



PUC MILAGRO CHARTER SCHOOL
A SCHOOL OF
PARTNERSHIPS TO UPLIFT COMMUNITIES
(PUC) LOS ANGELES

Sascha Robinett, Principal
Concepcion Rivas, Superintendent
Partnerships to Uplift Communities (PUC) –LA
1405 N. San Fernando Blvd. Suite 303
Burbank, CA 91504
818-559-7699 Voice
818-559-8641 Fax

Submitted: August 29, 2018

TABLE OF CONTENTS	
ASSURANCES, AFFIRMATIONS, AND DECLARATIONS	1
ELEMENT 1 – THE EDUCATIONAL PROGRAM	3
ELEMENT 2 – MEASUREABLE PUPIL OUTCOMES	84
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	84
ELEMENT 4 – GOVERNANCE	98
ELEMENT 5 – EMPLOYEE QUALIFICATIONS	110
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES	128
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	134
ELEMENT 8 – ADMISSION REQUIREMENTS	136
ELEMENT 9 – ANNUAL FINANCIAL AUDITS	141
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES	143
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS	167
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	168
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES	169
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION	170
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES	174
ADDITIONAL PROVISIONS	181

ASSURANCES AND AFFIRMATIONS

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

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees

for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

1.1 General Information

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

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

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

GENERAL INFORMATION

- The contact person for PUC MILAGRO: *Sascha Robinett, Principal*
- The contact address for PUC MILAGRO is: *1855 N. Main St., Los Angeles, Ca. 90031*
- The contact phone number for PUC MILAGRO is: *(323) 223-1786*
- The proposed address or target community of PUC MILAGRO is: *Northeast Los Angeles specifically the communities of Lincoln Heights, Glassell Park, Cypress Park, Highland Park, and El Sereno which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 2 and Local District East*
- The grade configuration of PUC MILAGRO is *K – 5th*
- The number of students in the first year will be: *288*
- The grade level(s) of the students in the first year will be *K – 5th*
- Charter School’s scheduled first day of instruction in 2019-2020 is: *August 19, 2019*
- The enrollment capacity is: *300* (Enrollment capacity is defined as all students who are enrolled in PUC MILAGRO regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: *Traditional*
- The bell schedule for PUC MILAGRO will be: *8:15-3:00*
- The term of this Charter shall be from: *July 1, 2019 to June 20, 2024*

1.2 Community Need for Charter School

Innovative Features of the Education Program

Curriculum and Instruction

“Read the Word”, but also “Read the World” (Paulo Freire). Students at PUC Milagro are encouraged to question, reflect, and draw conclusion about instructional content in order to make personal and world connections. The outcome of this work is seen both in the student outcome data and in the students themselves. The collaborative relationship between teachers and students allows inquiry and critical/creative thinking to drive instruction. Specific rituals and routines embedded in the daily schedule provide students small group learning opportunities, individual support, and engagement in collaborative tasks to meet their academic needs. Curriculum is designed to allow large blocks of time for students to investigate and read authentic literature, express themselves through the creation of fiction and non-fiction texts, and develop solutions to complex problems.

Identity formation and critical inquiry are the driving forces behind PUC Milagro’s academic program. College attendance and social responsibility is the ultimate goal for all students. Belief in this mission drives the school’s teaching staff to engage in continuous learning and professional inquiry. There are no excuses for underachievement at the school, only constant investigation of the most effective means to close the achievement gaps.

All curriculums are standards based. Beginning in 2012 all grade levels learnings were based on the Common Core language arts and math standards. Grades kindergarten-fourth grade began full implementation of the Next Generation Science Standards in 2014 and fifth grade in 2016. The new ELD standards were fully integrated into the general curriculum and ELD program in 2016.

To ensure each student’s academic needs are met, textbooks and company designed programs are not used at PUC Milagro. Students have various academic needs which are not met by a “one size fits all” system. PUC Milagro works to create differentiated instruction that allows each individual child to grow and achieve their personal best based on their academic needs. Each grade level has standards-based units for each content area that are revised yearly by administration and the grade level team. Each unit plan includes standards-based learning targets, formative and summative assessments, and instructional resources. Teachers collaboratively create weekly lesson plans based on the curriculum unit plans, gathered data, and identified students’ needs and interests.

