.95% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.	MS: 88.95% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.	MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.	MS: 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.
*“Subgroup not numerically significant at this time.”						

The **PUC EXCEL** 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 EXCEL** students are prepared for college success.

PUC EXCEL'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 EXCEL'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 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 that will demonstrate proficiency in communicating their awareness of, purpose for, and link between community service and the school’s mission, vision, and values. They assess the needs in the community and voluntarily are of service to their community service.

They work toward building their character.

Over the past five years, we’ve taken time as a staff to consider the connection between our ESLRs and our Habits of a Scholar. We have high expectations for our scholars through these two types of delineated outcomes. Teachers communicate them all day every day in the classroom in the way that they name student behavior, and provide feedback. During our weekly Scholar Prep classes, teachers use literature, videos and interactive experiences to help students create meaning around these character driven expectations. We have a reflective tool called the Wolf Card that we use for parent communication. Teachers are able to note celebrations around Habits of the Scholar and ESLRs on their wolf card. They can also provide notes to redirect students around these expectations. During parent meetings around behavior, teachers use this language to gain parent support in their child’s development. Below the ESLRs and Habits of a Scholar are delineated.

PUC Excel Habits of a Scholar Defined

<p>Perseverance</p> <ul style="list-style-type: none"> • Completes whatever he or she begins • Tries hard even after experiencing failure • Remains focused and resists distractions • Remains cool under pressure • Upholds a growth mindset 	
<p>Respect</p> <ul style="list-style-type: none"> • Exhibits stewardship towards the community • Demonstrates proper etiquette in all settings • Upholds scholarly expectations • Shows courtesy to peers and adults • Maintains cultural sensitivity 	
<p>Craftsmanship</p> <ul style="list-style-type: none"> • Applies excellence and pride in work • Strives for accuracy and precision • Applies past knowledge to new situations • Remains open to continuous learning • Thinks and communicates with clarity • Designs and sustains innovation 	

<p>Integrity</p> <ul style="list-style-type: none"> • Words and actions are aligned • Exhibits accountability with self and others • Exemplifies honesty • Makes positive choices or contributions to the community, even when no one is watching 	
<p>Empathy</p> <ul style="list-style-type: none"> • Understands the perspective of others • Recognizes and shows appreciation for others • Demonstrates compassion and respect towards peers 	
<p>Curiosity</p> <ul style="list-style-type: none"> • Imagines and explores new ideas • Develops questions to deepen understanding • Shows enthusiasm through continued investigation 	

ESLRs

Effective Leader

- Demonstrates leadership abilities by taking risks and perseveres through challenges
- Serves as an advocate for the community
- Exhibits craftsmanship through personal exemplary performance
- Motivates and supports peers to reach her or his best

Intellectual Communicator

- Reads at or above grade level
- Writes and speaks clearly and concisely, using evidence when appropriate
- Engages in thoughtful discussion through active listening and inquiry

Self-Reflective Individual

- Identifies strengths and challenges and perseveres to improve
- Creates attainable goals that show perseverance and growth
- Demonstrates accountability for one's actions
- Demonstrates positive choices, even when no one is watching
- Demonstrates respect for physical & emotional wellness

Critical Thinker

- Evaluates multiple forms of evidence & perspectives
- Collaborates with peers to construct knowledge
- Understands the causes and effects of actions
- Develops precise and achievable goals and reflects upon their efficacy

Conscientious Citizen

- Actively participates in community service
- Exhibits responsibility and honesty and considers the effects on the community
- Values diverse cultures and perspectives while demonstrating sensitivity and compassion towards peers, family, and community

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.

1.10 INSTRUCTIONAL DESIGN

PUC Excel resists the notion that there is one educational reform panacea. Grounded in the experience of the most effective urban charter schools—schools that have shown strong results in our nation's cities over the past decade—**PUC Excel** recognizes that elevating students' achievement and transforming their lives requires constant maintenance on a myriad of different elements.

Further assumptions underlying the **PUC EXCEL** instructional design 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 EXCEL** 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 EXCEL** instructional design 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 21st 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 EXCEL** 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 EXCEL** instructional design 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 21st century. **PUC EXCEL** 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 EXCEL 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 EXCEL** will manifest itself in the joy of discovery, the pride of accomplishment, and the satisfaction of personal growth. **PUC EXCEL** believes that students rise to 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 EXCEL** – parents, students, teachers, and administrators.

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

PUC EXCEL will purposefully maintain a small school setting with a maximum of 300 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 EXCEL** 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). “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 use the Workshop Model of Instruction to meet the individual needs of each student scholar during Language Arts & Math Instruction**

Each student is an individual and therefore has individual academic needs. **PUC Excel's** student population is a mix of students ranging from high achieving to those who have come to the school two and three years behind their peers. Considering that students learn at their own pace and that development can be quick for some and a lengthy process for others it is a challenge to meet the needs of such a diverse group of students in one classroom. To meet this challenge, instruction at **PUC Excel** is delivered using the workshop model. This method of instruction allows time for teachers to work with students as whole class, in small groups, and individually. It also requires teachers to plan their instruction based on data rather than a pre-scripted curricular program.

By focusing on students rather than a script, the goal of this type of instruction is to ensure every student is supported and no student falls through the "cracks." High achievement for all students in both language arts and math is the ultimate goal of this instructional practice.

Workshop

The Workshop Instructional model at **PUC Excel** Charter School is broken down into three components; Crafting, Composing, and Reflection. Each has a specific function and purpose that supports the implementation of the standards and the intellectual development of each student.

Crafting – Whole Group Instruction

The "crafting" portion of the workshop instructional model provides time for students to observe the teacher model, think aloud, and demonstrate, showing strategies and tools readers, writers, historians and mathematicians use to understand and communicate in meaningful ways. It allows teachers the opportunity for explicit teaching that extends beyond a particular task or assignment, and instead focus on the qualities and characteristics of proficient learners and how those qualities and characteristics manifest in the content being studied. Crafting sessions range from 10 to 30 minutes three to five days a week based on determined student needs and the gradual release process.

Composing – Individual and Small Group Practice

"Composing" is the longest portion of the workshop ranging from 30 minutes to 60 minutes five days a week. This extended timeframe provides students with the time needed to truly immerse themselves in practicing and applying the strategies and methods learned during crafting. Students work both independently and in small groups depending on the purpose of the task and their personal learning needs and goals. Students are given the choice of how to approach their learning through their personal selection and use of learning tools, strategies, text, and if applicable, topics to investigate.

The primary function of the teacher during composing is to check for understanding and coach. Teachers confer individually with students to understand their application of what they have learned, uncover misconceptions, provide direct instruction if needed, and guide them towards their next challenge. They also work with small groups selected through work analysis and anecdotal notes to support common learning needs required for independence.

Reflection – Whole Group, Individual, and Small Group Sharing, Reflecting, and Goal Setting

"Reflection" provides students the opportunity to reflect aloud and in writing how their use of a certain strategy or skill helped them. It is also a time for students to learn from those that have

uncovered a successful method or made a new discovery. The teacher acts as a facilitator during this time in order to ensure that students are being metacognitive about their own growth and learning from peers' discoveries. Reflection can range from 5 to 15 minutes three to four days a week.

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

PUC EXCEL ensures effective reading and writing instruction. According to Irene Fountas and Gay Su Pinnell (2006)³, 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 students 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

³ Fountas, Irene and Gay Su Pinnell. Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading K-8 . Portsmouth, NH: Heinemann. 2006.

schoolhouse door.”⁴ 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.
4. **Students need to read a large quantity of texts to build their reading process.** Students are encouraged to 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 structured reading in class, PUC students log many miles of reading by reading to learn in science, social studies, and even arts and PE classes. To build accountability in the earlier years, students work with their teachers on recording their progress in reading logs and then working to make connections to what they read at home with the learning experiences that are crafted in the classroom.
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 collaborative reading groups, 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

⁴ 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.

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, 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. This may also look like 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. 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. Interactive Read Aloud allows the whole class to discuss a complex text with support.

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. 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"> ● Interactive read aloud ● Reading Mini-lessons ● Word study lessons
Small group teaching	<ul style="list-style-type: none"> ● Metacognitive strategies ● Book clubs (literature study)
Individual teaching	<ul style="list-style-type: none"> ● Independent reading ● Reading conferences

- **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 EXCEL**, 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 EXCEL** student is not progressing in a manner consistent with academic success, **PUC EXCEL** will rapidly modify instructional methods and will pursue an intervention model to address the student’s specific needs.

PUC EXCEL has adopted a systematic approach to analyzing and reflecting on data in order to progress monitor student growth and adjust instruction in response to learning needs. **PUC Excel** teachers are expected to consistently modify and re-design lessons based on the effectiveness of instruction as shown through the school wide assessment program and student work analysis. Formative Data is collected and analyzed by teachers biweekly, often in partnership with their instructional coach or grade level team. Summative assessments and projects are assigned toward the end of each unit. **PUC Excel** engages in End of Unit Reflection PD in which teachers analyze student work and adjust teaching strategies or content for the upcoming unit based on student growth and needs shown by the data. Three times a year, **PUC Excel** staff analyze NWEA Assessments to celebrate individual student growth, grade level trends, subgroup performance as well as set goals for upcoming units of study based on student strengths and gaps in learning. Throughout the school year, **PUC Excel** refers back to state summative assessment data as our north star- constantly discussing what we can do to improve that achievement.

- **The school will engage students in Inquiry-Based Instruction across all contents**

Thinking critically and creatively to answer questions and solve problems are essential skills for the 21st century work force. Inquiry-based learning develops students’ ability to question, transfer their learning across content areas, and apply their understanding to real world contexts. The process of inquiry transfers the focus of learning from “what we know” to “how we come to know.”

To go beyond memorization or the simple regurgitating information, students must independently discover, experiment, and question academic content. Students at **PUC Excel** are encouraged and supported in developing metacognitive skills within each content area. Thinking about what they are learning ensures they will be able to make connections within and beyond the content they are studying. Our ultimate goal is to develop lifelong learners that know that understanding their world is essential for achieving success.

(Vygotsky, 1962, 1978; Freire, 1985; Ferreiro & Gomez Palacio, 1986; Smith, 1995; Keene 2018)

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

PUC EXCEL will implement an arts program that will be broken out into four disciplines: dance, music, theater, and visual arts. Theater and visual arts are offered during the school day, as part of the instructional program, while dance and music are offered after-school as part of the school's early college program. **PUC EXCEL** 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 EXCEL** 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 EXCEL** 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).

Based on this research and our core values, **PUC EXCEL** will allocate at least 120 minutes of physical and health education and 180 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 EXCEL 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 EXCEL** 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 school's doors will be open from 7:00 a.m. to 6:00 p.m. **PUC EXCEL** 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 EXCEL** 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 EXCEL** 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 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 EXCEL** 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 EXCEL**, 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.. 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. 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 EXCEL 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 EXCEL will use the Community Circle from the Tribes Program created by Jeanne Gibbs who, like PUC EXCEL, 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 20-year experience in the Northeast Los Angeles, the population is faced with overwhelming challenges that may negatively impact student's school performance. To remedy this situation, PUC EXCEL 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 EXCEL will have a clinical counselor on staff to provide counseling for students and families. Through our clinical counseling program, the school is able to house interns working on earning their Marriage & Family Therapy (MFT) and in turn the interns are able to provide a high level of support to students and families under the supervision of the Clinical Counselor. PUC EXCEL 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 EXCEL** 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 EXCEL 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.nsrffharmony.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 EXCEL 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 EXCEL**, 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 EXCEL** recognizes professional development as “...a proven method to recruit, retain, and develop^[SEP] 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).

PUC Excel will continue to offer teachers professional development through these systems already in place, knowing these systems will evolve over time:

- Summer PD for all teachers to introduce school wide Academic & Culture initiatives for the year
- Content Planning time- teachers work in content teams (ELA, Math, etc.) to explore the content standards and available resources plan their yearlong scope & sequences. Teams meet at the beginning of each curricular units to plan in collaboration as well.
- Weekly PD for all staff to examine progress around schoolwide initiatives and add on further schema and strategies for future implementation
- Coaching for all staff members, to collaborate and develop goals; for teachers this included an individual inquiry into a personal area of growth that is monitored over the course of the year
- Weekly coaching for new & developing teachers to support with lesson planning
- Biweekly coaching for developing & experienced teachers to monitor individual growth goals
- Quarterly Growth Goal Group Meetings- in which teachers with common inquiry questions research strategies together and reflect around implementation
- Quarterly Learning Walks in which teachers and staff observe each other leading lessons, take notes and discuss learning and questions

1.11 CURRICULUM

ENGLISH LANGUAGE ARTS (Core)

READING, WRITING, RESEARCHING, SPEAKING AND LISTENING

The ELA curriculum is aligned to the CA Common Core State Standards and focuses on developing students' strength as readers, writers, researchers, listeners, speakers, and collaborators. Students develop the skills 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. As students work with various text, teachers focus on developing rhetorical reading and writing skill looking to assess, guide and monitor the unique process undertaken in developing understanding and embed opportunities for students to reflect on their own learning. 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. English courses follow a thematic unit structure which highlights a variety of fiction and nonfiction text. The middle school program uses elements of Lucy Calkins & Writers Workshop 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.

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.

All students at **PUC Excel** are immersed in a research based, comprehensive, standards-based language arts program in which curriculum and instruction are differentiated according to assessed

needs. During ELA & History class, teachers develop students' independent usage of essential language arts skills and strategies through a variety of instructional strategies within the workshop model (i.e., whole group modeling/demonstration, collaborative learning, small group learning, individual conferencing, etc.)

Each grade level engages in approximately four to five units of study for about six to eight weeks. Below are the goals of instruction during the language arts workshops that occur in both ELA and History classes as well as literacy intervention academic instruction.

Crafting provides time as a whole group to:

- study reader's and writer's craft in order for the students to be able to utilize the strategies, craft moves, and tools of accomplished readers and writers
- observe the teacher modeling, thinking aloud and demonstrating strategies readers use and tools writers use to understand what they read and communicate meaningfully through writing

Composing provides time for students individually and in collaboration to:

- engage in independent work -- by reading and/or writing for long periods of time
- experiment with the deep and surface structure strategies they have learned, take risks in their reading and writing, and spend a substantial amount of time re-reading and re-writing
- demonstrate their new strategies for their teachers in conferences and with their classmates
- share their insights with other children in small group discussions and book/writing clubs
- use technology and digital media strategically and capably to both investigate and create

Composing provides time for teachers to engage in a variety of tasks

- observing the children at work
- taking anecdotal notes
- conferring with individuals
- encouraging students experimentation
- helping book clubs get started
- hosting small learning groups

Reflection provides time for students to:

- reflect aloud about how their use of a certain strategy or skill has helped them
- discuss how what they have learned has changed them as a reader or writer
- teach others what they have applied in their own reading and writing

Language Arts Curriculum & Instructional Materials

- Classroom Libraries
- Mentor Author Text Sets
- Book Club Sets
- Newsela
- *Strategies that Work* by Stephanie Harvey & Anne Goudvis
- *Lucy Calkins Reading/Writing Units of Study & Rubrics* – Narrative, Informational, and Opinion

English Language Development (Core)

PUC Excel will work to provide Designated English Language Development that follows guidance from the CAL ELA/ELD Framework and is aligned to the 2012 California ELD standards and is designed to serve students classified as EL based on data identified skills needs and/or proficiency levels. Each designated ELD Course will be taught by a teacher holding the appropriate CLAD certification.

Instructional minutes and frequency of instruction are based on the time and support needed for the EL student to accelerate their English language and literacy development, determined by both formative and summative student language proficiency and academic data analysis. However, at minimum, a Designated ELD block will be provided daily for 60 minutes (the same amount of time for which students also receive ELA instruction).

- **Focuses on communicative purposes, not on discrete grammar instruction**
- **Addresses speaking, listening, reading and writing**
- **Is embedded in or explicitly connected to grade-level content or topics**
- **Develops students understanding of how language works in meaningful contexts**
- **Requires students to spend at least 50% of instructional time producing oral and written language**

During Designated English Language Development students will be actively engaged in collaborative discussions that help build their awareness about language and develop their skills and abilities to use language. There will be a strong emphasis on oral language development, with the involvement of some level of reading as writing tasks to develop their awareness of how English works in both spoken and written language.

The Instructional Focus of Designated ELD is to make meaning and communicate authentically and purposefully through the concepts outlined in the CA ELA/ELD framework:

- **Interpret the Meaning of Informational and Literary Texts**
- **Explain Thinking and build on Other's Ideas**
- **Offer and Support Opinions**
- **Produce Written Texts in a Variety of Disciplines**

Sample Designated English Language Development Instructional Plan

<u>Lesson Sequence</u>	<u>Explanation</u>

<u>Language Model (5 minutes)</u> <ul style="list-style-type: none"> • <u>Mentor texts</u> • <u>Word problem</u> • <u>Information text</u> 	<u>Teacher selects a text, passage, word problem, or writing to study the target language, text organization, or just the text students will be discussing.</u>
<u>Guided Practice with Academic Language (10 minutes)</u> <u>Language Targets:</u> <ul style="list-style-type: none"> • <u>Describe ideas/concepts</u> • <u>Offer opinions with reasons</u> • <u>Explain steps in solving math problems</u> • <u>Relate Experiences</u> 	<u>Teacher guides students to find, look for, or discuss the target language.</u> <u>Co-construction of knowledge, or charting of language examples.</u>
<u>Partner Practice Use of Target Language (15 minutes)</u> <u>Language Target:</u> <ul style="list-style-type: none"> • <u>Describe ideas/concepts</u> • <u>Offer opinions with reasons</u> • <u>Explain steps in solving math problems</u> • <u>Relate Experiences</u> 	<u>Students work collaboratively to apply the target language through discussion, reading, or writing</u>
<u>Learning Summary (1-2 minutes)</u> <ul style="list-style-type: none"> • <u>Generalize and apply language target</u> 	<u>Teacher or student summarizes learning to apply and transfer to other content areas throughout the day.</u>

***Adapted from San Diego Unified English Language Development Bundles**

Designated ELD Curriculum & Instructional Materials:

- California English 3D by HMH Intervention Solutions
- Lucy Calkins Support for California English Language Learners in Reading and writing Units of Study
- i-Ready instruction, assessment and intervention tools

MATHEMATICS (Core)

“By the time they begin school; most children have already developed a sophisticated, informal understanding of basic mathematical concepts and problem solving strategies. Too often, however, the mathematics instruction we impose upon them in the classroom fails to connect with this informal knowledge” (Carpenter et al., 1999). The 8 Standards of Mathematical Practices (SMP) are at the forefront of every mathematics lessons and the driving factor of how students learn. Teaching is centered around understanding the concepts behind the mathematics before the operations. Students are exposed to multiple strategies for problem solving and thinking routines for unpacking problems. A majority of independent work time is spend solving a few complex problems rather than a large set of procedural equations.

The core curriculum for students in grades 6-8 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)

The methodology described above is used because focusing on problem solving rather than just procedural thinking:

- focuses students’ attention on ideas and sense making
- develops the belief in students that they are capable of doing the mathematics and that mathematics makes sense

- provides on going assessment data
- is an **excellent** method for attending to a breadth of abilities
- engages students so that there are few discipline problems
- develops flexible mathematical thinking

(Van de Walle 3-5 pg. 15 and 16)

Instruction is delivered using a structure similar to Language Arts. Teachers demonstrate, model, and “think aloud” using a simpler version of the problems and ensure students understand the task and learning goals. Collaborative and independent work time is provided for the students to grapple with the mathematics through sense-making, discussion, concretizing their mathematical ideas and the situation, and recording thinking in journals. Teachers meet with small groups and conduct individual conferences to assess and support students understanding. At the end of the independent work period students are asked to share their strategies and justify their reasoning with a partner, small group, and/or the whole class. Exit tickets are used when independent formative data is needed.

To support student understanding teachers use the following strategies and resources:

- ***Manipulatives:*** Teachers use manipulatives to provide models and support students in selecting the models that best support and demonstrate their thinking.
- ***Questioning:*** Teachers use open-ended questions, white boards, and wait time to support and develop students thinking. Students are encouraged to collaborate before answering, justify their responses and ask their own questions.
- ***Think Routines*** such as annotating complex word problems, reviewing a series of self-initiated question to work through a problem and double checking using a second strategy
- ***Academic Discourse:*** Teachers act as the facilitator and listen and learn from students’ mathematical thinking. Students discuss whether answers are accurate, and are expected to think through all solutions and strategies carefully.
- ***Games:*** Problem based games help students become reflective about new or developing relationships between mathematical concepts. Games cause students to wrestle with emerging and demonstrate strategic thinking.
- ***Journaling:*** student journal entries demonstrate the students thinking processes and enable teachers to monitor student progress. Having the students put their thoughts into word helps them to clarify and solidify their thinking. Writing and talk about math topics is a daily practice.
- ***Integration of Technology-*** Independent learning experiences at the student level of proficiency using an online resources with digital instructional support

Curriculum & Instructional Resources for Mathematics

- Illustrative Mathematics Progressions and Blue Print (<https://www.illustrativemathematics.org/>)
- Engage New York Math Units of Study <https://www.engageny.org/resource/grade-6-mathematics-module-1-topic-lesson-1>
- Georgia Math Units <https://www.georgiastandards.org/Georgia-Standards/Pages/Math-6-8.aspx>
- YouCubed (<https://www.youcubed.org/>)

- Khan Academy (for at home practice and family support)
(<https://www.khanacademy.org/math>)

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. 500–1789. 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.