Instruction is delivered using the “workshop” method. This method of instruction allows teachers to provide students with both small group and individual support. Students are not only taught basic skills, but also critical/creative thinking skills which are necessary for both college and life preparation. Student’s progress is monitored and assessed through work analysis, individual conferences, and formative/summative assessments. Teachers and students use this data to set individual goals for growth and engagement.

Differentiation and Intervention

Our goal is to ensure intervention and enrichment occur during the school day. Every student at PUC Milagro is supported by a team because, we believe every learner needs support in thriving to achieve their personal best. This team includes the classroom teacher, the inclusion team, and administration. Multiple times a month teachers meet with either the inclusion team or administration to discuss student progress and determine methods for providing support.

Because PUC Milagro does not use “programs” or textbooks teachers are able to provide students with the materials and instruction they need to advance. For example, student who are exceeding grade level expectations are provided reading material at their level and criteria that push them to grow past their current performance level. When students are performing significantly below grade level they are provided more intensive support through differentiation during workshop, goal orientated small group instruction in and outside the classroom, and individualize support. The MTSS (Multi-Tiered Support System) processes and school level performance data is used to identify all students in need of support in each of the major content areas. Our belief is that everyone needs mentorship to grow.

Inclusion

At PUC Milagro we work hard to not label students. Instead, we focus on giving every child what he or she needs based on data. A child never knows if he or she is in Special Education. Students are taught that everyone has different learning needs. PUC Milagro staff and students understand that “fair” doesn’t mean the same, it means ensuring everyone gets what he or she needs to succeed. It is the school’s belief that it is not the child who is failing; rather it is the instruction or school program that is not meeting the student’s academic needs. It is therefore the responsibility of all staff members to support, problem solve, and ensure the success of all students.

English Language Development

All students who speak two languages at PUC Milagro are considered Bilingual or Bilingual Emergent rather than English Learners. Speaking two languages is considered an asset rather than viewed as a deficit. All PUC Milagro teachers are academically fluent in Spanish and English and are qualified to provide Spanish language instruction. PUC Milagro’s goal is to have all students appreciate and understand the power of speaking two languages.

PUC Milagro’s goal is to help students identified on the CELDT/ELPAC as English Learners to redesignate and be considered Fluent English Proficient by the end of second grade. To accomplish this, language development is an integral part of all instruction. In all subjects, students are taught to read, write, and speak the language of the discipline. Students written and oral language conventions and vocabulary usage are analyzed to determine needed supports and to set individualize goals. Students who struggle with language after general education individualized support are screened by the school’s speech pathologist to determine if special education intervention is needed in order for the students to achieve their personal best.

Assessment

Formative and summative assessments are built into each curriculum unit. Performance based tasks are used at the end of each unit to determine students ability to independently apply learned

skills and knowledge. Formative assessments are given during the unit, and range from individual conferences to exit tickets and quizzes. Weekly lesson plans are created and modified throughout the week based on determined students' needs.

Three times a year students are given benchmark assessments. Students are on a minimum day schedule for a week so that the teachers can individually assess four to five students a day in reading. Students' fluency, accuracy, and comprehension are tested. The reading benchmark guided reading levels correspond to the recommended Common Core Lexile bands. An On-Demand Writing assessment with corresponding grade level rubric is given during assessment week (and sometimes used for pre and post data in a unit) to capture student independent ability to apply all that they have learned about conventions, structure, and elaboration. In second grade and above students take a number sense math benchmark, also during this week, which assesses students' procedural and conceptual knowledge, and reasoning ability. Data from all assessments are compiled and analyzed using a PUC schools data collection tool. The data is used to support students individual needs, design intervention programs, and uncover schoolwide trends. Families receive the results of these assessments during the Fall Family Conferences and 1st and 2nd semester report cards.

Homework

PUC Milagro believes that a child's family is their first and most important teacher. In order for a child to succeed in school they must be surrounded by people both inside and outside of school who believe learning is important.

Choice Homework is given Wednesday to Wednesday to provide families with the time to support their child at home. To provide support for family members whose primary language is Spanish, homework directions and tasks are provided in both Spanish and English. Teachers are always available to provide support with any homework questions through the school's online communication system, emails, and in person.