All students at **PUC Excel** participate in Historian's Workshop during their History Classes. History teachers use the methodology described above around Readers & Writer's Workshop to support students to read and write like Historians. History teachers also partner with ELA teachers to use common language around reading and writing strategies. In addition, Inquiry is the heart of all history-social science learning. Instruction is based on the state standards, the state framework, and C3 framework. Learning is both integrated into language arts workshops and as separated units of inquiry. Students are engaged and motivated through the use of literature, primary and secondary sources, art-based artifacts, and project-based learning.

An inquiry focus supports and develops students' ability to:

- gather and evaluate sources
- develop claims and theories about their world and use evidence to support their thinking
- communicate and think critically about drawn conclusions
- take informed action through peer sharing and community outreach

Inquiry Projects are instructed using following cycle*:

Part 1- Resource Flood

Teacher	Students
<ul style="list-style-type: none"> Shares books, magazines, and websites that will support the inquiry Previews favorite topics, authors, etc. to get the kids excited 	<ul style="list-style-type: none"> Explore resources and select what they find most interesting based on their curiosity

Part 2- Immerse – Developing Curiosity and Wonder

Teacher	Students
<ul style="list-style-type: none"> Shares curiosity and models personal inquiry using personal books (nonfiction) that sparks current interest Models how to ask authentic questions based on interest 	<ul style="list-style-type: none"> Use books and magazines that they selected based on interest/curiosity Wonder and develop questions they would like answered based on their curiosity

Part 3 – Investigate – Develop Questions, Search for Information, and Discover Answers

Teacher	Students
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<ul style="list-style-type: none"> • Models how to read, listen, and view with a question in mind • Shares ways to get question answered • Helps kids think about where to find information • Confers 	<ul style="list-style-type: none"> • Develop questions; then read/view to answer them • Search through chosen resources
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Part 3 – Coalesce – Synthesize Information and Build Knowledge

Teacher	Students
<ul style="list-style-type: none"> • Supports kids in finding information and answer questions • Shares how to evaluate sources 	<ul style="list-style-type: none"> • Target key ideas and information • Synthesize information to answer questions

Part 4 – Go Public – Demonstrate Understanding and Share Learning

Teacher	Students
<ul style="list-style-type: none"> • Builds in time for kids to share finding • Supports kids to share the learning 	<ul style="list-style-type: none"> • Demonstrate learning and understanding by sharing the answer to their questions and teaching other • Share additional information related to their question if they choose to • Pose new questions for further research that may emerge • Take action if motivated

*This cycle has been adapted from *Comprehension and Collaboration, Revised Edition: Inquiry Circles for Curiosity, Engagement, and Understanding* by Stephanie Harvey and Smokey Daniels

Curriculum & Instructional Materials

- Nonfiction Narrative Book Sets
- Nonfiction Mentor Author Text Sets
- Primary Sources
- History Alive Curriculum and Student Texts
- A History of Us text set by Joy Hakim
- *NewsELA* historical and current event text sets
- *Strategies that Work* by Stephanie Harvey & Anne Goudvis
- Lucy Calkins Reading/Writing Units of Study & Rubrics – Narrative, Informational, and Opinion

NGSS 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 EXCEL** 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 in order to prepare them for the demands of the high school program.

PUC EXCEL has transitioned to use the 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 Timetable, 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.

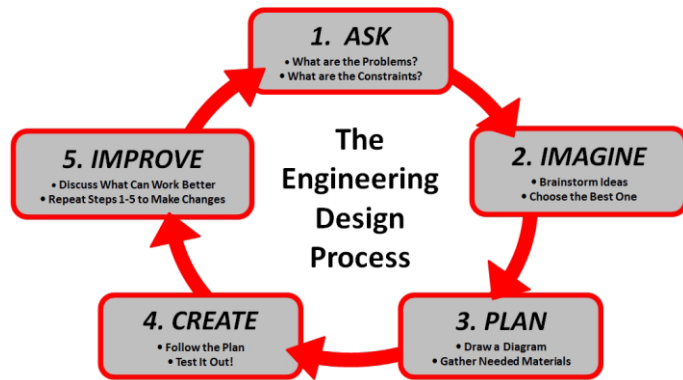
Eighth grade science places focus on Physical Science. Focusing on the concepts of Energy and Motion, students incorporate skills learned in mathematics to utilize formulas in calculating speed, force, heat and other quantities. Graphing data and interpreting trends from graphs assist students in drawing 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.

Science courses are designed based on a real-world inquiry approach founded in rigorous NGSS standards. Science teachers use a similar inquiry cycle as described in the social science section above. The **PUC EXCEL** 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. Student learning is a combination of building content knowledge, engaging in the experimental design process to understand phenomena and the natural world, and the engineering process to solve problems. The 8 NGSS scientific practice standards and the 5E model are interwoven into all instruction. The goal of the curriculum is to engage students in the behaviors of scientist and engineers.

The main curricular resource used, Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. Amplify Science includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences. In each unit, students take on the role of a scientist or engineer to investigate a real-world problem. These problems provide relevant contexts through which students investigate phenomena.

Within each of the units students:

- ask questions
- make observations
- define problems and create theories
- conduct tests
- gather needed information and data
- determine multiple and create solution to defined problems
- draw conclusions using both evidence and reasoning



Curriculum & Instructional Materials for Science

- Amplify Science Units of Study 6-8th grade (<https://amplify.com/programs/amplify-science/>)

ARTS (Core)

At **PUC EXCEL**, the visual and performing 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

Curriculum and instruction is designed to develop students' abilities in the five areas outline by the state framework and content standards:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context

- Aesthetic Valuing
- Connections, Relationships, Applications

In grades 6th – 8th students are enrolled in one of the visual and performing art courses offered.

MUSIC

The music curriculum at **PUC EXCEL** 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.

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 seventh and 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.

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). 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.

Instructional Materials for Music Program:

- Silver Burdett Making Music, California Edition by Pearson Scott Foresman
- Instruments such as recorders, keyboards, drums, guitars, ukeleles
- Spotlight on Music by McGraw Hill (Digital Music Curriculum)

VISUAL ARTS

The Visual Arts at **PUC EXCEL** is offered to students in 6th – 8th grades and focuses 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. Student work is exhibited throughout the year at family and/or community events and art teachers document these performances in online portfolios.

Instructional Materials for Visual Arts

- *Art and the Human Experience by Davis Publications*
- Art Supplies and Found Objects
- Mentor Artists
- Web Resources

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

We strongly believe in supporting 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 and high intensity interval training. The primary goal of the **PUC EXCEL** physical education program is to instill in its students a life-long pursuit of healthy living. To do so, the **PUC EXCEL** 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.

Students at **PUC Excel** participate in workshop style classes that introduce them to health and fitness concepts and techniques. Each workshop concentrates on a specific area including cardiovascular endurance, strength, nutrition & health and flexibility. **PUC Excel** believes the workshop approach,

allows students choice and broader participation than traditional models of physical education classes within the school day. Research demonstrates that the majority of students spend only 8% of their P.E. class time in actual activity and are instead generally waiting or observing. (Gutfeld, G. and Sangiorgio, M. *P.E. or not P.E.* Prevention. July 1993, Vol. 45, Issue 7, p 18). PUC Excel's program is guided by the *Physical Education California State Standards* and the *Health Framework for California Public Schools*.

The physical education curriculum and instruction focuses on the development of fundamental locomotor, non-locomotor, and manipulative skills across a variety of sports. Our program capitalizes on pre-adolescent disposition for competition and play. Students practice the skills taught within daily play of sports and tournaments.

Curriculum & Instructional Materials

- Physical education equipment
- Sparks Curriculum
- FITNESSGRAM®.

HOMEROOM/SCHOLAR PREP (Non-Core)

PUC EXCEL students will participate in an advisory period five days a week called "Scholar Prep." 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.

The 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 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. 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.

WORLD LANGUAGES

The World Languages at **PUC EXCEL** will be offered to students in 7th – 8th grades. We do plan to offer world language to encourage students to learn to communicate efficiently in another language, interpret cultural differences and expand their perspectives. Students are given the opportunity to explore various parts of the world and learn about themselves while learning about others. The instructional textbook and curriculum we will use is: *Avancemos!* by Houghton Mifflin

ELECTIVES

- **Speech & Debate-** This course is offered to students as a pathway to improve reading comprehension of complex text around controversial issues, writing skills that include argumentative and counterargument practices. Most importantly it is a pathway for students to improve their listening and public speaking skills. Additionally, the course will support student development of SEL skills and collaborative practices with peers. The curricular resources to be used for this course are:
 - Middle School Teaching Box from the National Speech & Debate Association
<https://www.speechanddebate.org/teacher-in-a-box-ms-bq-unit-overview/>
 - Middle School Public Debate Program:
https://www.esuus.org/esu/programs/middle_school_debate/educators/quote_2/MSP_DP_V4_Teachers_Guide_2_Small:en-us.pdf
- **Chicano Studies-** This course is offered to students to cultivate their Identity development as well as support their understanding of the history of their community. PUC Excel is located in Lincoln Heights, one of the pivotal historic locations tied to the early Chicano Movement. Through this course, students will read and write historical nonfiction and argumentative texts. Students will engage in discussions that use academic language connected to the 6th-8th grade CCSS for Reading, Writing Speaking and Listening. The following course curricular resources will be used:
 - CDE Approved Cesar Chavez Model Curriculum
https://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons_7-9.aspx
 - LAUSD Approved curriculum: *A Different Mirror for Young People*, *Seven Stories* Press/Penguin/Random House and *Occupied America: A History of Chicanos*, Pearson
- **Drafting & Architecture-** This course is offered to students to support exploration of using grade level CCSS Math and NGSS and engineering practices to learn practical drafting and architecture skills. Students will create models of spaces that they believe would improve their community. The following curricular resources will be used:
 - Frank Lloyd Wright Trust- Teaching by Design
<https://www.teachingbydesign.org/lessons/>

- Excelsior Classes Curriculum <https://excelsiorclasses.com/architectural-drafting-design-online-architecture-class/>
- Coding- This course will cover a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming tasks in programming language as they write and test their own code using the approaches real programmers use in the field. The following curricular resources will be used:
 - Tynker: <https://www.tynker.com/>
 - <https://code.org/>
 - <https://www.codeforlife.education/>

1.11. 1 INNOVATIVE CURRICULAR COMPONENTS:

There are many factors that support the success of **PUC EXCEL** including:

1. 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). For more details, please see section 1.27 for English Learners, 1.28 for Gifted, 1.29 Below Grade level, and 1.30 for Socio-disadvantaged.

2. A focus on differentiation, behavioral and academic intervention.

PUC EXCEL analyzes, identifies, and offers targeted supports to all students; specifically working to build upon student talents and assessing where students might need additional support.

We have focused 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, 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. Our restorative justice practices are centered around having the student understand how their actions impacted the school or community. We take on a guided discipline approach to coaching student through the impact of their action and work with them to identify the root cause of what the student might have originally been trying to communicate. Once the student is able to make those connections, with the assistance of a teacher or administrator, the restoration or restoring of trust happens through an implementation of practices designed to repair the trust that has been broken. This can include having the student complete a google classroom assignment on a particular topic, having the student complete community service, or having the student complete a reflection on lessons learned. Please see p. 253 in Element 10 for a complete description of Restorative Justice Practices. In addition, students struggling with behavioral difficulties are flagged for intervention and receive weekly counseling from **PUC EXCEL** through our counseling program, through support of administrators, and if applicable from outside support staff.

We believe that this robust menu of academic and behavioral interventions is setting our students up for success.

3. **We have focused on holistic teacher coaching and support.**

At **PUC EXCEL** we utilize a holistic approach to supporting teachers and their development as educators. Coaching is tailed to fit individual needs & goals that are selected by teachers each year. Teachers at **PUC EXCEL** participate in four different layers of coaching and support:

- Grade Level Focus – time is embedded into the PD Scope and Sequence to allow time for grade level teams to analyze behavioral, social and/or academic data and work collaboratively to analyze and adjust instruction.
- Department Focus – time is embedded into the PD Scope and Sequence to allow for time for departments to come together and focus on vertical alignments and content specific needs.
- School-wide Focus – time is embedded into the PD Scope and Sequence to allow teachers to work collaboratively in 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).
- PUC-wide Focus – time is embedded into the PD Scope & Sequence to allow for teachers across several school to meet and focus on sharing best practices and reflecting on common trends across the schools.

The PUC Schools Team supports through curricular research and coaching, working side-by-side with teachers and school leadership.

The PUC Schools Team offers support through weekly leadership meetings that are differentiated based on site leader roles & responsibilities, monthly/bimonthly 1:1 check-ins with the sites in the area of operations, school culture, academics, parent engagement, clinical counseling, school & college counseling, assessments, special education, professional development and data driven decision making. Through these support meetings site leaders are able to fine tune on site responses as it pertains to the coaching, managing and supporting of teachers, staff and students. We rely on our PUC National team to provide us with ongoing data for school site analysis in order to drive responsive school site practices. The data team works with our assessment coordinator to help the school site monitor progress of students and communicate out to stakeholders our progress. Our induction team works to support both teachers going through induction and the various on-site mentors through ongoing professional development.

The home office also supports by providing support around assessments and assessment data. This in turn is used by teachers and site leadership to address gaps. Additionally, the home office provides training to our teacher mentors who in turn serve as peer mentors to our newer teachers. These peer mentors receive monthly coaching, and attend bi-weekly trainings in order to further develop new teachers.

A particularly unique feature of our school is the closeness of support and feedback between administrators and teachers. This refers to the culture that has been established around having administrators and other teachers in classrooms in order to provide feedback and support. We at **PUC EXCEL** utilize the “it takes a village” approach to growing and developing ourselves and our students. To do this we must feel comfortable as teachers to open our doors and welcome the additional eyes, ears and hands in our classrooms. Through our collaborative efforts to designed to have the adults reflect on and push practice we are able to also see students striving to do the same. Our teachers engage in regular learning walks throughout the year in order to increase the awareness

of each other classes, make connections between contents, develop a better understanding of students and build stronger professional connections. 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; learning walks; 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 EXCEL has talented and energized staff that is allowed to utilize their talents in developing curriculum. We believe teachers are the architects of their own curriculum. We believe it is important for teachers to understand their content standards and have the ability to work with other content specialists as well as their school site leaders to bring those standards to life for students. We take on this collaborative approach to help influence the curricular choices we make in each classroom in order to determine how to support the teacher in connecting their content to kids. We encourage our teachers to continue to refine their curriculum through the analysis of data and student feedback in order to keep our curriculum responsive to student need, interest and areas of growth.

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. At PUC, we believe the culture of the school must support the academic, social and behavioral growth of the students. In order to produce a holistic approach to nourishing our students we engage and connect with our community partners as well as parents. Our goal is to help students identify the value of collaboration and supporting others and realize the power in the strength of the team.

7. Standards and Data-Driven Culture:

The school embeds Data Analysis & Implementation Cycles to close each unit of study. Administration is the holders of academic and behavior data and the review of implementation cycles. Leaders build in the time for this to happen during specific weeks in site based Professional Development. Administration also strategically pairs teachers so that they are able to support one another during the process. Administration pulls the data from testing such as MAP and from teacher gradebooks. The teachers engage in a data-dive that centers around looking at specific trends. After the trends are identified, teachers work towards creating an implementation plan guided around supporting and improving areas identified as needing growth. This process allows time for teachers to come together to collaboratively reflect on data collected throughout a unit of study and student work to determine appropriate instructional shifts in order to meet the needs of students. The schools focus on data and dedication to carving out time for reflection and restructuring drives classroom practice.

8. Culture of Cohesion:

Successful practices are identified by administration, superintendents, and/or teacher leaders through data analysis, whether it be by growth of scores or results on teacher surveys. After successful practices are identified, the site leadership works with those teachers on sharing those practices with the rest of the staff either through onsite professional development, regional professional

development or PUC wide professional development and employing these practices as a group so that students feel equitably supported in every classroom as well as by our after-school staff and office personnel. In addition, 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 EXCEL** and take responsibility for any challenges faced.

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 EXCEL**.

1.11.2 INTERVENTION AND ENRICHMENT PROGRAMS

Intervention at **PUC Excel** considers the whole child – looking at both their social emotional and academic needs. No child is their label, nor are all academic/social emotional needs the same. Consideration is given to both areas when selecting the support that will transform a learners experience from “striving” to “thriving” (Harvey, 2017).

In order to provide intervention and enrichment, **PUC Excel** must first seek to know their students as individual learners. Capturing data is our most pivotal step before considering intervention. The school administrators take the lead on creating data analysis structures and scheduling time for data analysis to occur within the PD Scope and Sequence, so that intervention is strategic and a whole team approach. **PUC Excel** administrators seek data, organize spreadsheets and analyze dashboards created by our PUC Data team to find the best way to share the data with the teachers and instructional support team. To consistently monitor student data, teachers and instructional support staff engage in the following practices regularly.

- Data Analysis within the Learning Cycle/Workshop- Teachers implement checks for understanding throughout the learning cycle, specifically after they’ve modeled or conducted direct instruction or a mini-lesson. They circle the room to observe student work before selecting a small group for instruction or conducting a check-in or conference.
- Daily student work analysis. Teachers collect data daily through exit tickets, individual student conferences and small group instruction. Teachers analyze this data independently each day, and sort work by proficiency or student gaps and misconceptions to determine instruction and needed intervention for the following day.
- Standards Based Analysis. Every one to two weeks teachers assign formative assessments aligned to the California Standards. These formative assessments provide teachers

opportunities to see how the students are moving toward the long term goals of the unit of study. Also, they inform intervention instruction that teachers must re-teach. Teachers layer in previously assessed content as they recognize that the California standards are long term goals. Students are able to replace older assessment grades if they achieve higher on more recent assessments.

- Monthly observations- Leaders, teachers, parents and superintendents conduct learning walks of classrooms. A common template is used to highlight the instructional practicum goals of the school. Notes are recorded, or observations are scripted or video recorded. Collected data is debriefed with teachers to identify alignment with school goals and areas of growth during weekly or biweekly coaching meetings that Administrators host with teachers. Administrators also use this observational data to inform Professional Development meeting, and support teachers in their intervention planning.
- End of Unit data analysis- Every 6 to 8 weeks, a unit of study concludes and teachers administer a summative assessment and content-based project. Professional Development time is given for teachers to analyze, grade and share celebrations and areas of growth with their grade level team. This allows the literacy and numeracy teams to share data during staff reflection meetings around intervention practices that can be implemented across various classes.
- Triannual benchmarks- Three times a year (Fall, Winter, Spring) we administer the NWEAP MAP assessment for both ELA and Math to be able to monitor student growth across the school year and across their three years of learning with us. We use this to determine intervention groups and subgroups. We use the RTI model to look specifically at the students who are below grade level as well as on the cusp of proficiency and we prioritize these group along with our other subgroups (ELs & SWDs) to ensure they're receiving intervention with content experts. We also implement on Demand Writing Assessments for each of the three writing types (Narrative, Informational and Argumentative) to determine intervention needs around the California Writing Standards.
- Annual State Data Analysis (CAASPP, ELPAC, Dashboard)- As the data becomes available, Administrators build time into weekly staff meetings, or other designated PD time for teachers to analyze longitudinal data from state assessments. We then filter the data through all of the subgroups, to be able to discuss the implications and plan schoolwide approaches to intervention.

During monthly team meetings as well as within the structures named above, teacher, inclusion team, and administration, analyze both formative and summative data (including anecdotal records, observations, work analysis, etc.) to determine how to best support the student's needs. These supports can range from general classroom accommodations, to small group learning, to individualize one-on-one support. Progress is monitored using multiple forms of data, and supports are consistently adjusted based on the learners' assets rather than their "deficits." Our ultimate goal is for our scholars to develop a growth mindset that growth matters just as much as achievement.

Intervention for subgroups such as ELs, SWDs, students on the cusp of proficiency, students with SEL needs, and students achieving above and beyond the standards are provided through:

- Daily in-class small group instruction or individual conferences led by Content Teachers, Inclusion Teachers or Inclusion Assistants
- Specialized small class instruction within the school day 3-5x a week led by Content Teachers and Inclusion Teachers through Academic Electives
- After school tutoring 3-4x a week during our ASES program led by Content Teachers, Inclusion Teachers, Inclusion Assistants and ASES tutors
- Individual & Small Group Instruction within Content Class- **PUC Excel** focuses on developing teachers' knowledge and practice of responding to data through small group and individual instruction. Teachers identify students who are not meeting the grade level expectations, those who are on the cusp of proficiency and those who are meeting expectations and beyond. Teachers host individual conferences or work with students in small group to reteach or extend learning in relation to both the learning objective and unit long goals. During conferences teachers provide intervention and monitor progress by:
 - Checking for understanding by prompting student talk
 - Listening to student talk and probing for deeper understanding
 - Explicitly re-teaching a skill when a student shows a gap or misconception in learning
 - Guiding students as they practice skills
 - Setting up students with a goal or next step to refer to as they continue independently
- Academic Electives- Three times a week, our students are assigned a specific class and teacher that will support with their highest academic need through classes that promote high engagement. Because our Inclusion Teachers also take on a group during that time, it allows the class sizes to be smaller, usually about 15 students. Some classes are even smaller depending on high needs of students. Other classes are larger but have two adults in the room supporting. We also try to consider the dynamics of the group, and for the students who need the most care, we ask ourselves, "which adult will be able to push the most growth?" The following are Academic Electives that **PUC Excel** offers dependent on student needs:
 - Speech & Debate
 - Chicano Studies
 - Drafting & Architecture
 - Coding
- After School Tutoring- The third layer of Academic Intervention at **PUC Excel** happens in our After School Education & Safety Program (ASES). During the first hour of after school program all students are expected to engage in Academics. We promote academic intervention after school by following the schedule below on Mondays, Wednesdays, Thursdays and Fridays from 3:30-4:30PM:

- Math Mondays. work with their tutor on improving their math skills through our online platforms, Imagine Math and Khan Academy. They can also collaboratively work on homework with their classmates and tutor.
 - Literary Wednesday. Wednesdays our tutors provide a literacy experience. Some tutors host book clubs, while others guide students in analyzing song lyrics, or reading a short piece of text and discussing. The ultimate goal is joy around reading and the social experience.
 - Choice Thursday. On Thursdays our students are expected to spend time in choice reading. Their options are reading materials from their classes such as a Novel from ELA, text set from History class, or a scientific article. Each classroom also has a small library that students can choose a text should they have already completed their homework.
 - STEM Friday. Fridays are another way to promote joy through learning. ASES tutors are expected to lead the students in hands on learning through some kind of STEM challenge. We've seen our students build bridges out of paper, towers out of pipe cleaners, and other projects that capitalize on the adolescent desire for competition and challenge.
- Teacher Support. Many of our teachers elect to have office hours 1-2 times a week for an hour after school. During this time, they welcome students for tutoring experiences. Some teachers choose a regular group of students to tutor during certain days/times after school. We find that structuring after school for some students by helping them improve their grades supports with engagement. It is a common practice for teachers to examine their grade book and call parents to recommend that their child stay after school for tutoring and office hours.

Social Emotional Intervention

At **PUC Excel**, we start with the belief that all of our students want to learn. Through our research around Trauma-Informed Teaching, PBIS, and Restorative Justice & Practices, we know that our students' behavior (and misbehavior) is a form of data. It is our role to provide instruction and re-teaching opportunities for students to meet the behavioral expectations and grow as scholars and individuals. To be able to do this, we know that we first need to build strong relationships with students.

Teachers and staff build strong relationships with students right at the beginning of the year when they launch their first units. Many opportunities for building routines, expectations and classroom culture and connections are embedded into the first few weeks of learning. Teachers use practices such as ice breaker games, community circles and small group & individual conferring. Teachers also begin to collect behavioral data by use of the **PUC Excel Wolf Cards**.

PUC Excel works diligently to use data to ensure all students also receive behavioral support & intervention. To initiate this process, at weekly staff meetings, teachers identify trends in the Wolf Card data, determine students who may require additional behavioral intervention, 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. Each grade level includes a staff member called a “Student Service Coordinator” who schedules meetings like the aforementioned and collects data to monitor progress.

At **PUC Excel**, we have practices that we call, “Intervention for the Soul” in which staff members support our students with the highest social emotional needs. This can look like mentoring meetings throughout the week, leading peace paths between two individuals who have conflict, and creating learning experiences for students to repair harm. Many teachers at **PUC Excel** also host after school clubs such as Running Club, Online Gaming Club, Chess Club, Mujercita (Young Women’s) Circle, Danza and others. We know that connection and relationships they create with staff during these clubs and activities is a huge source of the intervention for students that may need to feel successful as scholars.

1.11.3 INSTRUCTIONAL MATERIALS

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 EXCEL** 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), educational research, and acquisition is approved by the Principal. Rather than support a single textbook approach, **PUC EXCEL** 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.

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.

Teachers 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 an 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, the middle grade math courses utilize Imagine Math, which is an online program which assesses student's 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. As a supplemental support for students determined to need additional intervention to build reading skills, students 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.

The following table provides a list of textbooks that have been used by schools in the PUC network and will be considered by the teachers of middle grades. The middle school teachers at **PUC EXCEL** 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	<ol style="list-style-type: none"> 1. Teacher's College Reading & Writing Curriculum 2. Engage NY 3. iReady 4. NewsELA
Mathematics	<ol style="list-style-type: none"> 1. Illustrative Mathematics 2. Engage NY-Eureka 3. iReady 4. Khan Academy 5. Georgia Math Units
Social Science	<ol style="list-style-type: none"> 1. TCI; History Alive 2. SHEG: Reading Like a Historian 3. American History of Our Nation 4. NewsELA
Science	<ol style="list-style-type: none"> 1. NewsELA

English Language Development	<ol style="list-style-type: none"> 1. Leveled Texts 2. iReady 3. NewsELA (Spanish texts)
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1.12 HIGH SCHOOL COURSE LIST & COURSE DESCRIPTIONS 2021-22: Not Applicable

1.13 INSTRUCTIONAL METHODOLOGIES AND STRATEGIES

The skilled teachers at **PUC EXCEL** 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 EXCEL** teachers employ to engage students with the content.

METHODOLOGIES

- **Constructivist learning:** **PUC EXCEL** 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 EXCEL** 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.
- **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 EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL**, 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 EXCEL** teachers will introduce students to the concepts that are to be presented in an upcoming lesson. **PUC EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL** 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 **PUC 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 EXCEL** 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 EXCEL** 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 EXCEL** 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 are drawn from the adopted (CA CCSS) and the California Content Standards, including the NGSS and the ELD standards. Teachers design the curriculum to support varying learners and learning styles, including English Learner (EL) students and students with special needs. **PUC EXCEL** does not utilize one particular textbook or program in any of the content areas. **PUC EXCEL** 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 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 EXCEL** underscores the value of its teachers as intellectual architects in this task. **PUC EXCEL** 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 EXCEL** 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 standard driven, time bound scope & sequence with specific learning targets and ‘big ideas’ for each unit and lesson. **PUC EXCEL** 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 guide how the skills and subject material are instructionally presented over time. The two work together in synchronization; they both have implications for the other. **PUC EXCEL** scope and sequence are both horizontally and vertically aligned. Appropriate grade level and cross-grade level teams are established to maximize collaboration on scope and sequence decisions. **PUC EXCEL** teachers 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.

Since California began CAASPP testing, PUC, as an organization, has ensured that teachers are prepared to impart students with the knowledge and skills they need to succeed in college and in their careers. 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

CA Common Core State Standards (CA CCSS) demands significant shifts in the way teachers think about, design and delivery of 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:

CA CCSS Focus in English Language Arts/Literacy	
Focus	Description
● Balancing Informational and Literacy Text	There is a focus on reading richer, 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.
● Knowledge in the Disciplines	Students build knowledge about the world through TEXT rather than the teacher or activities.
● Staircase of Complexity	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.
● Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.
● Writing from Sources	Writing emphasizes use of evidence from sources to inform or make and argument.
● Academic Vocabulary	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-assessment 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 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.

1.15 DEVELOPMENT OF TECHNOLOGY-RELATED

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 EXCEL** is to enhance the instruction and education of its students through the integrated use of technology in the support of a standards-based curriculum. 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 EXCEL** students will be well-versed in the use of computer hardware and software, including email, the Internet, educational software, and reference material. They use these technologies to locate, organize, manipulate, create, and present information. They become information navigators with the help of their teachers and parents.

In order to be ready to take CAASPP assessments **PUC EXCEL** students are well-versed in the use of computer hardware and software, including email, the Internet, educational software, keyboarding, and reference material. They 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 preparation for the SBAC in the spring
- embed the practice typing in classes.
- take the training tests prior to taking the summative test.
- use Achieve 3000/NewELA 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 EXCEL** is guided by the following principles:

- The use of technology at **PUC EXCEL** is 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 are 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 EXCEL** are a critical component to student success.
- Equitable hands-on experience with instructional technologies are 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 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 are enhanced by the use of telecommunications.
- Teachers collaboratively acquire, adapt and develop ideas that incorporate using technology in the learning process.
- Teachers at every level and in all subject areas recognize and take advantage of instructional technologies as powerful and concrete devices for teaching critical-thinking and problem-solving skills.
- Teachers integrate technology into the curriculum while facilitating the learning process for students through modeling, coaching and monitoring.
- Teachers use a school-wide communication device to allow constant and promote collegial interaction.
- Teachers use the computer as an effective instructional tool for preparing materials and presenting lessons.
- Teachers are the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.

1.16 GRADUATION REQUIREMENTS

Not Applicable

1.17.1 CREDIT RECOVERY

Not Applicable

1.17.2 TRANSFER STUDENT'S GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Not Applicable

1.17.3 COLLEGE & CAREER INDICATORS

Not Applicable

1.18 WASC ACCREDITATION:

PUC EXCEL received accreditation from the Western Association of Schools and Colleges (WASC). In the 2019-2020 school year, **PUC EXCEL** had its review and met the WASC criteria for accreditation. Our accreditation is now reaffirmed through June 30, 2024. 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:

- Goal 1: Data-Driven Achievement-Students and teachers monitor their progress and achievement in reaching their goals.
- Goal 2: Literacy Across the Curriculum-Teachers use a backwards design model to ensure literacy across all subject areas. Students will engage in complex text and use metacognition in reading and writing.
- Goal 3: Supports for Subgroups-Teachers provide meaningful, accessible, and rigorous instruction for students based on their assets and need.
- Goal 4: Community of Leaders-Teachers, students, and parents' input will be sought to provide necessary input for various programs and policies. Involving all stakeholders in obtaining input for various programs and policies, soliciting support, and building understanding will result in wider implementation and success of the programs and policies.
- Goal 5: Provide Feedback to Streamline the Oversight Process and continue to strengthen collaboration with Home Office. Identify opportunities to connect various oversight activities to enable the school to focus time and energy on students' needs.
- Goal 6: Uplifting Wolf Culture-Refine Restorative Justice and Discipline Policies-Include all stakeholder input, including teachers, students, and parents to ensure that expectations and process are clear. Practices include motivating incentives and meaningful consequences.

1.19 HIGH SCHOOL COURSE TRANSFERABILITY

Not Applicable

1.20 TRANSITIONAL KINDERGARTEN

This section does not apply as PUC EXCEL is a 6th – 8th grade span.

1.21 ACADEMIC CALENDAR

PUC EXCEL will adopt at least a 180-day instructional calendar divided into semesters. 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 5 professional development days during the year.

July / julio 2021 (0)					PUC Excel Charter Academy School Year 2021-2022					January / enero 2022 (15)				
Mon	Tue	Wed	Thu	Fri						Mon	Tue	Wed	Thu	Fri
			1	2	Student # of Days = 180 days during SY	3	4	5	6	7				
5	6	7	8	9		10	11	12	13	14				
12	13	14	15	16		17	18	19	20	21				
19	20	21	22	23		24	25	26	27	28				
26	27	28	29	30		31								
					Teacher # of Days = 185 days during SY									
August / agosto (12)						February / febrero (18)								
Mon	Tue	Wed	Thu	Fri	Aug., 2021	Summer Bridge	Mon	Tue	Wed	Thu	Fri			
2	3	4	5	6	Aug. 16	First Day of School		1	2	3	4			
9	10	11	12	13	Sept. 6	Labor Day	7	8	9	10	11			
16	17	18	19	20	Sept. 13	Site PD #1	14	15	16	17	18			

23	24	25	26	27	Nov. 11	Veteran's Day	21	22	23	24	25
30	31				Nov. 19	PUC-wide PD #1	28				
					Nov. 29	Site PD #2					
Sept. / septiembre (20)					Nov. 25-26	Thanksgiving Holiday	March / marzo (18)				
Mon	Tue	Wed	Thu	Fri	Dec. 13 - Jan. 1	Winter Recess	Mon	Tue	Wed	Thu	Fri
		1	2	3	Jan. 17, 2022	Dr. Martin Luther King Jr. Holiday		1	2	3	4
6	7	8	9	10	Feb. 7	Site PD #3	7	8	9	10	11
13	41	15	16	17	Feb. 21	Presidents' Day	14	15	16	17	18
20	21	22	23	24	Mar. 7	Site PD #4	21	22	23	24	25
27	28	29	30		Mar. 29-Apr.2	Spring Break	28	29	30	31	
					Mar. 31	Cesar Chavez Day					
October / octubre (21)					May 30	Memorial Day	April / abril (21)				
Mon	Tue	Wed	Thu	Fri	June 10	Last Day of School & Minimum Day	Mon	Tue	Wed	Thu	Fri
				1							1
4	5	6	7	8			4	5	6	7	8
11	12	13	14	15			11	12	13	14	15
18	19	20	21	22			18	19	20	21	22
25	26	27	28	29			25	26	27	28	29
						STAFF MEETING / PD / MINIMUM DAY!					
Nov. / noviembre (14)						FIRST DAY / LAST DAY OF SCHOOL	May / mayo (21)				
Mon	Tue	Wed	Thu	Fri		INTERSESSION / BRIDGE & SITE PD	Mon	Tue	Wed	Thu	Fri
1	2	3	4	5		HOLIDAYS / RECESS	2	3	4	5	6
8	9	10	11	12		REGULAR DAY OF ATTENDANCE	9	10	11	12	13
15	16	17	18	19		PROGRESS REPORTS / REPORT CARDS	16	17	18	19	20
22	23	24	25	26		NEW TEACHER/LEADER LEARNING LAB/PD	23	24	25	26	27
29	30					TEACHER PD (NO STUDENTS)/PUPIL FREE	30	31			
						SUMMER SITE DAY PDs					
Dec. / diciembre (13)						SUPER MINIMUM DAYS	June / junio (7)				
Mon	Tue	Wed	Thu	Fri			Mon	Tue	Wed	Thu	Fri
		1	2	3	125__Regular Days				1	2	3
6	7	8	9	10	34_ Minimum Days		6	7	8	9	10
13	14	15	16	17	21__Super Minimum Days		13	14	15	16	17
20	21	22	23	24			20	21	22	23	24
27	28	29	30	31			27	28	29	30	

1.22 DAILY SCHEDULES

PUC EXCEL SAMPLE REGULAR DAY SCHEDULES

6th Gr. Regular Day Schedule 8:00 a.m. - 3:30 p.m.						
M		APU	Occidental	CSU LB	CSU MB	MINUTES
		A	B	C	D	
BREAKFAST	7:30- 7:50am					
PERIOD 1	8:00-9:05	Music	BookClub	ART	PE	65
NUTRITION	9:05-9:25					

PUC EXCEL CHARTER ACADEMY

PERIOD 2	9:25-10:30	MATH 218	HIST 207	STEM 211	ENG 222	65
PASSING	10:30-10:33					3
PERIOD 3	10:33-11:38	ENG 222	MATH 218	HIST 207	STEM 211	65
LUNCH	11:38-12:15					
PERIOD 4	12:15-1:14	STEM 211	ENG 222	MATH 218	HIST 207	59
PASSING	1:14-1:16					2
PERIOD 5	1:16-2:20	HIST 207	STEM 211	ENG 222	MATH 218	64
PASSING	2:20-2:22					2
PERIOD 6	2:22-3:30	Scholar Prep or Designated ELD				68
TOTAL MINUTES						393

7th Gr. Regular Day Schedule 8:00 a.m. - 3:30 p.m.							
M		CSULA	LMU	ASU	USC	Cal Tech	MINUTE S
		A	B	C	D	E	
BREAKFAST	7:30- 7:50am						
PERIOD 1	8:00 - 9:03	Scholar Prep or Designated ELD					63
PASSING	9:03-9:05						2
PERIOD 2	9:05 - 10:13	ENG 220	HIST 209	STEM 208	MATH 216	ENG 220	68
NUTRITION	10:13 - 10:33						
PERIOD 3	10:33 - 11:38	HIST 209	VAPA	MATH 216	ENG 220	ART	65
PASSING	11:38-11:41						3
PERIOD 4	11:41 - 12:43	VAPA	STEM 208	ENG 220	HIST 209	STEM 208	62
LUNCH	12:43 - 1:18						
PERIOD 5	1:18 - 2:22	STEM 208	MATH 216	HIST 209	VAPA	HIST 209	64
PASSING	2:22 - 2:24						2
PERIOD 6	2:24 - 3:30	MATH 216	ENG 220	VAPA	STEM 208	MATH 216	56
TOTAL MINUTES							385

8th Gr. Regular Day Schedule 8:00 a.m. - 3:30 p.m.						
M		CSUN	UCLA	UCSB	UCI	MINUTES
		A	B	C	D	
BREAKFAST	7:30- 7:50am					
PERIOD 1	8:00 - 9:05	MATH 214	ENG 224	STEM 210	HIST 205	65
PASSING	9:05-9:07					2
PERIOD 2	9:07 - 10:13	ENG 224	STEM 210	HIST 205	PE	66
NUTRITION	10:13 - 10:33					
PERIOD 3	10:33 - 11:36	STEM 210	HIST 205	PE	MATH 214	63
PASSING	11:36-11:38					2
PERIOD 4	11:38 - 12:43	HIST 205	PE	MATH 214	ENG 224	65
LUNCH	12:43 - 1:18					
PERIOD 5	1:18 - 2:24	PE	MATH 214	ENG 224	STEM 210	66
PASSING	2:24-2:26					2
PERIOD 6	2:26 - 3:30	Scholar Prep or Designated ELD				64
TOTAL MINUTES						395

PUC EXCEL SAMPLE TUESDAY/MINIMUM DAY SCHEDULES

6th Gr. Tuesday/Minimum Day Schedule 8:00 a.m. - 1:30 p.m.						
T		APU	Occidental	CSU LB	CSU MB	MINUTES
		A	B	C	D	
BREAKFAST	7:30- 7:50am					
PERIOD 1	8:00-8:45	PE	Music	ART	PE	45
NUTRITION	8:45-9:05					
PERIOD 2	9:05-9:50	HIST 207	STEM 211	ENG 222	MATH 218	45
PASSING	9:50-9:52					2
PERIOD 3	9:52-10:35	MATH 218	HIST 207	STEM 211	ENG 222	43
PASSING	10:35-10:37					2
PERIOD 4	10:37-11:20	Intervention or Designated ELD				43
LUNCH	11:20-11:55					
PASSING	11:55-11:57					2
PERIOD 5	11:57-12:42	ENG 222	MATH 218	HIST 207	STEM 211	45
PASSING	12:42-12:44					2
PERIOD 6	12:44-1:30	STEM 211	ENG 222	MATH 218	HIST 207	46
TOTAL MINUTES						275

7th Gr. Tuesday/Minimum Day Schedule 8:00 a.m. - 1:30 p.m.							
T		CSULA	LMU	ASU	USC	Cal Tech	MINUTE S
		A	B	C	D	E	
BREAKFAST	7:30- 7:50am						
PERIOD 1	8:00-8:43	Intervention or Designated ELD					43
PASSING	8:43-8:45						2
PERIOD 2	8:45-9:28	VAPA	ENG 220	STEM 208	HIST 209	HIST 209	43
PASSING	9:28-9:30						2
PERIOD 3	9:30-10:13	MATH 216	STEM 208	HIST 209	VAPA	ENG 220	43
NUTRITION	10:13-10:33						
PERIOD 4	10:35-11:19	ENG 220	HIST 209	VAPA	MATH 216	ART	44
PASSING	11:19-11:21						2
PERIOD 5	11:21-12:05	STEM 208	VAPA	MATH 216	ENG 220	STEM 208	44
PASSING	12:05-12:07						2
PERIOD 6	12:07-12:52	HIST 209	MATH 216	ENG 220	STEM 208	MATH 216	45
LUNCH	12:52-1:30						
TOTAL MINUTES							270

8th Gr. Tuesday/Minimum Day Schedule 8:00 a.m. - 1:30 p.m.						
T		CSUN	UCLA	UCSB	UCI	MINUTES
		A	B	C	D	
BREAKFAST	7:30- 7:50am					
PERIOD 1	8:00-8:46	HIST 205	MATH 214	ENG 224	STEM 210	46
PASSING	8:46-8:48					2
PERIOD 2	8:48-9:30	PE	ENG 224	STEM 210	HIST 205	42
PASSING	9:30-9:32					2
PERIOD 3	9:32-10:13	MATH 214	STEM 210	HIST 205	PE	41
NUTRITION	10:13-10:33					

PUC EXCEL CHARTER ACADEMY

PERIOD 4	10:35-11:22	ENG 224	HIST 205	PE	MATH 214	47
PASSING	11:22-11:24					2
PERIOD 5	11:24-12:07	STEM 210	PE	MATH 214	ENG 224	43
PASSING	12:07-12:09					2
PERIOD 6	12:09-12:52	Intervention or Designated ELD				43
LUNCH	12:52-1:30					
TOTAL MINUTES						270