The most important part of weekly homework is nightly reading. We encourage and train parents to understand the significance and impact of reading for at least 20 minutes a night. We also want our students to build reading lives outside of school, not because they are required, but because it brings them joy.

Students are also encouraged to pursue their passions outside of school and showcase these interests with their peers. We want students to see and experience the connection between learning inside and outside of school. Equally important, we want our families to see the value in the learning experience they are providing at home, and the positive impact these learnings are having on the overall growth of their child.

STEAM (Science, Technology, Engineering, Art, and Math)

Students are taught to use the "Engineering Design Process", "Experimental Design Process", and the "Design Thinking Process" to explore phenomena, solve problems, and create solutions in all areas of the curriculum. Once a week (more in Kindergarten-First grade) students engage in Imagination Workshop. During this workshop students are provided challenges to solve, think about problems in their "world" and design creative solutions, and/or are provide time to express

their creativity in multiple ways. This learning is supported by the schools “Maker Space.” Materials are organized in a way that both teachers and students can get the items they need to experiment, “tinker”, create prototypes, and/or develop artistic designs.

Spanish Language Program

Bilingualism is an important asset. All PUC Milagro teachers are academically fluent in Spanish and English and are qualified to provide Spanish language instruction. Teachers provide 40-60 minutes of Spanish language learning and appreciation a week. More proficient Spanish speaking students support those who are beginners. PUC Milagro’s goal is to have all students appreciate and understand the power of speaking two languages.

Arts Program

PUC Milagro has a 12 week Artist in Residency program. The program’s creation is the result of the combined efforts of the program’s director, the artists, classroom teachers, and administration. Each year the program is collaboratively designed to meet both California academic and art standards, and focused on developing students’ critical and creative thinking. The artists in residence help the students approach content in ways that push their thinking beyond the limits of traditional learning tasks. They work to develop our students’ ability to view the world beyond their current perspectives and explore new thinking through the study of mentor artists and creativity. We believe the ability to process information creatively and practice perspective bending are essential skills in preparing students for college and life-long learning success.

Technology

Technology at PUC Milagro is used as a tool for learning and expression. Teachers use technology in the classroom to support student understanding by using multi-media and interactive lessons. Students in grades 3-5 have one-to-one access to laptop computers and kindergarten-5th grade share multiple IPAD carts. Students use this technology to research, write, and create.

Mindfulness

At PUC Milagro students are taught that “Kindness Matters!” It is our philosophy, supported by research, that it is the responsibility of the school to promote and develop students’ mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner. Our program goes beyond a zero tolerance of bullying to cultivating citizens who are empathetic, critically thinkers who understand it is not just their responsibility to uplift themselves, but their community as well.

Teachers have been trained and continue to develop an understanding of five research-based social emotional competencies. Classroom norms and individual support is provided to develop and support these competencies in all students. The “color zone”, “brain work”, social mapping, and yoga are also used to promote, develop and support these competencies.

Students are taught that when mistakes or unexpected choices are made it is their responsibility to repair the “harm”. A variety of methods are used to support students in the process of repairing and changing their choices through the Restorative Justice Process.

Students participate in yoga with a trained yoga youth specialist once a week for 20 minutes. Student are taught exercises to help them stay not only physically fit but, more importantly how to have a “calm” brain and heart. The language used during yoga is also used during class. Students are reminded by the teacher and their peers to have a “calm brain” and a “calm heart”. This short message is used to remind them of all the mindful techniques they have learned to make positive choices and persevere through challenges.

Students with identified needs in the area of “social imagination” receive support through *Social Mapping*. The *Social Mapping* technique allows students to work one-on-one with an adult to understand a problem or mistake through drawing out what happened, who was involved, how they felt and how others who were involved felt, and determining possible solutions. *Social Thinking* groups are used to support students who have been identified as needing more intense social emotional support. In these groups, students develop a common language to understand and process their feelings, and learn strategies for supporting themselves when they feel challenged or in conflict.

College-Ready Culture

We believe planning for college begins in elementary school. It is an important part of the school’s college preparatory program that students begin to think about and plan for their educational future. Students are taught the “Habits of a Scholar” (a school developed program) and are referred to as “scholars” rather than “students”. This is done to support students in taking control of their academic lives rather than depending on others to ensure their current and future success. By the end of 5th grade all students will have learned about and visited at least two local college campuses. Families are encouraged to attend all college fieldtrips, and are provided additional information about attending college during family workshops.