PUC EXCEL SAMPLE SUPER MINIMUM DAY SCHEDULES

6th Gr. Super Minimum Day Schedule 8:00 a.m. - 12:30 p.m.						
F		APU	Occidental	CSU LB	CSU MB	MINUTES
		A	B	C	D	
BREAKFAST	7:30- 7:50am					
PERIOD 1	8:00-8:40	ART	Music	PE	BookClub	40
NUTRITION	8:40-9:04					
PERIOD 2	9:06-9:46	MATH 218	HIST 207	STEM 211	ENG 222	40
PASSING	9:46-9:48					2
PERIOD 3	9:48-10:28	ENG 222	MATH 218	HIST 207	STEM 211	40
PASSING	10:28-10:30					2
PERIOD 4	10:30-11:10	STEM 211	ENG 222	MATH 218	HIST 207	40
LUNCH	11:10-11:50					
PERIOD 5	11:50-12:30	HIST 207	STEM 211	ENG 222	MATH 218	40
TOTAL MINUTES						204

7th Gr. Super Minimum Day Schedule 8:00 a.m. - 12:30 p.m.							
F		CSULA	LMU	ASU	USC	Cal Tech	MINUTE S
		A	B	C	D	E	
BREAKFAST	7:30- 7:50am						
PERIOD 1	8:00-8:40	STEM 208	MATH 216	HIST 209	ENG 220	ENG 220	40
PASSING	8:40-8:42						2
PERIOD 2	8:42-9:22	ENG 220	STEM 208	MATH 216	VAPA	ART	40
NUTRITION	9:24-9:46						
PERIOD 3	9:46-10:26	VAPA	ENG 220	STEM 208	HIST 209	STEM 208	40
PASSING	10:26-10:28						2
PERIOD 4	10:28-11:08	HIST 209	VAPA	ENG 220	MATH 216	MATH 216	40
PASSING	11:08-11:10						2
PERIOD 5	11:10-11:50	MATH 216	HIST 209	VAPA	STEM 208	HIST 209	40
LUNCH	11:50-12:30						
TOTAL MINUTES							206

8th Gr. Super Minimum Day Schedule 8:00 a.m. - 12:30 p.m.						
F		CSUN	UCLA	UCSB	UCI	MINUTES
		A	B	C	D	
BREAKFAST	7:30- 7:50am					
PERIOD 1	8:00-8:40	MATH 214	ENG 224	STEM 210	HIST 205	40
PASSING	8:40-8:42					2
PERIOD 2	8:42-9:22	ENG 224	STEM 210	HIST 205	PE	40

NUTRITION	9:24-9:46					
PERIOD 3	9:46-10:26	STEM 210	HIST 205	PE	MATH 214	40
PASSING	10:26-10:28					2
PERIOD 4	10:28-11:08	HIST 205	PE	MATH 214	ENG 224	40
PASSING	11:08-11:10					2
PERIOD 5	11:10-11:50	PE	MATH 214	ENG 224	STEM 210	40
LUNCH	11:50-12:30					
TOTAL MINUTES						206

1.23 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	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Yes	125	393	34	275	21	204			180	54000	62759	8759
7	Yes	125	385	34	270	21	206			180	54000	61631	7631
8	Yes	125	395	34	270	21	206			180	54000	62881	8881
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

1.24 EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOL ATTENDANCE REQUIREMENTS

Not Applicable

1.25 PROFESSIONAL DEVELOPMENT

PUC EXCEL believes that professional development is the cornerstone for educational equity and academic achievement for all students. At PUC EXCEL, 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 EXCEL PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE:

AUGUST	
8/17	Restorative Practices Reflection (Teacher Self-Awareness) and Grade Level SEL Planning, Adolescent Development
8/24	Grade Level Time to Discuss Mentorship, Share Plans for Assessment Week , CPR Training
8/31	Academic Discourse within the classroom, Project Based Learning, BOY Coaching Reflection
SEPTEMBER	
9/7	Unit 1 Planning Time
9/14	Site PD #1-Knowing our students: Fall MAP Data Analysis w/ Inclusion Collaboration, Develop Strategic Intervention Groups
9/21	Restorative Justice Practices continued, Academic Discourse within the Content Area
9/28	Finalize Growth Goals, Grading and Data Analysis
OCTOBER	
10/5	Retreat/Restorative Practices, Grade-level Meetings & Inclusion Collaboration, SEL/Scholar Prep
10/12	Meeting the Needs of Diverse Learners through Small Group Instruction & Conferring: Cognitive Engagement via Academic Discourse/Inquiry
10/19	Unit 1 Reflection and planning for in-class small group structures
10/26	Grade-level Meetings and Inclusion Collaboration with WASC Lesson Plan Focus
NOVEMBER	
11/2	Meeting the Needs of Diverse Learners through Small Group Instruction & Conferring-Restorative Practice & Data Analysis focus on Intervention
11/9	SEL/Scholar Prep
11/16	PUC-wide PD #1

11/23	THANKSGIVING HOLIDAY WEEK	
11/30	Site PD #2	
DECEMBER		
12/7	Reflecting on Semester 1 and Next Steps for Semester 2	
12/14	Restorative Practices Reflection, Unit 2 Data Reflection, Personal Goals Reflections	
12/20-12/31	<i>Winter Break</i>	
JANUARY		
1/3-1/7	<i>Winter Break</i>	
1/11	Assessing Current Reality and Making Action Plans: Winter MAP Data Analysis, Cognitive Engagement via Academic Discourse/Inquiry, Content PD	
1/18	Grade-level Meetings with Inclusion Collaboration, Mentorship/SEL Planning	
1/25	Growth Goals Collab with Colleagues, Cognitive Engagement within Content	
2/1	Cognitive Engagement within Content, Small Group Structures	
FEBRUARY		
2/8	Site PD #3, Meeting the Needs of Diverse Learners through Small Group Instruction & Conferencing, Data Analysis & Intervention, Restorative Practices-PBIS School-wide Expectations	
2/15	Grade-level Meetings & Inclusion Collaborative, WASC focus,	
2/22	Content Planning,	
3/1	Observation Feedback & Growth Goal Reflections	
MARCH		
3/8	Site PD #4, Test Taking as a Genre of Study to prepare for CAASPP, ELPAC Prep w/ELA & SPED	
3/15	Grade-level Meetings & Inclusion Collaboration, DYOPD Sharing in growth goal groups, Test Prep	
3/22	Grade-level Meeting: Unit 4 Data Reflections & Test Prep Planning, CAST Administration	
3/29	SPRING BREAK	
APRIL		
4/5	Test Taking as a Genre of Study to prepare for CAASPP,	
4/12	Grade-level Meetings & Inclusion Collaboration, confirm retention meetings	
4/19	FST Retention Meetings, Revisit testing logistics	
4/26	ELA CAT Administration	
MAY		
5/3	Reflecting on Semester 2 & Next Steps for 2022-2023	
5/10	Testing Reflection & Retention Follow-up, Begin Cohort Creation, CAASPP Math Administration	
5/17	CAASPP Admin continues	
5/24	Preparation for Summative Conferences, Reflection/Gather Evidence, Make-Up Testing	
5/31	MAP Administration all week, Retention Meeting Follow-up	
JUNE		
6/7	Site Reflection: Focus on Academic and Culture	

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.

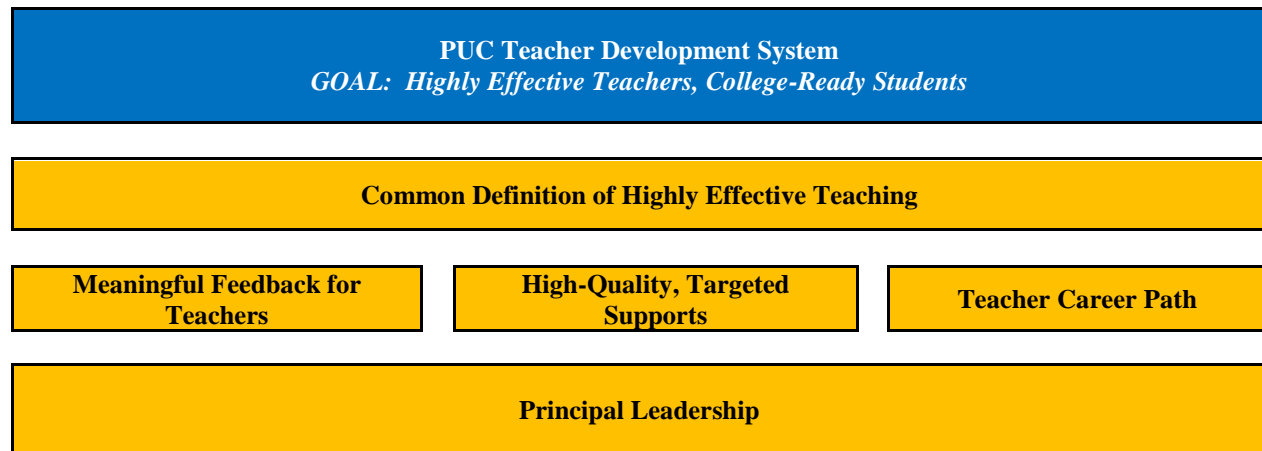
At the core of our Teacher Development System is the belief that teachers matter and that every child not only deserves a highly effective teacher every day but requires it in order to reverse the achievement gap and achieve our three organizational commitments. All teachers are supported to become highly 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 EXCEL**. 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 EXCEL provides frequent opportunities through the lens 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 EXCEL 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 EXCEL 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.

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 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 teachers attend to analyze and identify trends and next steps based on on-demand writing student samples and NWEA assessment data. Furthermore, teachers dissect 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 school's SSP during the 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 to support alignment between PUC Schools' mission, vision, and practices, as well as support the development and retention of quality beginning educators. In our nine years of operation, coordinators continue to augment and improve the quality of teacher seminars and submissions, based on feedback from all stakeholders and data collected from the program year round. 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 professional mastery in the indicators delineated in the California Standards for the Teaching Profession (CSTPs) while developing habits of data-driven inquiry, reflection, and collaboration. This supports their development in the PUC Teacher Development System (TDS) - 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 research-based practices alongside colleagues in choice seminars as well as through their weekly collaboration with their mentor on their Individual

Learning Plan. Teachers act as action-researchers to develop an inquiry question in the Individual Learning Plan that is focused on their individualized growth areas. Growth goals are developed collaboratively between the teacher, the mentor, and their principal to align with target CSTPs and the school-wide goals. Induction mentors support beginning teacher development through observations, debriefs and reflections while collecting data on their growth goals. Through their Induction submissions, observations and seminars, teachers have the opportunity to research practices and strategies that will help them meet their individual goals. This is another example of seamless integration between Induction and school site teacher development work.

PUC Induction Program has contributed to the growth and development of each teacher who has completed the program. Survey data taken at the end of the year from stakeholders demonstrates the effectiveness of Induction at developing teachers in a variety of areas. 97% of beginning teacher candidates found the system of support in Induction to be “Very Helpful” or “Helpful” in developing and reaching their professional growth goals.

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

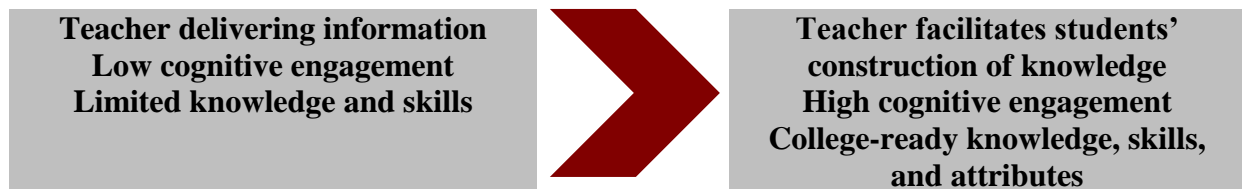
Each indicator in the framework is further defined by descriptions of evidence that can prove performance on a scale of I (emerging) to IV (mastery), allowing teachers to benchmark their practice on each indicator and understand what would be required to progress to the next level of effectiveness. Across 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 **PUC EXCEL** 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, Superintendent, and PUC Academic 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, Superintendent, and PUC Academic Team members.
 - A minimum of five site specific PD days during the summer
 - 5 days during the school year
 - Two days focused on data analysis after NWEA MAP assessments
 - Three site specific PD based on need and data.
- PUC-Wide Professional Development (Full Days)
 - Summer Institute: New teachers attend a summer series of professional development 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.
 - 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 embedded into their PD Scope & Sequences. 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 includes 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 whole staff professional development: Weekly meeting provides time for necessary communication and whole staff discussion. The time ranges from 1 – 2 hours 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 EXCEL** 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 EdReflect.

1.26 TEACHER RECRUITMENT

PUC EXCEL 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 EXCEL** actively helps to promote the curricular philosophy, instructional program, and the school community's guiding principles.

PUC EXCEL selects its own staff and does 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 seeks 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 works with the school Principal and Superintendents to recruit a pool of high-quality candidates for open positions. Recruitment includes 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 is formed each year and has 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 EXCEL** follows the process below when hiring teachers:

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

RETAINING HIGH QUALITY TEACHERS

As described above, **PUC EXCEL** works to recruit and select high-quality staff members and teachers. Once teachers are employed at the school, we 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 EXCEL** hires a strong principal who is capable of leading the academic program to success and providing support and development for teachers.
- **High quality and authentic professional development:** **PUC EXCEL** provides teachers with ample opportunities for high quality professional development. Teachers 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 participate in job-embedded professional development on a regular basis. Specifically, students are dismissed early on Wednesdays and teachers 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 develop our teaching faculty into a supportive community that values and extends their talent. They work together to plan units, solicit feedback on lessons, and share instructional techniques. They also celebrate successes and, together, work their way through challenges, while encouraging each other to grow as teachers and leaders. School leaders support and reward their collaboration.
- **Professional work environment:** **PUC EXCEL** creates an environment that is professional and collegial. Central to this is creating and maintain a culture that is inclusive of all individuals. We create a safe environment that values the input of all individuals.
- **Competitive compensation:** All employees are compensated commensurate with their experience and job responsibilities, and receive benefits, including health insurance and retirement plans, as detailed in the employee handbook that all employees receive. We 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 are 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 EXCEL** is a school that not only recruits and selects high-quality teachers and staff members, but also retains high-quality teachers and staff member. **PUC EXCEL** is proactive in ensuring the satisfaction of our teachers and work to resolve any issues prior to escalation. In addition, **PUC EXCEL** conducts a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. Leadership utilize the results to make adjustments as necessary.

1.27 MEETING THE NEEDS OF ENGLISH LEARNERS

PUC EXCEL 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 EXCEL** will follow the existing **PUC EXCELEL** 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 EXCEL** 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 is used to determine whether or not the student is required to take the ELPAC.

**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:

	Students Initial Classified as EL	Student Initially Classified as IFEP
6th gr.-12th gr.	Overall Level 1- 3 on ELPAC	Overall High Level 4 on 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. ELPAC Assessment results are used to support and accelerate student progress towards English proficiency through the following:

- The results of the Initial ELPAC are used to determine if a student needs support in learning English.
- The Summative ELPAC helps teachers gain a better understanding of what type and how much support students need so they can learn in English and be successful in school.
 - Schools review overall Summative results to gauge overall English Learner progress and to make adjustments to program pacing and planning.
 - Teachers adjust lesson plans to incorporate additional language support for those English Learners not making adequate progress.

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

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 encouraged 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:

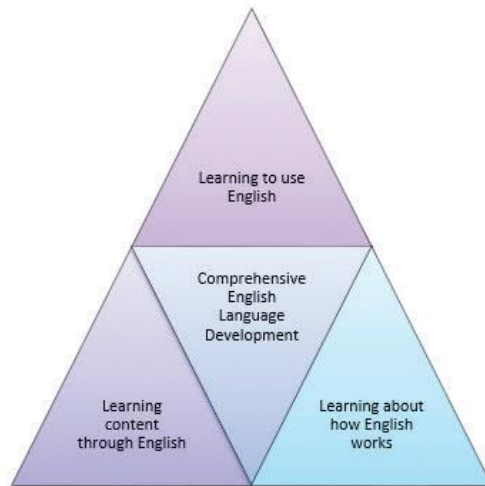
- Researched based
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards, and California ELA/ELD Framework
- Designed to address the needs of each EL subgroup.
- Effectively monitored

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.

Newcomer Support

Newcomers will receive the most intensive support in years 1 and 2 and should be monitored for up to four years. Grades 6th-8th 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 EXCEL** 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

	ENTER Emerging (ELPAC OVERALL LEVEL 1)	EXIT Emerging (ELPAC OVERALL 2 MINMUM)	ENTER Expanding (ELPAC OVERALL 2 MAXIMUM)	EXIT Expanding (ELPAC OVERALL 3 MINIMUM)	ENTER Bridging and Reclassification (ELPAC OVERALL 3 MAXIMUM)	EXIT Bridging and Reclassification (ELPAC OVERALL 4 MIN.-MAX)
End of Year 1	Student A	Student B	Student C	Student D	Student E	Student F
End of Year 2		Student A	Student B	Student C	Student D	Student E
End of Year 3			Student A	Student B	Student C	Student D
End of Year 4				Student A	Student B	Student C
End of Year 5					Student A	Student B
End of Year 6						Student A
Other End-of –Year Minimum Progress Academic Indicators						
Reading (Lexile/Guide	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	1 to less than 1 grade levels	

Reading Level)				less (meet PUC Schools Reclassification Criteria)	below (meet PUC Schools Reclassification Criteria)	
Math Benchmarks	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	
SBAC ELA and Math	Standard Not Met	Standard No Met/Nearly Met	Standard Nearly Met	Standard Nearly Met/Met	Standard Nearly Met/Met	

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 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 EXCEL** 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.

1.28 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 EXCEL 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 EXCEL** 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. **PUC EXCEL** 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 EXCEL 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. On-site GATE Coordinator designee has an overview and list of cohort
 - b. Action Plan that aligns with individual student targets
 - c. GATE Coordinator monitors differentiation, planning and teaching
 - d. Teacher monitors student progress toward targets through lessons and observations
3. LEA Level:
 - a. 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.

1.29 MEETING THE NEEDS OF STUDENTS OF ACHIEVING BELOW GRADE LEVEL

The **PUC EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL** will continue to enroll students who have not yet been identified as having a special need. Accordingly, **PUC EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL will implement a three-tiered early prevention system model. **PUC EXCEL** will implement the PUC Pyramid of Intervention model that has proven to be successful and includes PUC’s Family Support Team (FST) model. **PUC EXCEL** 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). The team consist of the following: 1. Administrator or Admin Designee, 2. Counselor (Academic) 3. Inclusion Specialist, 4. Teacher(s), 5. Parent, 6. Student (if appropriate), 7, Counselors (Clinical), and 8. Additional outside resource. 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 EXCEL SCHOOL's** multi-level approach to academic interventions and supporting the needs of struggling students.

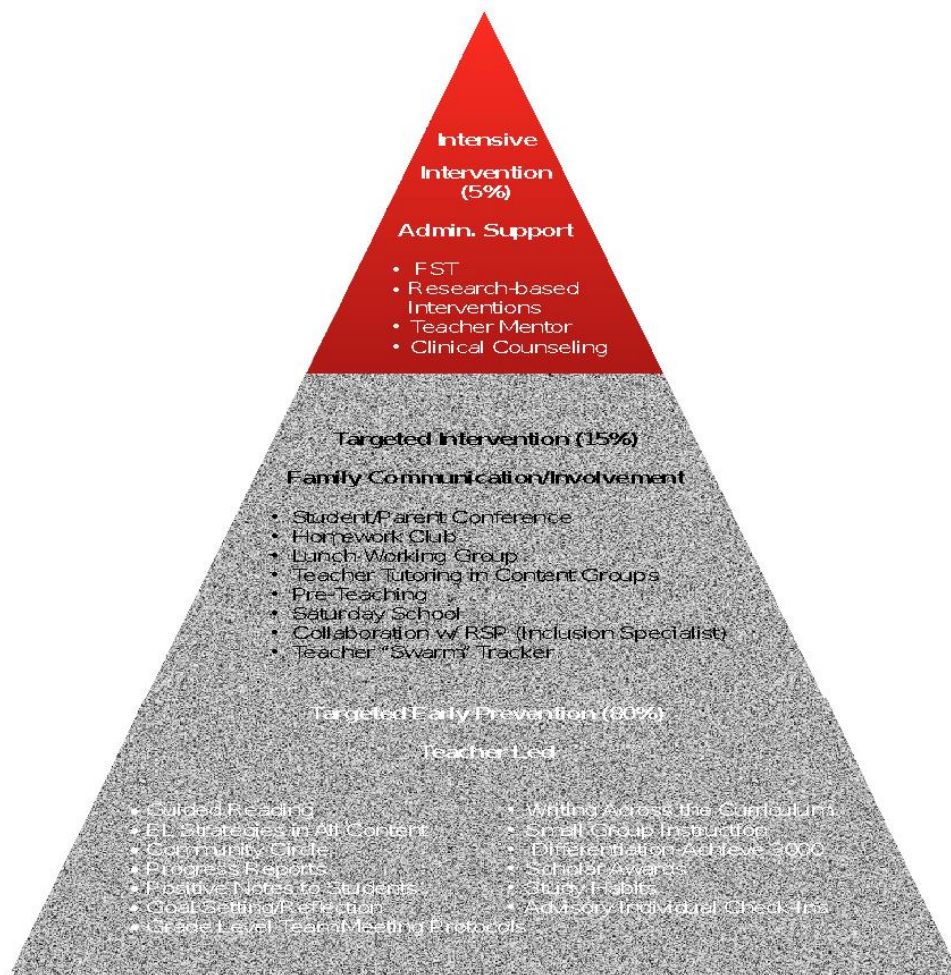
MONITORING THE PROGRESS OF STRUGGLING STUDENTS

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

1. School-wide: Administration plans for and allots specific times during the school year where teachers and counselors can review the data of struggling students. Administration then leads the conversations and provides guidance for supporting struggling students. Additionally, administration meets regularly with students that are considered tier 3 and that need additional check-ins. All subject area teachers meet by grade-level on a regular basis to discuss school-level progress of all students, highlighting those students 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 re-teaching 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 EXCEL 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/Newsela
- Progress Reports
- Scholar Awards
- Positive Notes to Students
- Study Habits
- Goal Setting/Reflection
- Advisory Individual Check-In's
- Grade Level Team Meeting Protocols

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

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.