Community Service

Uplifting our community is a commitment that all PUC Milagro students are taught. Social justice is not just a school belief, but a belief PUC Milagro hopes to instill in each of its students. Every year the school engages in community/global service campaigns. For example, in October students participate in a UNICEF fund drive and learn about UNICEF’s work throughout the globe. In November an annual food drive is held for the Los Angeles Regional Food Bank and students study the importance of giving to those in need in their local community. In the spring a service campaign is selected based on a determined need or student interest in taking “action.” Students are also encouraged and supported in starting their own give back campaigns. These campaigns have ranged from a letter campaign to save endangered animals to a campaign to save energy in the students’ homes.

Teacher Development

By developing highly effective teachers, we can ensure that every child graduates college ready. Our Teacher Development System (TDS) is a combination of instructional, operational, and fiscal practices to develop and reward 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.

Common definition of highly effective teaching: The PUC 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 data collection, growth and feedback.

Goal-Orientated Growth and Learning: The need for growth is seen as a professional responsibility rather than a deficit. Each year teachers engage in goal-orientated growth through action research, schoolwide inquiry, and PUC wide learning initiatives.

Meaningful feedback for teachers: Teachers receive coaching, mentorship, and collaborative planning support as methods of providing ongoing and continuous meaningful, data-based feedback. Feedback data is gathered through formal and informal observations, student interviews, family feedback, students data analysis, and coaching conversations.

High-quality, targeted supports: Including instructional coaching, ongoing site-based professional learning, PUC-wide PDs, and professional resources.

Teacher career path & compensation: Effective teachers have opportunities for leadership while continuing to work in the classroom.

Principal Leadership: Principals serve as instructional leaders. It is the responsibility of administration to provide instructional guidance and coaching for teachers. This includes being trained, supported, and certified as classroom observers and evaluators.

PUC Schools Induction Program

PUC created their own Induction Program to insure alignment between PUC Schools' mission, vision, and practices. Implementation of PUC Schools Induction Program is organized by the Induction Coordinator, who manages recruitment, curriculum, support providers, and the budget.

The vision of the PUC Schools Induction Program is 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 vision 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 their communities now and forever. Through the PUC Schools Induction Program, beginning teachers develop instructional practices delineated in our Teacher Development System College-Ready Teaching Framework - a rubric for guiding and observing effective instruction. The domains, standards, and indicators of the teaching framework were designed to help teachers and schools meet our three commitments.

Beginning teachers hone their skills by learning about promising practices during monthly seminars and practicing these skills as their support-provider coaches observe and give feedback. In addition, teachers act as action-researchers to develop an inquiry question focused on their growth. Growth Goals are set collaboratively between the teacher and their principal based on observation data, and tied to an indicator in our teaching framework.

Successes and Challenges in Meeting Students Needs

Awards

- Golden Ribbon 
- California Title 1 Achievement Award 
- California Distinguished School 
- STEM Honor Roll School

District Oversight Academic Ratings

(Based on a 1-4 scale)

- 2016: Level 4
- 2017: Level 4
- 2018: Level 4

Family and Student Survey Data Ratings

(Based on a 1-4 scale)

- 2016: Level 4
- 2017: Level 4
- 2018: Level 4

PUC Milagro provides the surrounding communities a choice in academic programs, education philosophy and methodologies, and school size. Because of the school's laser focus on individual student achievement, no child is left behind. PUC Milagro is committed to accomplish its mission of college graduation for all students, thus eventually improving both the economic and living conditions of the communities it serves.

In order to achieve our mission it is necessary for PUC Milagro students to achieve not only above that of the local schools but be on par with students throughout the state. PUC Milagro has significantly outscored all resident schools each year of its charter. The school has consistently achieved academic success with all subgroups throughout its fourteen years of service. Although the school's subgroup scores dropped in 2017, all groups remained in the "green" according to the California Dashboard evaluation system.