Tie r	Elements	Staff Involved	Family Support Team (FST)
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"> ● Classroom teacher ● Classroom teachers across grade level ● Inclusion Specialist ● After School Staff 	<ul style="list-style-type: none"> ● FST Checklist is completed. ● Research-based interventions are implemented.

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

AT-RISK

PUC EXCEL is hesitant to compartmentalize its approach specific to serving designated populations given the collaborative nature of its model. **PUC EXCEL** 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 EXCEL** 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 EXCEL** 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 EXCEL SCHOOL'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 EXCEL** will work tirelessly toward its goal of moving each student over the high bar.

STRONG STAFF AND FACULTY

PUC EXCEL believes in the strength of its staff and faculty to facilitate school achievement. **PUC EXCEL** 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

1.30 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 EXCEL 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 EXCEL 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 EXCEL 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 EXCEL** model demands professional development (PD), value added collaboration and ongoing supervision. **PUC EXCEL** 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 EXCEL** 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.)

1.30.1 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.

1.31 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 EXCEL 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 EXCEL** 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 initiative a referral if a particular student demonstrates need.

1.32 TYPICAL DAY

A visitor to **PUC Excel** would witness a community of learners where students, parents, teachers, and administrators consistently ask how they can improve to achieve more.

On a typical day at **PUC Excel** Charter Academy, many students arrive before 7:45AM and spend time eating breakfast in the Grand Hall or playing basketball on the playground. Students can be seen greeting each other and connecting with the staff who is supervising. At 7:45AM a staff member says, “Good Morning” over the loudspeaker and students begin lining up in their grade level cohort groups. On a Monday or Friday, a visitor would see the principal sharing an inspirational message to the students and on the other days of the week, a visitor would see another staff member announcing shout outs to specific students. Each day, the adult leading the morning ceremony invites a group of students to support them in reciting the **PUC Excel** Creed. The leading group of students chants while the rest follow, “I take pride in my work, You are important to me, We strive to **PUC Excel**. Have an **excellent** day!”

In a calm and organized fashion, the students and teachers enter the building. A visitor would observe that the day is started with students in their Advisory class period. They would see students engaged in character lessons or community circles or weekly grade reflections. A visitor would note that this is the time of day that **PUC Excel**’s English Learner population is engaged in designated ELD. The teachers of this course also plan high engagement units to deliver content specific learning around how language works.

Following the Advisory and designated ELD block, a visitor will note that students are on task immediately as they enter their first content class because all teachers will have a “Do-Now” or Warm-up task posted for students to attempt. The teacher will deliver lessons that are standards-based and rigorous. The “Habits of a Scholar” and Expected Schoolwide Learning Results (ESLRs) would be both seen and heard. The visitor would hear all faculty addressing all students as *scholars* (rather than “just students”). They would hear scholars discuss their goals with peers and name the habits they thought they most needed to focus on to grow and learn (i.e. perseverance,

craftpersonship, curiosity, etc). The teachers would be heard using the common language of the habits to set expectations and push their scholar to achieve his/her personal best.

A visitor would notice the “learning walls”, each wall of the classroom covered with instructional charts that demonstrate what is being learned and guides for independent work. They would also notice students learning at their desk, in their individual composition notebooks, and the absence of traditional desks. At each student table they would notice a set of learning materials such as pencils/pens, highlighters and post-it notes. The visitor would observe students accessing learning materials as needed. In their English classes, they would also notice students visiting the classroom library loaded with both fiction and nonfiction text at multiple levels.

In addition to instructional charts, a visitor will see student work posted with criteria such as rubrics or task lists that display various modes of communication (written, oral, and artistic). This work will display students’ understanding of complex ideas and concepts in all content areas including integration of math vocabulary in an English class and persuasive writing in a math class.

A visitor will see students, parents, teachers, and administrators articulating the high academic expectations in the school and how these will prepare them for college preparatory high school coursework. This will be displayed while a student flaunts about the vast amount of work that they do on a daily basis. The student will be able to explain how the academic work they do prepares them for success. Inclusion Team members help students who need academic support. Members of the culture team would be seen mentoring and conferring with students who are struggling to develop the Habits of a Scholar.

On this **PUC Excel** Charter Academy day, the student will take an English, math, history, and science class. In addition to the four traditional content courses, all students will take an art class (either Visual Art or Music) and physical education. In these classes a visitor will see the same rigor in instruction. For each of these content areas the visitor would see and hear the teacher and students unpacking and/or reviewing the learning target. They would notice that the targets are written in student friendly language as an “I can” statement. They would also notice that the targets are standards based and represent the cognition required by levels 2, 3, and 4 of Webb’s Depth of Knowledge.

In English class, a visitor will see students engaged in Reader’s & Writer’s Workshop: Scholars have just finished their Do Now exercise, connected to Math in which they analyze a statistics chart, and discuss their observations as a practice for developing schema around the Social Justice themed novel they are reading. (Students have chosen from various novels based on their reading level and grouped by interest into Book clubs.) Scholars take out their reader’s notebooks to get ready for today’s crafting lesson, which is aimed at creating original claim statements about a text and supporting the claim with evidence from the text. The teacher gathers the student to briefly synthesize the Social Justice Unit and all of the reading skills the students have been practices. She says that they are nearing the close of their books, and starting to think about the lessons the author has taught them. The teacher then models the art of developing a claim through inference using text evidence. The teacher reads aloud, pausing to share inferences about the theme, and noting how they are rooted in the details from the passage. She thinks aloud about how these inference connects to the overall Social Justice issue. She then pauses, and reads a short passage and asks students to practice making an inference with their partner about the next chapter based on this passage. She asks them to annotate their thinking directly onto their text, or onto a post-it to put in their book. She reminds them to connect their inference to the social justice issue they are studying. She listens to student’s speak to

capture data and pauses the group when she notices some confusion and guides them through another example.

Students then move into independent reading, with the teacher reminding them every 10 minutes or so, to pause and share their inferences with their book club groups. Meanwhile, the teacher is having conferences with students. She starts with quick check-in with students who she knows need second reminders about directions. Once they are set up, she sits down for 5 to 10 minute conferences with several students who are on the cusp of proficiency. She also pulls a small group of students who are below grade level to work with them on metacognitive strategies so that they can build meaning with their challenge text. As the class period closes, the teacher brings the whole class back together to reflect on their progress around making inferences. Students share out their strategies with each other and the class while the teacher charts their ideas on a growing anchor charts that is titled, “When Reader’s Make Inferences about Theme...”

In Math, students will be observed engaging in an inquiry style lesson. In adjunct with their social justice work in English class, students have been studying rates around Social Justice issues to present in their final English Project. Currently, students are working toward being able to represent a linear function (or rate) by creating tables, drawing graphs, and calculating and describing the slope. Students will then use patterns found within these tables, graphs, and calculations to connect and describe multiple representations of a linear function. To begin the class, students work on a Do Now where they plot the coordinates from the rates they found in their research (rates of minority incarceration, rates of gun violence, rates of traffic stops for people of color.) The teacher uses this time to check in with specific individuals to check their understanding and clear up any misconceptions about plotting coordinates. To extend students’ knowledge, students are asked to make connections and locate patterns between the coordinates they’ve plotted. The teacher asks everyone to draw a linear graphs through their coordinates. Having used the data set to prepare, the teacher provides each group of students with the coordinating equations to their data points.

This opens up a class discussion in which the teacher encourages students to identify key pieces of information about each graph and equation. At this point students are able to uncover where the slope and y-intercept are located in a linear equation. Using the aforementioned skills, students are then asked to work in pairs to compare/contrast and match linear graphs with its equation. The teacher circulates to provide support and ask questions that require students to use mathematical language and reasoning. For closure, the teacher asks students to reflect in their math journals on their progress toward meeting the standard of describing linear functions. The students also write a prediction about how learning this skill connected to their Social Justice project, will help them think further about the Social Justice issue at hand. The teacher provides students with sentence starters to be able to share their thinking out loud.

In the Social Science class, today’s lesson is through Historian’s Workshop & Inquiry. Students begin class by working on the Do Now on the board: “How might the relationship between the king and the colonists change due to the distance between them? Compare that to your relationships when your friends or family move far away.” They note their homework and the day’s learning target in their weekly tracker. They will use the tracker throughout the lesson to reflect on how often they share out in class, persist through difficult readings, and to note strategies that are helping them show perseverance and develop craftsmanship as a Historian.

Next, the scholars pair-share regarding the warm-up question. After reviewing the day’s learning target, the teacher provides an opportunity for students to connect new knowledge to their prior learning. For 20 minutes, students read primary source quotes, analyze images, and note key ideas.

The teacher brings the whole class back together to share out main ideas for all texts and all students. Students now get an opportunity to apply this new information. On a teacher-created graphic organizer, they respond to text-based questions about four vignettes from either the British or colonist perspective. As in English class, the teacher pulls small groups of students reading almost at grade level to support

Lastly, the teacher invites students to share a few examples and connect to the historical theme of dissolving relationships. The students complete an exit ticket assessing the learning objective. The teacher will analyze the data from the exit tickets to inform her instruction for the following day.

Science (Inquiry Based Learning): Students are investigating molecular motion as part of a weeklong task to define states of matter. The teacher greets each student as they enter class, offering a warm smile or comment regarding their progress the day before. To activate their prior knowledge, students sit down and answer written questions on shape, volume, and molecular motion. Building upon their prior learning, the teacher then engages students in discussion around questions related to solids, liquids, and gasses using varying participation strategies such as cold calling and think-pair-share. Students are now ready to apply their learning to a scientific investigation: the hot v. cold water lab. As they drop food coloring into beakers with water of different temperatures, they note in their science journals how the food coloring in the hot water beaker disperses more quickly. The teacher provides an opportunity for students to process what they've learned through a quick write: How does heat energy affect the behavior of matter? Students use the vocabulary they've learned about the states of matter to describe the results of their investigation.

On Fridays, students will participate in a Habit of a Scholar lesson during their Scholar Prep Class, similar to a "Homeroom" model. During this time, the teacher will teach a lesson and reflection based on the six Habits of a Scholar that the school uses to build character and promote college readiness. One type of reflection that is done during this time is the Community Circle. This effective tradition and method comes from the Tribes Program and has continued to evolve at **PUC Excel** through Restorative Justice and PBIS research. The Community Circle builds positive relationships between the students and the students and their teachers. Additionally, Scholar Prep is used to help support students by checking their Wolf Card. The Wolf Card is a school wide behavior management system used to celebrate students practicing the Habits of a Scholar and ensure all students are meeting the expectations of a scholar. Once a month, Scholar Prep is used to celebrate our scholars during a class ceremony or school wide assembly. During the assembly students are rewarded for having an exemplary Wolf Card and participating in a fun day of activities known as Field Day.

On a typical school day, even during breaks (nutrition break, lunch, and after-school), teachers engage students in informal conversation that contribute to developing character and guide students to display and promote the schools' culture and values.

1.33 SCHOOL IMPROVEMENT PLAN

1. REASON FOR SCHOOL IMPROVEMENT PLAN & PUC SUPPORTS:

1A. AB 1505:

The reason for a School Improvement Plan for **PUC EXCEL** is due to AB 1505 and the school's need to remain intentional and focused on continued academic achievement growth in ELA & Math including significant subgroups as evidenced by the California School Dashboard for each

year of its charter term. The school has made meaningful steps to address the underlying cause and/or causes of its low performance, with significant academic growth in the 2018-19 academic school year, and we want to support the school in continuing to make academic growth as evidenced by the California School Dashboard. The following School Improvement Plan highlights the following 1) Reason for School Improvement Plan & PUC Supports For Success, 2) Schoolwide Academic Achievement Data & Plan for Improvement, 3) Schoolwide Improvement Plan Progress Monitoring & Reporting, & 4) PUC Commitment & Conclusion.

In accordance with AB1505, **PUC EXCEL CHARTER ACADEMY** meets the requirements necessary for consideration for re-authorization as follows:

- The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected in a written School Improvement Plan to be adopted by the governing body of the charter school and will be included in the school's petition for renewal.
- The charter school has clear and convincing evidence that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, during its existing charter.
- The School Improvement Plan is designed to continue to support, guide, and monitor the school's ongoing academic success, over the next two years, given its most recent status as a low performing school under AB 1505. The school achieved measurable increases in prior year however the cancellation of SBAC testing due to the worldwide pandemic in spring 2020, a year the school was excited to continue to demonstrate upward measurable academic achievement, limited the school's ability to further demonstrate measurable academic increases hence causing a need for a School Improvement Plan as part of the school's petition for charter renewal.

1B. PUC SCHOOLS SUPPORTS FOR SCHOOLS IDENTIFIED AS LOW PERFORMING UNDER AB 1505:

- **PUC Schools:** PUC Schools is committed to the ongoing support, guidance, and progress monitoring of **PUC EXCEL'S** academic success tied to our mission and vision. The school will be a PUC Focus School, under AB 1505, dedicated to research, intense intervention & strategic academic benchmark supports, ongoing data reflection and academic adjustment(s) to strategically improve student achievement tied to the school's yearly School Success Plan. PUC Schools will work strategically with **PUC EXCEL**, for the upcoming charter term, to further strengthen the school's promise to our mission, charter, and the communities we proudly serve and represent.
- **PUC Strategic Supports:** PUC Schools' strategic supports for schools that have been identified under AB 1505 as low performing, such as **PUC EXCEL**, will include but will not

be limited to: 1) ongoing internal data analysis tied to academic benchmark criteria, 2) coaching and development of leaders and teachers tied to desired academic achievement outcomes, 3) ongoing yearlong academic data progress monitoring/adjusting (i.e. internal and external data) to support yearly expected growth tied to desired academic outcomes 4) partnering and researching with outside partners in the charter community, universities, and local district to seek continued ongoing understanding on how to best meet the needs of all students and significant subgroups & 5) maintaining a strong partnership with our charter authorizer by providing quarterly reports on the school's successes, ongoing data analysis and reflection & continued plans for improvement throughout the charter term.

- **PUC Board:** The PUC Superintendents will continue to engage the PUC Board of Trustees by using regularly scheduled meetings to discuss and ensure a student-centered approach to decision making at the organization level to further support **PUC EXCEL'S** academic success. The Superintendents & Board of Trustees will regularly reflect and discuss the school's academic data, allocation of funds and resources, and support sustained transformational change at the school in support of student achievement, paying close attention to measurable increases in student achievement, on a quarterly basis throughout the charter term.
- **PUC Superintendents:** The Superintendents will work together, as leaders of instruction and achievement, to help drive student achievement at the school by working to set the academic vision, partnerships, collaboration, research, and progress monitoring mechanisms/structures for internal and external accountability. The Superintendents will work with various PUC Directors, PUC Leaders & PUC Promising Instructional Practices & California Gold Ribbon Practices, along with outside research and partners, to help drive the vision and accountability for student achievement at **PUC EXCEL**.
- **PUC Schools Success Team:** The school will be assigned a PUC Schools Success Team, under the direction and leadership of the Deputy Superintendent of Academics, to strategize, analyze, support, collaborate, and create the yearly School Success Plan with quarterly data analysis and reporting structures to progress monitor growth and achievement. The Office of the Deputy Superintendent will active direct services, coaching, instructional supports, and internal oversight in support of **PUC EXCEL** through supports from the Director of Special Education, Director of Learning & Development, Director of Student & Parent Engagement & Advocacy, Director of Curriculum & Assessment, Director of Compliance, Director of Data, Director of Clinical Counseling & PUC Mentor Principal to further support **PUC EXCEL'S** individual needs and desired school and student outcomes tied to student achievement throughout the charter term.
- **School Leadership Professional Learning Community:** The school leadership will come

together 3xs per year, with PUC Superintendents & selected PUC Directors, as a multidisciplinary team to analyze multiple forms of school data, identify successes and challenges per reporting period, and research and strategize together based on internal and external data to further support and strengthen the school's School Success Plan.

- **School Leadership Instructional Coaching & Mentorship:** The school leadership team will have ongoing coaching and development from the Office of the Deputy Superintendent of Academics to further their instructional leadership, data analysis, and school site leadership tied to student achievement throughout the charter term. The school leadership team will also be assigned a PUC Mentor Principal to further support the individual needs of the site leader's instructional leadership and desired school and student outcomes.

2. SCHOOL WIDE STUDENT ACHIVEMENT DATA & PLAN FOR IMPROVEMENT:

2A. PUC EXCEL DATA NARRATIVE:

In the past five academic school years, **PUC EXCEL** has continued to grow and thrive in alignment to its charter. The school has a strong commitment to ongoing academic growth and looks forward to continuing to grow and thrive in support of students, families, and communities. The population of English Learners and Students with Disabilities has increased, and has pushed school practice to ensure the school meets the diverse needs of all learners. The school has risen to the challenge. The overall ELA & Math achievement on the CAASPP has continually improved over the past five years. Specifically, on the 2018-2019 test, all four special populations (ELs, SWDs, SED, Latino) grew in the four claim areas of ELA and three of the four claim areas in Math. As a result, close to 50% of our ELs have been able to reclassify over the past two school years. Furthermore, a quarter of our EL population grew two or more levels on the ELPAC. As a result, **PUC EXCEL'S** scores were competitive with neighborhood schools such as EL Sereno Middle School, Florence Nightingale and Luther Burbank. Specifically, the SWD population at **PUC EXCEL** outperformed all three schools in ELA and Math on the 2019 CAASPP.

On the 2019 California School Dashboard, the growth of the entire school population and four special populations was evident. **PUC EXCEL'S** ELA and Math achievement positively moved from orange to yellow on the California School Dashboard. Again, the Dashboard colors were closely matched, and in some cases higher at **PUC EXCEL** than those of the neighborhood schools aforementioned.

For the 2018-19 school year **PUC EXCEL** met its suspension and expulsion goal. The middle school had 0 percent suspension and expulsion rate. The school spent the 2018-19, as a staff working on trauma informed research practices. In the 2019-20 school year, the school began working with the California Conference for Equality and Justice to learn more about

Restorative Practices. **PUC EXCEL** created strong grade level expectations that were implemented across the school and supported by the administration and the culture team. Culture team members worked with students, parents and teachers, to implement practices such as restorative circles, peace paths, restorative consequences to repair harm and prevent escalation to further unwanted behaviors or Ed Code violations. **PUC EXCEL** is committed to continuing this work in the 2020-21 academic school year and beyond as it strengthens its restorative practices and Positive Behavior Intervention Supports (PBIS).

PUC EXCEL attributes this growth to retaining quality teachers that drive the data driven assessments and responsive standards-based teaching and learning. Over the last few years the school has retained over 95% staffing and added additional supports. This is how the school has been able to implement strategic internal intervention plans in the content classes, during extra learning times and after school to support striving learners in literacy and numeracy. **PUC EXCEL** provides language-based learning in all content classes. The whole school team, including Special Education teachers (called “Inclusion Specialists” at **PUC EXCEL**) engage in collaborative grade level planning and shared ownership for achievement. The special education demand that the school serves has also increased and as such the school has allocated funding to add special education personnel. The school has engaged students in practicing strategic summative test prep to support student understanding of tests as a genre and that they can be successful readers of tests. While we know that more staffing isn't the answer, it is the more intentionality around our staffing and strategic support that has made a difference in student achievement at **PUC EXCEL**.

PUC EXCEL is data driven school that uses multiple forms of data to engage in a reflection cycle that allows us to observe, pose questions, analyze, and adjust. The data cycle allows the school to progress monitor in support of desired outcomes for all students and each significant subgroup year after year. While the school has areas of strength over the last few years, we also acknowledge areas for growth and have outlined strategic plans to support our desired outcomes for all students and each significant subgroup. In the 2018-19 academic school year the school was intentional in its design, structures, staffing, and professional development based on internal reflection on areas for growth from the 2017-18 academic data. The level of intentionality that school year allowed the school to demonstrate significant academic growth on the California School Dashboard 2018 to 2019, garner a 4 of 4 in Academic Achievement in the LAUSD Oversight Report 2019, & receive the PUC highest middle school growth in 2019. In 2020, given the demonstrated academic growth at the school, **PUC EXCEL** was looking forward to yet another year of strong academic achievement. The worldwide pandemic however closed schools and state testing which leaves **PUC EXCEL** without 2020 California School Dashboard data to include in the petition for renewal. In the meantime the school looks forward to taking its structures and learning from 2018-19 (year with high growth) and looks forward to working with Project Based Learning Works (formerly Buck Institute) through the PBL LA Leadership Network to improve the school's inquiry practices across all contents. The school is excited to begin this partnership given the school's recent Accelerate Grant Award in 2020 from the Greater Public Schools Network.

2B. PUC EXCEL SCHOOLWIDE SUSTAINED STRATEGIES FOR SUCCESS:

Initiative	Description	Incremental Benchmarks
Project-Based Learning	<ul style="list-style-type: none"> Teachers engage in becoming researchers of their subject area in order to develop inquiry driven student projects Students will engage in complex text and use metacognition throughout all contents in order to choose and develop their inquiry based projects. 	<p>2018-19 ELA teachers were implementing 1-2 inquiry/project based learning units per year</p> <p>2019-2020 ELA co-planning units of study with History & STEM teachers implementing at least 1 inquiry project</p> <p>2020-2021 Math and Science teachers will develop at minimum two inquiry based projects. (ELA & HSS will continue to co-plan and implement 2 PBL/inquiry units of study)</p> <p>2021-2022 all teachers will create formal project based learning inquiry for at least 3 units/school year</p>

Differentiated Instruction	<ul style="list-style-type: none"> • Small group instruction and individual conferences during class time • Using data to inform individualized learning paths based on student's academic needs • Providing choice for students to engage with learning that fosters engagement and joy 	<p>2018-19 SY- Schoolwide implementation of differentiated supports for students during the school day and after school, focus on EL, SpEd and level 1-2 students (using MAP data)</p> <p>2019-20SY- Continued development of small group instruction within every class period, in addition to the actions from 2018-19SY with a focus on all subgroups and levels (using MAP and formative classroom assessment data)</p> <p>2020-21SY- More adults will be present in virtual classrooms to allow for smaller break out rooms for small group and individual support for all subgroups. Structures are built into the day (90 min virtual class, and asynchronous work time) for students to have multiple small group touch points with adults. (Using MAP, iReady & formative assessment data)</p>
Building a Positive School	<ul style="list-style-type: none"> • Restorative Practices • PBIS • Grade Level Culture Systems • Employees assigned to support culture 	<p>2018-2019 implementation of NoBully and Solutions Team</p> <p>2019-2020 brought on 3 grade level specific team members to support teachers with grade level culture. Partnered with California Conference for Equity and Justice and LMU Restorative Justice Project Center for Urban Resilience</p> <p>2020-2021 exploration of PBIS to strengthen culture systems.</p>

Culture of Data Analysis	<ul style="list-style-type: none"> • Triannual review of MAP data • Biannual analysis of iReady benchmark data and monthly analysis of student progress • Gradebook analysis every 6-8 weeks (at the end of a unit of study) • Biweekly Cultural data review (Attendance, participation, Bloomz “points”) 	<p>2018-2019</p> <ul style="list-style-type: none"> -Triannual MAP Data Review -Data Analysis cycles 6-8 weeks to inform small group instruction for Levels 1,2 & ELs & SWDs <p>2019-2020</p> <ul style="list-style-type: none"> -All of 2018-19 and -Gradebook Analysis at the end of every unit of study -Grade level culture data review (biweekly) <p>2020-2021</p> <p>All of 2019-20 and</p> <p>Virtual pathways for independence through - IReady</p> <ul style="list-style-type: none"> -NWEA <p>-Analyzing IReady and MAP Data.</p>
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2c. PUC Excel Schoolwide Improvement Plan Focus Areas For Success:

- **Professional Development:** PUC EXCEL will continue to provide comprehensive professional development to teachers, staff, parents, and leaders to further support its desired school and student academic outcomes. PUC EXCEL will continue to offer professional development that will include but will not be limited to the following: Summer PD for all teachers to introduce school wide Academic & Culture initiatives for the year, Content Planning time- teachers work in content teams (ELA, Math, etc.) to explore the content standards and available resources plan their yearlong scope & sequences. Content teams meet at the beginning of each curricular units to plan in collaboration as well, Weekly PD for all staff to examine progress around schoolwide initiatives and add on further schema and strategies for future implementation, Coaching for all staff members, to collaborate and develop goals; for teachers this included an individual inquiry into a personal area of growth that is monitored over the course of the year, Weekly coaching for new & developing teachers to support with lesson planning, Biweekly coaching for developing & experienced teachers to monitor individual growth goals, Quarterly Growth Goal Group Meetings- in which teachers with common inquiry questions research strategies together and reflect around implementation, & Quarterly Learning Walks in which teachers and staff observe each other leading lessons, take notes and discuss learning and questions.
- **Standards & Data Driven Culture:** The school will continue to analyze formative and summative assessments through the lens of our special populations and respond with Multi-Tiered Systems of Support (MTSS) & Intervention. Data Analysis routines have been and will continue to be build the school's Professional Development Scope and Sequence coupled with Individual Coaching Conversations with teachers and classified support staff, standards-based grading best practices, end of unit grade book analysis in all content areas as well as tri yearly reflections of NWEA MAP and iReady data to analyze academic data. The school will continue to develop best practices in conferring and small group instruction and using data from formative assessments to develop responsive instruction.
- **English Language Arts:** PUC EXCEL will continue to remain focused, intentional, and responsive to desired student academic growth and achievement in English Language Arts. The school will continue to implement teacher development practices for teachers whose main content focus is literacy [i.e. ELA & History]. The school site leadership will set a yearly vision, desired student outcomes, and allocate resources to meet the desired student academic outcomes for all students and the school's significant subgroups in ELA via the school's yearly School Success Plan. The school site leadership will create ongoing professional development and academic coaching of both ELA & History teachers to support standards aligned assessments, unit planning, and daily lesson planning to support desired student outcomes in ELA. The school site will design a master schedule with a literacy block to further support small group instruction and differentiated planning for all students and the school's significant subgroups. Each month, the team will monitor progress by collectively analyze data from teacher gradebooks, summative unit assessments and IReady, and develop

strategic next steps for all students based on their progress. Triannually, the school will analyze student growth in ELA using NWEA benchmark data.

- **Math: PUC EXCEL** will continue to remain focused, intentional, and response to desired student academic growth and achievement in Math. The school will continue to implement teacher development practices for teachers whose main content focus is numeracy [i.e. Math & Science]. The school site leadership will set a yearly vision, desired student outcomes, and allocate resources to meet the desired student academic outcomes for all students and the school's significant subgroups in Math via the school's yearly School Success Plan. The school site leadership will create ongoing professional development and academic coaching of both Math & Science teachers to support standards aligned assessments, unit planning, and daily lesson planning to support desired student outcomes in Math. The school will work to support Math & Science teachers to embed conceptual learning, performance tasks, multi-layered problems and student metacognition when working with numeracy. The school leadership will support teachers to implement standards aligned assessments using mentor curricular models. The school site will maximize support staff [i.e. inclusion teacher, inclusion assistants, and tutors] to further support math classrooms to best meet the needs and diverse needs of all students and each significant subgroup. To monitor progress, each month the school will collectively analyze data from teacher gradebooks, summative unit assessments and iReady, and develop strategic next steps for all students based on their progress. Triannually, we will analyze student growth in Math using NWEA benchmark data.

- **Significant Subgroups: PUC EXCEL** will continue to remain focused, intentional, and responsive to desired significant subgroup academic growth and achievement in both ELA & Math. The school site leadership will set a yearly vision, desired student outcomes, and allocate resources to meet the desired student academic outcomes of the school's significant subgroups in both ELA & Math via the school's yearly School Success Plan. The school will use iReady, MAP and classroom formative assessments to further analyze the diverse learning needs of its significant subgroups. For example, the school will address students who are far below standard in Reading & Math, students who are "on the cusp" of proficiency and students who are achieving beyond the standards. The school will ensure all of these groups of students receive instruction that is individualized and within a small group support model based on their needs. The school will focus on the growth of English Learners through Integrated and Designated ELD every day. ELA teachers will monitor the progress of their EL students across all content areas, collaborating with colleagues to determine language and literacy skills needed to address gaps and misconceptions in written and oral assignments. The school will monitor progress of ELs using iReady, MAP and formative assessments. A significant amount of our ELs are also students with IEPs. We will address the growth of dually classified students and the remaining SWD population by ensuring the site leadership creates structures for bi-weekly collaboration between the Special Education Resource Teachers and the General Ed teachers, specifically ELA and Math. During this collaboration time the school will focus on analyzing formative and summative assessments from the classroom and from iReady and Math to monitor progress for SWD.

- **Social-Emotional Supports:** At PUC EXCEL, through research around Trauma-Informed Teaching, PBIS, and Restorative Justice & Practices, they know that student behavior (and misbehavior) is a form of data. It is our role to provide instruction and re-teaching opportunities for students to meet the behavioral expectations and grow as scholars and individuals. Teachers and staff build strong relationships with students right at the beginning of the year when they launch their first units. Many opportunities for building routines, expectations and classroom culture and connections are embedded into the first few weeks of learning. Teachers use practices such as ice breaker games, community circles and small group & individual conferring. Teachers also begin to collect behavioral data by use of the PUC EXCEL Wolf Cards. PUC EXCEL works diligently to use data to ensure all students also receive behavioral support & intervention. To initiate this process, at weekly staff meetings, teachers identify trends in the Wolf Card data, determine students who may require additional behavioral intervention, and decide on next steps. Many teachers at PUC EXCEL also host after school clubs such as Running Club, Online Gaming Club, Chess Club, Mujercita (Young Women's) Circle, Danza and others. We know that connection and relationships they create with staff during these clubs and activities is a huge source of the intervention for students that may need to feel successful as scholars.
- **Workshop Model:** The school will use the Workshop Model of Instruction to meet the individual needs of each student scholar during Language Arts & Math Instruction. Each student is an individual and therefore has individual academic needs. PUC EXCEL'S student population is a mix of students ranging from high achieving to those who have come to the school two and three years behind grade level. To meet this challenge, instruction at PUC EXCEL will be delivered using the workshop model. This method of instruction allows time for teachers to work with students as whole class, in small groups, and individually. It also requires teachers to plan their instruction based on data rather than a pre-scripted curricular program.

3. SCHOOLWIDE IMPROVEMENT PLAN PROGRESS MONITORING & REPORTING

3A. PUC EXCEL SCHOOLWIDE IMPROVEMENT PLAN PROGRESS MONITORING & REPORTING:

- **PUC Excel:** PUC EXCEL will engage in weekly and monthly progress monitoring with its teachers and staff to support ongoing transparency of progress, discussion, reflection, development, needed resources and supports, and accountability to best support desired student and school outcomes for the charter term.
- **PUC Superintendents:** PUC EXCEL will engage in weekly and monthly progress monitoring with PUC Superintendents to support ongoing transparency

of progress, discussion, development, allocation of funds and resources, and accountability to best support desired student and school outcomes for the charter term.

- **PUC Board:** PUC EXCEL will provide quarterly school progress updates to the PUC Board of Trustees to support ongoing transparency of progress, discussion, allocation of funds and resources, and accountability to best support desired student and school outcomes for the charter term.
- **Charter Authorizer:** PUC EXCEL will provide quarterly school progress updates to the charter authorizer to support ongoing transparency of progress, discussion and accountability to best support desired student and school outcomes for the charter term.

4. SCHOOL IMPROVEMENT PLAN CONCLUSION

4A. PUC EXCEL SCHOOL IMPROVEMENT PLAN CONCLUSION

The reason for a School Improvement Plan for PUC EXCEL is due to AB 1505 and the school's need to remain intentional and focused on continued academic achievement growth in ELA & Math including significant subgroups as evidenced by the California School Dashboard for each year of its charter term. The school has made meaningful steps to address the underlying cause and/or causes of its low performance, with significant academic growth in the 2018-19 academic school year, and we want to support the school in continuing to make academic growth as evidenced by the California School Dashboard. The design of the School Improvement Plan highlights the school's comprehensive plan, from organization wide level to site level structures, intended to ensure the school's continued success. We hope that each section of the School Improvement Plan: (1) Reason for School Improvement & PUC Supports, (2) Schoolwide Academic Achievement Data & Plan for Improvement, (3) Progress Monitoring & Reporting, & Conclusion provides our commitment to further support PUC EXCEL'S continued success. At PUC Schools we are committed to the ongoing success, progress monitoring, and accountability at PUC EXCEL in supports of its promise, charter term, and students and families it proudly serves and represents. We stand with our position, stated in the beginning, that PUC EXCEL meets requirements necessary for consideration for re-authorization and have included a School Improvement Plan to further enhance its success in the coming years.

We conclude the following:

In accordance with AB1505, PUC EXCEL CHARTER ACADEMY meets the requirements necessary for consideration for re-authorization as follows:

- The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected in a written School Improvement Plan to be adopted by the governing body of the charter school and will be included in the school's petition for renewal.
- The charter school has clear and convincing evidence that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, during its existing charter.
- The School Improvement Plan is designed to continue to support, guide, and monitor the school's ongoing academic success, over the next two years, given its most recent status as a low performing school under AB 1505. The school achieved measurable increases in prior year however the cancellation of SBAC testing due to the worldwide pandemic in spring 2020, a year the school was excited to continue to demonstrate upward measurable academic achievement, limited the school's ability to further demonstrate measurable academic increases hence causing a need for a School Improvement Plan as part of the school's petition for charter renewal.

**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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

2.1 MEASURABLE 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 1.56) provided in Element 1 of this petition which meets the above requirement.

2.2 SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

See Element I, Chart 1.56, 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 Valley 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 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 provides instructional, evaluative, and predictive information for all stakeholders. At PUC, we commit to ensure all students are proficient within four years, and believe there is a need for internal measures to progress monitor towards this goal. The PUC Assessment System intends to fill the gap between summative state tests and teacher created assessments. We want teachers and leaders to be able to use assessment data to adjust instruction, modify curriculum, and tailor 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 content standards. 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 the 2020-2021 School Year

MIDDLE SCHOOL PROGRAM

Content	Assessment	Description	Frequency
Reading	NWEA MAP Growth Assessment	Norm-referenced assessment that indicates students' growth within and across the school year, and provides predicted achievement levels on the SBAC tests.	BOY, MOY, EOY
Math	NWEA MAP Growth Assessment	Norm-referenced assessment that indicates students' growth within and across the school year, and provides predicted achievement levels on the SBAC tests.	BOY, MOY, EOY
Reading	I-Ready Diagnostic Assessment	Computer adapted test that identifies additional learning needs and creates unique learning pathway for online independent study, and groups for teacher-led small group instruction	3X/year, at the beginning of the year, and approximately every 10-12 weeks thereafter
Math	I-Ready Diagnostic Assessment	Computer adapted test that identifies additional learning needs and creates unique learning pathway for online independent study, and groups for teacher-led small group instruction	3X/year, at the beginning of the year, and approximately every 10-12 weeks thereafter
Reading	CAASPP Interim Assessments	Core subject teachers have access to the ICA, IAB, and Focused IAB interim assessments	Used as formative assessments as needed.
Math	CAASPP Interim Assessments	Core subject teachers have access to the ICA, IAB,	Used as formative

PUC EXCEL CHARTER ACADEMY

		and Focused IAB interim assessments	assessments as needed.
Science	NGSS-based Interim Assessments in Illuminate	Formative assessments of between 12 and 15 questions each, based upon NGSS learning modules	Used as formative assessments as needed throughout the year.

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, **PUC EXCEL** conducts testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment are 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 are utilized to supplement the PUC-wide Assessments indicated in the above chart(s).

- **Standardized Tests:** **PUC EXCEL** 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 take the English Language Proficiency Assessments for California (ELPAC). The school also administers any additional assessments required by the state during the period covered by this petition. Results from these tests are analyzed prior to the beginning of the subsequent school year to create school-wide, grade-level, and department-level instructional goals. These goals drive professional development at the site.
- **Performance Assessments:** Performance assessments include projects, papers, or tasks that require students to produce a product. **PUC EXCEL** 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 are 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 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 are 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 EXCEL** 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 EXCEL** will be scrutinized to ensure they:

- Are in alignment with the CA Common Core Standards and Next Generation Science Standards (NGSS)
- 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 EXCEL 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 EXCEL** 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.”⁵

PUC EXCEL 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 EXCEL** are equally invested in the success of its students and always seek the road of improvement.

All team members at **PUC EXCEL** take responsibility for student achievement. **PUC EXCEL** 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 EXCEL administers 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.

⁵ See <http://www.nassp.org/portals/0/content/49859.pdf>.

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 disaggregates 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 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 EXCEL** uses data as a tool to drive instructional decisions, and as such aggregate grade level data are 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 EXCEL** /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 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 are 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 EXCEL**'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 is 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 are shared with the **PUC Valley Board of Trustees** via regular meetings and through updates that are provided by the school leader. The board uses 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 EXCEL** 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 provides the Regional Board representing the school and the staff with the information needed to drive school-wide improvement. The Regional Board and the staff 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 EXCEL students are trained to value assessment. Students become advocates of their own success as **PUC EXCEL** 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 are 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 are 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 are cultivated as critical partners in the education of their child and are fundamental in supporting the child's progress. Parents learn what is expected of them as partners in their children's education at parent meetings and workshops, which begin at the onset of each school year and continue throughout the year. Parents 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 have access to electronic mail to facilitate communication with parents who have e-mail accounts. In addition, **PUC EXCEL** 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 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, 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 Schools'** Superintendent are responsible for preparing and presenting an annual report to the Board of Trustees which detail the school's overall progress toward meeting the above listed measurable pupil outcomes. The **Partnerships to Uplift Communities Los Angeles 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 consist of A through C, any grade below a C is considered a failing grade of F. This a way to raise the bar and motivate our students to work harder. In addition, this helps

boost students' GPAs for college and scholarship competitiveness. All teachers include categories such as assessments, homework, and effort for the Middle School.

PROGRESS REPORTING

Parents are 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 6th and 8th grade with a grade of C- or better to matriculate to the next grade.) The school and family 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 provides 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 8th grade with a C or better to graduate. The school and family work together to determine how students will earn any missing credits or determine if a student should be retained. An 8th grade student will not participate in graduation ceremonies if he/she receives an F at the end of 8th grade. Students are expected to complete at least 35 hours of community service by the conclusion of 8th grade. The school ensures that for all students with disabilities accommodations are followed based on each student's IEP. The student regularly attends school as per guidelines in the "Family Compact;" with no more than 16 absences over the course of two semesters. The school provides 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 convenes 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."

PROMOTION/RETENTION APPEALS PROCEDURE

Challenges or objections to retention may be addressed directly with the **PUC EXCEL** Principal within 10 academic days from the initial intent to retain notification date. Students who are recommended for grade retention have a right to a hearing before the Principal makes the final decision to retain. The hearing is held no later than five academic days from the initial parent challenge/objection. If the decision is not mutually agreed upon, a parent can appeal the decision to the Superintendent within 10 academic days from the Principal's final decision. If the request

is not resolved to the satisfaction of the parent with the Superintendent, the parent has the right to take their concern to the **Partnerships to Uplift Communities Los Angeles Board** of Directors, which makes the final decision at their next regularly scheduled board meeting. The same procedure and timeline 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(c)(5)(D).)

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter

School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

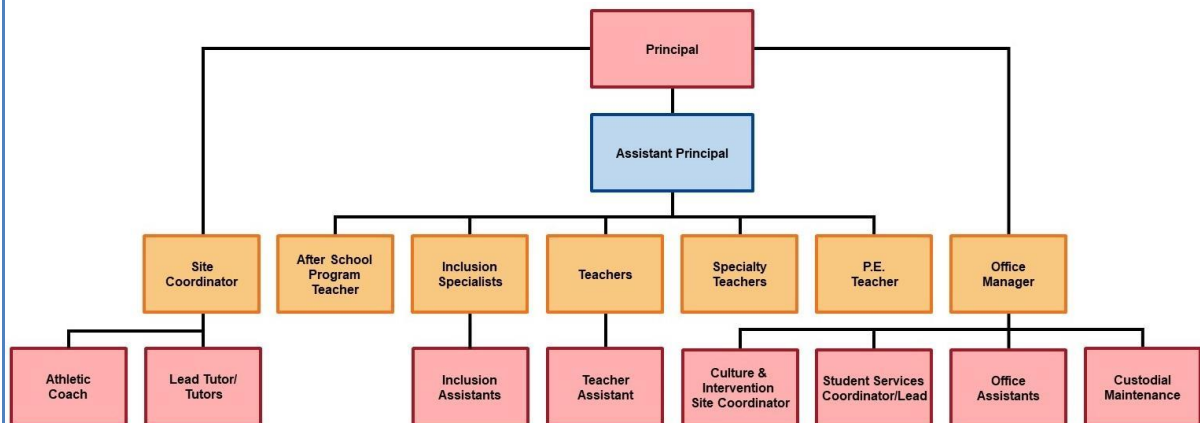
4.1 GOVERNANCE STRUCTURE

The organizational chart below indicates how **PUC EXCEL** became and remains a viable enterprise. The organizational chart below shows how the PUC Los Angeles 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 EXCEL** 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 Superintendent who oversees the Principal. In addition, the Board has

PUC EXCEL CHARTER ACADEMY

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.

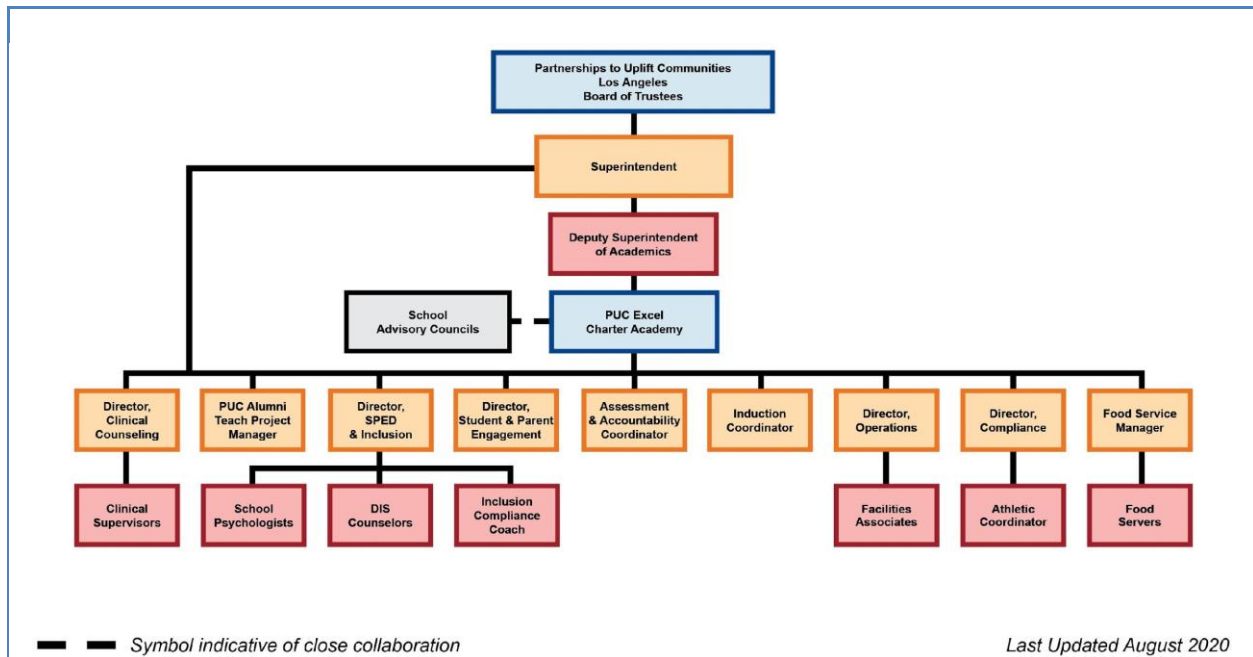
PUC EXCEL ORGANIZATIONAL CHART



Updated August 2020

PUC LOS ANGELES ORGANIZATIONAL CHART

PUC EXCEL CHARTER ACADEMY



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 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 Superintendent accountable.** The Board is responsible for selecting, evaluating, and dismissing the **PUC Superintendent**. The Superintendent oversees a cluster of schools for **PUC Los Angeles**. The 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.

Superintendent

The Superintendent will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for the PUC network of schools. Overseeing all aspects of the organization, from administration to fundraising, the 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 EXCEL**. 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 is a nonprofit public benefit corporation that was formed to serve as the support entity for the 3 existing Partnerships to Uplift Communities corporations – Los Angeles, Valley and Lake View Terrace. The purpose of PUC National is to promote, support, benefit, replicate and carry out the purposes of Partnerships to Uplift Communities (PUC Schools). These service functions grew out of the older PUC corporations and 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 EXCEL** including back office support, budget, finance, and audit support, staff development, faculty recruitment support and training, technical assistance regarding human resources, health and welfare benefits processing, local, state and federal compliance, fundraising support, student information systems, data management and IT support, and other general administrative assistance.

All contracts between PUC Los Angeles 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 PUC LA and PUC National must be approved by the PUC Los Angeles Board in a lawful, open and transparent manner. PUC Los Angeles shall maintain records with verifiable documentation of such transactions. Any such transaction shall be and remain subject to District oversight.

PUC Los Angeles Board agrees and acknowledges that all public funds received by or on behalf of the School, including the School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of the School.

Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of the School's annual audit per Education Code section 41020(c).

PUC Los Angeles acknowledges and agrees that all of the School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve **PUC EXCEL's** public funds shall remain within the scope of the annual audit required under Education Code section 41020(c) and subject to District oversight.

4.2 GOVERNANCE BOARD COMPOSITION

The **PUC Los Angeles** Board consists of 5 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 EXCEL** 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: All of the Board members grew up and/or live in the communities served by PUC schools and have a deep understanding of the needs of the families that are being served. The Board Chair is a parent of two students who attend PUC schools and lives in one of the communities served by PUC, further increasing her understanding of the operations, mission, and vision of the PUC schools. The Board Chair is also 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. She 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. Another Board member has a deep understanding of fiscal management and budgets and is a highly experienced professional in the fiscal arena. In addition to having a deep understanding and expertise in the areas of budgets, audits, and fiscal management, this Board member stays abreast of all fiscal legislation and updates regarding California and Los Angeles and is able to bring that knowledge to the Board and organization overall. He also serves on the Board of another LAUSD authorized charter school which is a large conversion charter school. Another Board member is the founder and CEO of another successful LAUSD authorized charter school and brings a vast amount of expertise and knowledge regarding charter school regulations, functions, and compliance requirements to the Board. Another Board member is a highly experienced and successful CEO of a nonprofit public benefit corporation located in a high need area of Los Angeles and brings a vast amount of leadership and nonprofit experience to the board. The combined areas of expertise of all of the Board members support the decision making that the Board members must engage in including but not limited to the following:

- The annual budget approval process;
- 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 unless it is a shared or regional cost between schools which will require only superintendent approval.

The Board must approve the following;

- 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

PUC Los Angeles 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 **PUC Los Angeles**’ 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 Bylaws. The qualifications for trustees are generally the ability to attend Board meetings, a willingness to actively support and promote **PUC Los Angeles** and **PUC EXCEL**, 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/councils 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. The Board will comply with Education Code 47604.1(c) by holding meetings of the Board within the boundaries of LAUSD and by establishing a two-way teleconference location at each school site and resource center.

As such, the following takes place prior to a Board meeting:

- The agenda is created and reviewed by the 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 PUCschools.org website as well as the school’s website and at every **PUC Los Angeles** school site (in locations where it is visible to parents, visitors, students, and staff).
- An e-mail is sent to all **PUC Los Angeles** 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 **PUC Los Angeles** 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 EXCEL believes that parent involvement translates into increased student achievement. The philosophy of **PUC EXCEL** 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 EXCEL** 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 Los Angeles** board for approval. Consequently, **PUC EXCEL** 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 as 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' admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The school will provide parent optional 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, 3 teachers, 1 other school employee, 2 parents/community member, and 1 student (student body president, or ASB or Student

Leadership). This will ensure parity between school members and parent/community members. The Council is led by the **PUC Excel** Principal. Council members are selected through the selection process outlined in the SAC/SSC (School Site Council) Standard Operating Procedure manual. Members will serve a one-year term. SAC/SSC will follow Green Act rules. Specifically agendas will be posted 72 hours in advance of the meeting and all meetings will be open to the public and all stakeholders. The council members for **PUC Excel**'s council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. In addition, the school's English Learner Advisory Committee (ELAC) committee is consulted by the School Advisory Council concerning English Learner progress, LCAP development, and the development of the School Plan for Student Achievement (SPSA). The ELAC composition will ensure a majority (51%) of EL parent representation and will match or exceed the percentage of the school's total EL population. In addition, will consist of at minimum, 1 administrator, 2 teachers, 1 other community member, and if applicable, 1 student representative.

The school site administrator (Principal or Assistant Principal) or Superintendent will be responsible for communicating all Council policy meeting notes and policy recommendations to the **PUC Los Angeles** Board of Trustees. The Site Advisory Council and ELAC meet **quarterly** and reports from the meetings and policy recommendations from the Site Advisory Councils are forwarded to the **PUC Los Angeles** 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(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). 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 EXCEL**:

- Principal
- Assistant Principal
- Classroom & Specialty Teacher
- PE Teacher
- Inclusion Specialist
- Inclusion Assistant
- Teacher’s Assistant
- Office Manager
- Office Assistant
- Student Services Coordinator Lead
- Student Services Coordinator

- After School Site Coordinator
- After School Program Teacher
- Lead Tutor
- Tutor
- 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
- Deputy Superintendent of Academics
- Director of Clinical Counseling
- Director of SPED & Inclusion
- Director of Compliance
- Athletic Coordinator
- ELD Coordinator
- Induction Coordinator
- Director of Student and Parent Engagement
- Assessment and Accountability Coordinator
- PUC Alumni Teach Program (ATP) Manager
- Clinical Supervisor
- School Psychologist
- Designated Instructional Services (DIS) Counselor
- Inclusion Compliance Coach
- Facilities Associate
- Campus Operations Manager
- Food Service Manager
- Food Server
- Campus Aide
- Custodial Maintenance

5.2 JOB DESCRIPTIONS AND QUALIFICATIONS

All employees of **PUC EXCEL** must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds.

PRINCIPAL

Job Purpose

The ideal Principal believes in, and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success. Under the direction of the Superintendent, this individual will build and foster strong, positive relationships with all stakeholders, motivate, lead and mentor teachers, ensure student achievement, and collaborate with the central office in order to ensure effective fiscal and operational practices in support of school achievement.

Essential Duties and responsibilities, listed but not limited, below:

School Culture

- 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
- 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

- Implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve scholarly/student performance and rigorous expectations
- 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 PD/staff meetings in alignment with PUC Schools' performance management system.

Scholarly Rigor & Academics

- 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
- Collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs
- 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

- Be an organizational Leader and collaborate with the PUC National in order to ensure effective fiscal and operational practices in support of school achievement
- Responsible for, but not limited to: creating the school calendar, create and facilitate stakeholder events, accountability of the school budget, ensuring student enrollment targets are met

Other

- 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.

- 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.

Qualifications: Experience, Education & 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.
- Bachelor's Degree
- Administrative Credential 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

ASSISTANT PRINCIPAL

Job Purpose

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.

Essential Duties and responsibilities, listed but not limited, below:

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 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.
- 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.

Qualifications: Experience, Education & 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.
- Master's degree & Administrative credential 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

Job Purpose

The ideal Teacher believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their development, reflection, execution of school culture, implementation of student rigor and proven results of student success.

Essential Duties and responsibilities, listed but not limited, below:

- 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 lesson plans
- Establishes an environment where students are excited about learning and preparing for college
- Develops lesson plans according to the California state 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 time frames.
- Conducts both student and teacher lead parent conferences
- Collaborates with the Inclusion 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, etc.
- Works with the Administration 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
- Possess a current California teaching credential in the appropriate field/subject or be enrolled in a credentialing/internship program at a college/university is highly preferred
- Must have completed California Basic Educational Skills Test (CBEST)
- 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.

PE TEACHER

Job Purpose

The ideal Teacher wholeheartedly believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their development, reflection, execution of school culture, implementation of student rigor and proven results of student success.

Essential Duties and responsibilities, listed but not limited, below:

- 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 California state 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 Academic Success Team, Parent/Teacher Advisory Council, and other schoolbased 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
- 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.

INCLUSION SPECIALIST

Job Purpose

The ideal Inclusion Specialist believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their development, reflection, execution of school culture, implementation of student rigor and proven results of student success.

Essential Duties and responsibilities, listed but not limited, below:

- 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 inclusion program
- Monitor pupil progress on a daily basis
- Collaborative inclusion model with emphasis on co-planning and direct services provided in the classroom
- Case and compliance management through completing all necessary paperwork for student IEPs on caseload and ensure that services and supports are provided and in compliance
- 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 Specialist will be responsible for:

- Fostering 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, the Professional Development Team 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 is required
- Master's degree is preferred
- Must have completed California Basic Educational Skills Test (CBEST)
- Possess a current California credential in Special Education or be currently enrolled in a Special Education credentialing internship program is highly preferred
- Enthusiastic and pleasant, highly motivated individual
- Solid knowledge of State and Federal guidelines for Special Education
- Ability to communicate effectively (verbal and written)
- Bilingual in Spanish is preferred
- Intermediate proficiency in Microsoft Word, PUC Excel, and Outlook
- Must be flexible and team-oriented
- **Excellent** written and communication skills
- 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

Job Purpose

The ideal Inclusion Assistant believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their development, reflection, implementation of school culture and collaboration to ensure student success. The role is to support the Inclusion Team in providing service minutes to support students with IEP's growth. All PUC schools participate in full inclusion.

Essential Duties and Responsibilities, listed but not limited, below:

- 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 & Skills 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 preferred
- Bilingual in Spanish is 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.

Teacher Assistant

Job Purpose

The ideal Teacher Assistant believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success. The Teacher Assistant is responsible for assisting in instructional program assignments and establishing an environment where students are excited about learning and preparing for college.

Essential Duties and responsibilities listed, but not limited, below:

Essential duties and responsibilities:

- Provide assistance with: tests, homework, program reviews, reports, student files, schedules, and any other instructional program assignments
- 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 & Skills Qualifications

Qualifications:

- Enrolled in college or possess a BA/BS degree strongly preferred
- Prior experience working with students in a learning environment preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, **PUC Excel**, and Outlook
- Must be flexible, positive, detail-oriented, team player, patient and willing to learn.
- 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.

OFFICE MANAGER

Job Purpose

The ideal Office Manager wholeheartedly believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success. The Office Manager, will work closely with the School Admin and office staff to maintain a proper environment and student control at the school.

Essential Duties and responsibilities, listed but not limited, below:

- 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 PUC National 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 central 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 Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms
- Sort through mail and distribute accordingly
- Arrange for timely delivery of manual checks, deposits and supporting documents to PUC National

PUC EXCEL CHARTER ACADEMY

- Work with Site Principal, Assistant Principal, Teachers and PUC National 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
- Responsible for developing the school newsletter on a monthly basis
- In charge of parent correspondence and mailings
- Assist with translations (English to Spanish)
- Maintain petty cash
- Provide the PUC National 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
- Daily attendance should be entered into PowerSchool
- Responsible for daily attendance books for statistical and classification reports at the end of the month
- 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
- 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

- 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 & **PUC 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
- 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.

OFFICE ASSISTANT

Job Purpose

The ideal Office Assistant believes in, and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success. The Office Assistant is responsible for greeting and assisting parents, students, and visitors at the school in a friendly and professional manner as well as providing **excellent** customer service.

Essential Duties and responsibilities, listed but not limited, below:

- Answer phones using a professional and courteous manner and route calls appropriately
- Take messages and distribute in a timely manner
- Reply to general information requests with the accurate information
- Assist Office Manager with proper documentation and accuracy of student attendance
- Fax and make copies and 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 (if bilingual)
- Make student files and organize student cumulative (CUM) files
- 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

- Enrolled in college or possess a BA/BS degree strongly preferred
- Prior experience working with students in a learning environment preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, **PUC Excel**, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- 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.

STUDENT SERVICES COORDINATOR LEAD

Job Purpose

The job of Student Services Coordinator is to develop, organize, and support the school community to ensure that students graduate with the commitment and focus needed to be successful. Duties performed are designed to relieve administrator of office and routine responsibilities by planning, organizing, supervising, and participating in the school office administrative operation.

Essential Duties and responsibilities, listed but not limited, below:

Coordination of Student Activities

- Coordinate student appreciation days and co-curricular activities, ensuring they're both relevant and well attended by the student population
- Assist in creating newsletters to distribute to students about past and future campus events
- Advisor to the Student Council and Community Service Program
- Coordinate with administration to ensure completion and provide opportunities for students to complete community service hours

Assist in preventing, evaluating, and resolving student inquiries, issues, and problems, and ensure appropriate action is taken to the satisfaction of the student, company, and/or regulatory agencies in compliance with policy, procedures, and legal requirements

Coordination/Implementation of Programs

- In partnership with other departments, coordinate specific programs to assist students with academic and personal issues that may interfere with third party programs
- In collaboration with the administration, coordinate any student programs; responsibilities include planning and running the weekly meetings, creating events such as student job fairs, family nights, and other school wide events, and increasing student participation in the program

Departmental Responsibilities

- Lead the supervision team to ensure coverage is provided throughout supervision areas; other responsibilities are to create and distribute supervision schedules and coordinate restroom hall pass
- Provide assistance to the academic team; assess outlying trends in order to develop plans to resolve potential concerns
- Assist the administration in student engagement efforts by providing services to support the student body and its success
- Attend and successfully complete all training for this position, as required at any time by the company
- 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

- Knowledge of PUC Schools and school site general policies, procedures and mission statement (acquire within a reasonable amount of time).
- Knowledge of and competency with MS Office products such as MS Word, **PUC Excel** and Outlook.
- School office operations.
- Must be bilingual in Spanish – read, write, speak.
- Ability to communicate clearly and effectively in verbal and written forums.
- Ability to interact effectively with others using **excellent** interpersonal skills.
- Ability to handle a variety of tasks and to set priorities among them.
- Ability to complete assigned tasks and projects in a timely and effective manner.
- Ability to exercise discretion in the dissemination of information.
- Must be flexible, positive, detail-oriented, team player patient and willing to learn
- A minimum of 1 year in an administrative support capacity in an office environment is preferred.
- Prior experience within a school setting is desired
- 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.

STUDENT SERVICES COORDINATOR

Job Purpose

The ideal Student Services Assistant believes in, and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success. This individual develops, organizes, and supports the school community to ensure that students graduate with the commitment and focus needed to be successful. Duties performed are designed to relieve Office Administrator and routine responsibilities by planning, organizing, supervising, and participating in the school office administrative operation.

Essential Duties and responsibilities, listed but not limited, below:

Coordination of Student Activities

- Coordinate student appreciation days and co-curricular activities, ensuring they're both relevant and well attended by the student population
- Assist in creating newsletters to distribute to students about past and future campus events
- Coordinate with administration to ensure completion and provide opportunities for students to complete community service hours
- Assist in preventing, evaluating, and resolving student inquiries, issues, and problems, and ensure appropriate action is taken to the satisfaction of the student, company, and/or regulatory agencies in compliance with policy, procedures, and legal requirements
- Schedule FSTs
- Follow up with student behavioral concerns
- Routine student uniform checks and family follow up calls to assess the uniform need

- Assist teachers in scheduling incentives and consequences for students

Coordination/Implementation of Programs

- In partnership with other departments, coordinate specific programs to assist students with academic and personal issues that may interfere with third party programs
- In collaboration with the administration, coordinate any student programs; responsibilities include planning and running the weekly meetings, creating events such as student job fairs, family nights, and other school wide events, and increasing student participation in the program

Departmental Responsibilities

- Provide assistance to the academic team; assess outlying trends in order to develop plans to resolve potential concerns
- Assist the administration in student engagement efforts by providing services to support the student body and its success
- Attend and successfully complete all training for this position, as required at any time by the company
- Coordinate restroom hall pass
- 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

- Knowledge of PUC Schools and school site general policies, procedures and mission statement (acquire within a reasonable amount of time)
- A minimum of 1 year in an administrative support capacity in an office environment is preferred
- Must possess a High School Diploma
- Prior experience within a school setting is desired
- Knowledge of and competency with MS Office products such as MS Word, **PUC Excel** and Outlook
- School office operations
- Must be bilingual in Spanish – read, write, speak
- Ability to communicate clearly and effectively in verbal and written forums
- Ability to interact effectively with others using **excellent** interpersonal skills
- Ability to handle a variety of tasks and to set priorities among them
- Ability to complete assigned tasks and projects in a timely and effective manner
- Ability to exercise discretion in the dissemination of information
- Must be flexible, positive, detail-oriented, team player patient and willing to learn
- 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.

Culture and Intervention Site Coordinator

Job Purpose

Under the direct supervision of School Site Leadership, the Culture and Intervention Site Coordinator will develop and implement the discipline and culture procedures.

Essential Duties and responsibilities, listed but not limited, below:

Planning and Instruction

- Assist in developing, reviewing and maintaining the Enrichment Tutor schedules and correspondence and ensure these are submitted to the School Site Leadership.
- Manage the Enrichment Tutor groups for afterschool intervention.
- Utilize and execute school wide and content specific common practices.
- Create and implement enrichment activities (i.e. athletics, arts, etc.).
- Collaborate with the Inclusion Specialist and other professionals to meet the diverse needs of all students.
- Develop and utilize systems and data to help Enrichment Tutors drive instruction.
- Demonstrate student achievement growth and/or provide evidence of student learning.
- Assist in creating an effective classroom environment conducive to learning and student achievement.
- Assist the Enrichment Tutors with organizing classroom systems/procedures and managing student behavior to ensure student attendance and full engagement in learning.
- Foster a safe and nurturing learning environment for students.

Culture

- Assists the School Site Leadership with coordination of field days, assemblies and school activities, i.e. school dances, fundraising, graduation events, etc.
- Works in coordination with office staff for Behavior Tracking System, i.e. wolf card distribution, collection, data collection/analysis, generating reports, etc.
- Communicates effectively and appropriately with all stakeholders (students, parents, 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 School Site Leadership.
- Reflects on teaching practice, assessing professional progress and identifying developmental opportunities to professional growth.

Operations: Time Management, SIS and Attendance

- Sets and communicates to all stakeholders academic and behavioral expectations.
- Demonstrates a high capacity for time management, especially as it relates to preparation for classes, scheduling Enrichment Tutors, reporting, etc.
- Tracks students' grades, comments for intervention, behavior and phone calls home, etc.
- Attends and participates in school-based meetings and activities.
- Reports and tracks daily attendance according to guidelines.

- Adheres to scheduling and program design elements.
- Adheres to safety policies to ensure a safe and organized program for all students.

Additional Duties

- Works with School Site Leaders on other duties, as needed.

Qualifications

- Bachelor's degree attained or in-progress preferred
- 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
- 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.

Skills

- Must be very organized and have meticulous attention to detail
- Must be computer literate and have extensive experience with: MS Office, Word, and **PUC 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 all stake holders (parents, students, staff, community).
- 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 COACH

Job Purpose

The ideal coach believes in and is passionate about the mission and commitments of PUC Schools. This position will work closely with the Athletic Director and Assistant Athletic Coach to PUC Schools commitments by exhibiting this through their leadership, reflection, execution of school culture and collaboration to ensure student success.

Essential Duties and responsibilities, listed but not limited, below:

- Manage and coordinate practice and game schedules
- Attend all practices and games
- Understand and possess knowledge of the rules and regulations of the sport according to the school and league standards

- Demonstrate respect and goods sportsmanship at all times
- Develop and encourage teamwork, sportsmanship, courtesy, fair play, academic **PUC Excellence**, and adherence to rules of training and conduct
- Supervise the issuance, return, and care of all equipment, supplies, and uniforms
- With the ASES Site Coordinator and Athletics Director, develop and communicate guidelines and expectations for student athletes
- Report all injuries to the ASES Site Coordinator and Athletics Director appropriately and promptly
- Provide supervision to student athletes at all times. Ensure that student athletes are signed in appropriately and signed out at the end of practices to their parents/legal guardians, or other approved adult
- Meet with ASES Site Coordinator and Athletics Director as needed
- 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
- Must possess a High School Diploma
- 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.

AFTER SCHOOL SITE COORDINATOR

Job Purpose

The ideal coordinator wholeheartedly believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success.

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 Inclusion 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& **PUC 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.

AFTER SCHOOL PROGRAM TEACHER

Partnerships to Uplift Communities (also known as PUC Schools) is comprised of a non-profit network of public charter schools designed to significantly increase high school graduation rates, college entrance and college graduation rates for underserved students in North East Los Angeles and the San Fernando Valley.

Our mission at PUC Schools is to develop and manage high quality charter schools in densely populated urban communities with overcrowded and low achieving schools. We create school programs and cultures that promote college graduation for all students. We uplift and revitalize communities through the development of educational and other supportive partnerships.

Job Purpose

The ideal Film Teacher believes in and is passionate about the mission and commitments of PUC schools and exhibits this through their development, reflection, execution of school culture, implementation of student rigor and proven results of student success

Essential Duties and responsibilities, listed but not limited, below:

- Teaches knowledge and skills in theater & film arts
- Instructs students on acting principles and technique including enunciation, diction, voice development, dialects, improvisation, pantomime, acting styles, and character development
- Lead and participate in school wide exhibition events
- Provides artistic direction for film productions
- Knowledge of historical and contemporary works
- Fosters a safe and nurturing learning environment
- Controls the storage and use of school-owned equipment and materials
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration, and rehearsal
- Develop curriculum for film courses including a final project or exhibition of student work
- Develop students' theater appreciation and skills via standards based instruction
- Engage in culturally responsive pedagogical practices to meet the needs of all students
- Establishes an environment where students are excited about learning and preparing for college
- Prepares lesson plans for substitutes
- Builds strong relationships with students and parents
- Communicates with parents/guardian on a regular basis
- 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 implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Works with Assistant Principal and Principal to ensure teaching methods are directed towards meeting and surpassing standards
- Attends and participates in school-based meetings and activities
- Is detail oriented when tracking students' grades and attendance
- 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
- Solid knowledge of subject matter, including California state standards, National Standards, & Common Core standards for technical subjects
- Ability to communicate effectively (verbal and written)
- Must be computer literate
- Experienced in film and theater pedagogy and technique
- In depth knowledge of a variety of dance styles and genres
- Develops and maintain positive interactions with students and families
- A willingness to work in a professional learning community (PLC) with the visual and performing arts department
- 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.

LEAD TUTOR

Job Purpose

The ideal Lead Tutor believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their development, reflection, implementation of school culture and collaboration to ensure student success. This position will work closely with the After School Site Coordinator, Administration and Tutors to facilitate small group instruction and provide one-on-one homework support to students in a safe and nurturing learning environment.

Essential Duties and responsibilities, listed but not limited, below:

- Train new tutors
- Learn and take on additional coordinator tasks
- Build positive relationships with parents
- Seek and share additional opportunities for student(s) in the after school program
- 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
- Lead 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 After School Site Coordinator or Administrator
- Report all student and parent concerns to the After School Site 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:
 - Possess an AA or higher
 - Completed 48 units of college credits AND and be currently enrolled in college
 - Pass the PUC Assessment of Knowledge & Skills Exam
- 2-3 years of experience working as a tutor preferred
- Willingness to learn, patience and detail oriented
 - Prior experience working with students in a learning environment, or be an education student working towards a teaching credential preferred
 - 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, **PUC 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.

TUTOR

Job Purpose

The ideal Afterschool Tutor believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success. The Afterschool Tutor is responsible for facilitating small group instruction and providing one-on-one homework support to students in a safe and nurturing learning environment.

Essential Duties and responsibilities, listed but not limited, below:

- Prepare and supervise after school activities
- Implement the program curriculum to ensure student growth for intervention and enrichment
- 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

- 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
- Communicate and relate effectively with students, teachers, and parents
- To be eligible for the position, candidates must meet **ONE** of the three criteria below:
 - Possess an AA or higher
 - Completed 48 units of college credits and be currently enrolled in college
 - Pass the PUC Assessment of Knowledge & Skills Exam.
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, **PUC 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.

CUSTODIAL MAINTENANCE

Job Purpose

Under the direct supervision of the Campus Operations Manager, Maintenance will provide various types of cleaning services on school campus. Maintenance will be responsible for maintaining a clean working environment inside the school and on the school grounds. The ideal Maintenance worker believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success.

Essential Duties and responsibilities, listed but not limited, below:

- Inspects all areas for cleanliness and clean as required
- Clean spills, outside entrances, and pick up all trash
- Spot clean both sides of glass entry doors, clean marks or smudges from entry doors, corridor doors, and restroom doors
- Inspect and clean all restrooms every two hours
- Refill supplies (Hand soap, Towels, Toilet Tissues, etc.)
- Maintenance and complete “Bathroom Maintenance Log” daily
- Check and address the general cleanliness of the bathroom to the Campus Operations Manager

- Vacuum carpet, sweep and mop hard floors, as needed
- Check lunch areas and clean as needed
- Ensure the exterior of the building is clean by picking up trash and debris
- Change light tubes and bulbs as requested
- Dust horizontal surfaces, molding and tops of doors
- Assist moving various boxes, furniture, etc. as directed by the Campus Operations Manager
- Report any maintenance or safety needs observed in the building or on the outside of the property immediately to the Campus Operations Manager
- Keeps an inventory of supplies, equipment, and submit requisitions for supplies needed to the Campus Operation Manager
- Shall be trained and assigned to perform all the above duties, and any additional duties as directed by the Campus Operations Manager
- 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

Knowledge of:

- Safety rules and conditions to be maintained by students
- Standards of courtesy and behavior expected of students
- Previous work experience as a Janitor or Custodian

Ability to:

- Maintain acceptable standards of behavior among students
- Collaborate and work effectively with school personnel, community representatives, parents, and students
- Follow school policies and procedures
- Walk and stand for multiple hours
- Work indoors and outdoors
- Understand and follow oral and written directions
- Subject to lifting and moving heavy objects
- Climbing ladders and contact with cleaning agents and chemicals
- Ability to develop and maintain detailed and accurate record systems for daily custodial logs
- Availability to work in shifts and flexible schedules (e.g. weekends and evenings)

Skills:

- Must possess great customer service and communication skills
- Bilingual in Spanish is highly 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.

Element 6 – Health and Safety Procedures

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

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

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

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

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

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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

Medication in School

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

ATHLETIC PROGRAMS

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

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

TRANSPORTATION SAFETY PLAN

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

6.1 CUSTODIAN OF RECORDS

The Office Manager of **PUC EXCEL** will serve as the Custodian of Records per Department of Justice Requirements.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

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 EXCEL 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: **Lincoln Heights, El Sereno, Glassell Park, Cypress Park, Highland Park, and Atwater Village**. 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 Superintendent and recruitment team. The recruitment activity period typically takes place from October through February, annually.

It is the objective of **PUC EXCEL** to notify parents and students in the community through the following methods:

- Send out information to existing PUC families. The letter will include the enrollment period and lottery information (location, date, time). The enrollment period typically begins in October and ends in November and the lottery is normally held on the second Thursday in December. The enrollment period and lottery date are subject to change.
- Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
- Conduct 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 EXCEL** principal will contact principals of the local elementary schools to make arrangements to drop off flyers during normal office hours.
 - **PUC EXCEL** will provide copies of the flyers to each school.
- **PUC EXCEL** 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 EXCEL** 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 EXCEL** will utilize SchoolMint, a cloud-based enrollment management software for PreK-12 school systems.
- 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 Los Angeles** area, we believe the result will be a racial and ethnic balance that is reflective of the District.

PUC EXCEL 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.

7.3 SPECIAL EDUCATION AND ENGLISH LEARNER BALANCE

In order to achieve a balance of Special Education, and English Learners, including Redesignated Fluent English Proficient pupils that is reflective of the general population residing within LAUSD, PUC EXCEL will target these populations in its annual outreach efforts. Outreach materials will include language that speaks to the Charter School's Inclusion & Special Education Program and the fact that our schools are open to all, including English Learners and Redesignated Fluent English Proficient pupils.

Element 8: Admission Requirements

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

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

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

8.1 SPECIFIC ADMISSION REQUIREMENTS

PUC EXCEL 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 EXCEL** in order to recruit low-achieving, economically disadvantaged students and students with disabilities:

- Students will be recruited from the Northeast Los Angeles area 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 EXCEL**'s principal or designee will contact principals of the local schools to make arrangement to drop off flyers during normal office hours.
- **PUC EXCEL** will provide copies of the flyers to each school.
- **PUC EXCEL** 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 EXCEL**'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 EXCEL**.

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 in **PUC EXCEL**, 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 founding parents of **PUC EXCEL**, not to exceed 10% of the school population. A “founding parent” is an individual who has engaged in activities that have supported the opening of the school. A founding parent 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 founding parents and will have priority for enrollment in the school any subsequent year after the school has been opened.
 - 1c. 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 EXCEL**, 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 founding parents of **PUC EXCEL**, not to exceed 10% of the school population. If the 10% threshold is reached at 2b, this category will be discarded so as to abide by LAUSD’s policy for Charter Schools that states that children of current employees and founding parents cannot constitute more than 10% of the school’s enrollment. If the threshold is not reached at 2b, we will accept students in this category until we reach that threshold, and only if necessary. A “founding parent” is an individual who has engaged in activities that have supported the opening of the school. A founding parent 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 founding parents and will have 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

8.4 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). Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep families together. A school designee will review lottery forms to ensure the number of enrollment slots take into account the number of possible siblings who will be added to the lottery in order to avoid students who have already been accepted/chosen in the lottery process from being “bumped.”

PUC EXCEL uses SchoolMint, an online enrollment platform, to manage applications, to run the school's lottery, and to manage waitlists.

Following the open enrollment period each year, the Charter School's Director of Media Communications (or other designated SchoolMint Administrator) 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 6th and 7th grade students of **PUC EXCEL** 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 Los Angeles area during the months of October and November utilizing the methods listed above. The enrollment period will take place from October through November, 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 second Thursday in December beginning at 4:00 pm and will be held in a public space at **PUC EXCEL**.

Application to **PUC EXCEL** 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 EXCEL**.

PUC EXCEL will use the SchoolMint platform to run the lottery. SchoolMint uses an industry standard randomizer to run **PUC EXCEL**'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.

The lottery will be observed by at minimum one administrator (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 waitlist 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 waitlist. When spaces become available, the school will make offers to students on the waitlist 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.

Waitlists will be maintained for the current enrollment year only. It will be kept until the last day of the school year. Waitlists will not carry over to the following school year and those applicants on the waitlist 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 waitlist 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 be offered a seat; or (c) if applying for a grade that is at capacity but which does not yet have a waitlist will be placed in the first position on a waitlist for that grade.

Once placed on a waitlist, 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 waitlist.
- 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 waitlist for that grade level if a waitlist 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 waitlisted 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 waitlist.
- 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 waitlist is exhausted. Parents who have accepted a “slot” offer 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 waitlist.

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 EXCEL 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.
- 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(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(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 EXCEL 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 Los Angeles Board**.
4. The **Partnerships to Uplift Communities Los Angeles 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 EXCEL'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 Los Angeles Board** of Directors with recommendations on how to resolve them. The **Partnerships to Uplift Communities Los Angeles Board** will provide the report in writing to the LAUSD Charter Division within 15 days after the first **Partnerships to Uplift Communities Los Angeles 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 EXCEL annually. The **Partnerships to Uplift Communities Los Angeles Board** of Trustees will be responsible for approving the selection of the auditor each year.

PUC EXCEL and **Partnerships to Uplift Communities Los Angeles Board** shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, PUC EXCEL and **Partnerships to Uplift Communities Los Angeles 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 – Suspension and Expulsion Procedures

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

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

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

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

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

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with

the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

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

HOMEWORK TO SUSPENDED STUDENTS

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

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 EXCEL** 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 EXCEL**, 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 EXCEL** takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The Charter 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 EXCEL** takes a targeted approach to behavior management and discipline.

PUC EXCEL’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 EXCEL** 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 EXCEL** does not give students in-school suspensions. Instead, **PUC EXCEL** 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 meeting at the school office 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. Alternative Placement will not exceed fifteen (15) school days per incident.

Alternative to suspension and expulsion interventions may include the following:

<i>Alternatives:</i>	<i>Description/Examples:</i>
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"> ○ Behavior log ○ Self-charting/monitoring of behaviors ○ Strategies that provide feedback to the student ○ Check-in/Check-out ○ Daily to weekly behavior reports
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"> ○ Tutoring younger students ○ Assisting school community services agencies
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"> o Formal – with parent signed permission to participate in Clinical Counseling o Informal – pair student up with adult mentor on campus
Mini-Courses	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: <ul style="list-style-type: none"> o Create their own courses (such as the “Friday Academy” model) o Use behavior training software or curriculum that teaches alternatives to behavior o Use videos, readings, research, etc.
Parent Support	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.
Peer or Adult Mediation	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).
Positive Contingency Contracts (Scholar Success Contracts)	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.
Programming/Scheduling	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.
Referral to a Service/Agency/Team	As appropriate, based on student behavior of concern and need: <ul style="list-style-type: none"> o FST Team o IEP Team o School Discipline Team o PUC’s Discipline Review Team o COP SELPA Behavior Support Team o Clinical Counseling Team o DIS Counseling / ERICS Counseling Assessment o Community Mental Health* o Community Agencies* o Department of Child & Family Services

Reflective Activities	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).
Restitution	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: <ul style="list-style-type: none"> o Cleaning or painting over graffiti o Paying to replace broken items (due to student behavior) o Community service cleaning of school property (disturbed due to student behavior)
Restorative Practices	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: <ul style="list-style-type: none"> o Peer led Restorative Justice o Class Meetings o Group or Conflict Mediation o Social Skills group support

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 EXCEL**'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 EXCEL** 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 EXCEL 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 EXCEL'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 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 EXCEL**'s Student/Parent Handbook at the time of enrollment. The parents and students will be informed that the handbook includes policies and procedures for pupil conduct and discipline. The **PUC EXCEL**'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 EXCEL**'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 EXCEL** 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 an expulsion recommendation of a student is deemed mandatory, expected, or at the administrator's discretion.

At the time of enrollment in **PUC EXCEL**, 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.

PUC EXCEL CHARTER ACADEMY

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.
<p><i>Education Code (EC) 48915(c)</i> Act must be committed at school or school activity.</p> <ul style="list-style-type: none"> a. Possessed firearm. b. Sold or otherwise furnished a firearm. c. Brandished a knife at another person. d. Unlawfully sold a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq. e. Committed or attempted to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committed sexual battery as defined in subdivision (n) of 48900. f. Possessed of an explosive with the power of an M-80 or greater. 	<p>Act must 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"> a. Caused serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1). b. Possessed 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). c. Possessed and/or used 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. d. Robbery or extortion. <i>EC</i> Section 48915 (a)(1)(D). e. Assault or battery, or threat of, on a school employee. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 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>Including but not limited to acts committed at school or school activity or on the way to and from school or during the lunch period or school activity or student presents an immediate threat to the health and safety of others.</p> <ul style="list-style-type: none"> a. Caused, attempted to cause, or threatened to cause physical injury†. b. Willfully used force or violence upon the person of another, except in self-defense c. Possessed dangerous objects d. Possessed drugs or alcohol e. Sold look alike substance representing drugs or alcohol f. Caused damage to property†. g. Committed theft h. Possessed or used tobacco i. Committed an obscene act or engaged in habitual profanity/vulgarity j. Possessed or sold drug paraphernalia k. Received stolen property l. Possessed imitation firearm m. Committed sexual harassment § n. Harassed, threatened or intimidated a student witness o. Sold prescription drug Soma p. Engaged in or attempted to engage in hazing 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. r. Participated in the act of hate violence § s. Made a Terroristic Threat

		<p>t. Created a hostile educational environment through severe or pervasive threats, harassment, or intimidation §</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <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>2Section 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>3Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p> <p>4Grades 4 through 12 inclusive</p>
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10.4 SUSPENSION AND EXPULSION PROCEDURES

Authority to Suspend

The Principal, Assistant Principal, or Dean in consultation with the 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 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, the Charter School’s 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 in the native language of the student, parent/guardian, and/or educational rights holder if the student is a foster or homeless youth. 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 shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing for a maximum of 20 school days for non-IEP students and a maximum of 10 school days for IEP students. A student may not be suspended for more than 20 days in a school year. A student with an IEP may not be suspended for more than 10 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 a Deputy 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. A Deputy 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. A Deputy Superintendent or designee 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, a Deputy Superintendent or designee 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 Superintendent or designee 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 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 EXCEL** 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 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-Los Angeles 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 PUC charter school or receiving PUC charter 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 non-PUC 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 Superintendent or a designee who was not involved in the decision to Opportunity Transfer the student will examine the appeal form and all of the evidence that is relevant to the case. If the Superintendent or designee needs clarification or additional information, the 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 Superintendent or designee to discuss the appeal, the Superintendent or designee will accommodate that request but there will be no hearing. Within 10 school days of receiving the appeal form, the Superintendent or designee will make a decision as to whether to uphold or to overturn the Opportunity Transfer. The Superintendent or designee 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 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 fact(s), charge(s), and/or offense(s) 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 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 Charter 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 or the Superintendent 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 Superintendent or a designee who was not involved in the original expulsion will gather information from the site principal, student, parent or guardian. The 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 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 EXCEL 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 will include:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

Prior to the recommendation to suspend or expel a pupil, the Principal, 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 or school district (LEA), the enrollment request will be reviewed by the Principal, Superintendent or designee. The Principal, Superintendent or designee 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

PUC EXCEL'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 EXCEL** 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

Element 11 – Employee Retirement Systems

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

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

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

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

11.1 - 3 RETIREMENT PROGRAMS FOR CERTIFICATED, CLASSIFIED, AND OTHER STAFF

Staff at **PUC EXCEL** will have access to appropriate retirement plans as outlined below.

Classified staff at **PUC EXCEL** will participate in the federal social security system and will have access to other school-sponsored retirement plans for the school’s employees. **PUC EXCEL** certificated staff participate in the State Teachers Retirement System (STRS). **PUC EXCEL** will continue such participation for the duration of the charter school’s existence under the same CDS code. **PUC EXCEL** 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(c)(5)(L).)

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

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

12.1 ADMISSIONS NOTIFICATION

As a public school of choice, **PUC EXCEL** 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(c)(5)(M).)

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Principal
PUC EXCEL
1855 N Main St
Los Angeles, CA 90031

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Principal
PUC EXCEL
1855 N Main St
Los Angeles, CA 90031

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

The specific position(s) that will serve as the school’s closure agent(s) in the event that the school closes shall be the 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 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the

District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - 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 its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the

Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

PUC Excel Charter Academy (also referred to herein as “**PUC Excel**” and “**Charter School**”) shall:

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

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a

school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

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

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited

to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a

requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(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 require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

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

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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

Medication in School

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

ATHLETIC PROGRAMS

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

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

TRANSPORTATION SAFETY PLAN

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

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

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year

- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

GENERAL PROVISIONS

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

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

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

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

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

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

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and

turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Address]

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written

Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
PUC Excel Charter Academy
1855 N Main St.
Los Angeles, CA 90031

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration

rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to

Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

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

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

Additional Provisions

FACILITIES

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

District-Owned Facilities

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

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

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the

charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable

laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student

transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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