During the last two years, the level of trauma our students and families have experienced increased exponentially. Two major issues have plagued our community, housing insecurity and immigration status. Both issues have caused multiple problems for our students' families. Although, both our students and families have demonstrated resilience, it has taken a toll on their ability to engage within the school. The school has provided counseling and reached out to community organizations for support. To stay true to the school's belief that there are no excuses for achievement gaps, we are committing to spending the necessary time researching ourselves and our students. The school will be studying our students by listening to their stories, perspectives, and misconceptions, and collecting anecdotal records. The school will examine its instructional practices through peer and administration observations, and student work data analysis. All data will be combined to find patterns, trends, and next steps for providing our students with the education they deserve.

We will continue to implement the following changes that begun last year in response to our data analysis:

New Literacy Units: Based on last year's data (internal and external), teacher feedback and new learning, and research all Literacy Studio units have been revised. Teachers will work with the principal for 4 full day workshops to collaboratively design and backwards plan the curriculum.

New Workshop – Literacy Foundations: To provide improved designated ELD and support surface language arts skill development to students in 1st- 5th grade, a new workshop was created to focus on how language works. Workshops will range from 60 minutes to 25 minutes daily. In kindergarten the Literacy Foundations Workshop will be 50-70 minutes long and includes multiple centers, independent reading and conferencing, and teacher/support staff lead groups.

New Interventions – Revised Weekly Schedules and “Book Clubs”: Based on the data the intervention program was revamped. Previously intervention was a combination of in class and pullout. This year the schedule was more strategically designed around the specific needs of the learners using the New MTSS (Multi-Tiered Systems of support) rather than the previous RTI pyramid tiers. Small group supplemental instruction will be built into each grade levels schedule and intervention support/pull-out schedule is designed after each benchmark. Teachers and support staff will use specific instructional methods to build both surface level skills and deep structure understanding.

Building Mindsets in Math: Teachers will revisit previously learned strategies (CGI), deepened their understanding of “number talks”, and use of the KWC method to help students develop independent problem solving skills. Teachers will with the students to “unpack” problems to make meaning first before selecting their strategy and solving the problem. Teachers will also work to build students ability to take on challenges in math (rather than shut down) and see mistakes as part of the process of growth.

Revised Math Units: New curriculum maps were developed during the summer to reflect new learning from data, professional development, and teacher/student reflections. Intense full day grade level unit planning/PD session will be held to revise units.

PUC MILAGRO CHARTER SCHOOL

Data Analysis

ELA SBAC Scores Residence School Comparison

School	ELA Scores 2016		ELA Scores 2017	
	Level 3 and 4	Level 1	Level 3 and 4	Level 1
PUC Milagro	70%	11%	61%	11%
Albion	35%	30%	24%	43%
Aragon	14%	67%	22%	58%
Sheridan	18%	61%	22%	59%
Gates	29%	49%	31%	48%
LAUSD 3-5gr (Average of CDE Data)	36.66%	40%	37.53%	39.73%

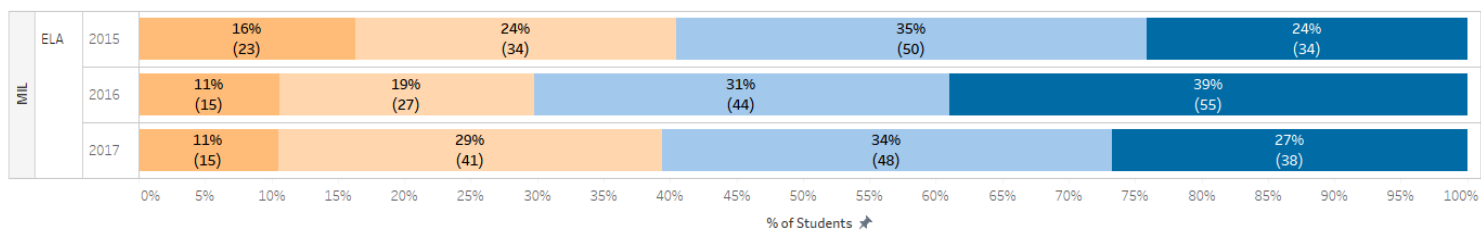
Math SBAC Scores Residence School Comparison

School	Math Scores 2016		Math Scores 2017	
	Level 3 and 4	Level 1	Level 3 and 4	Level 1
PUC Milagro	62%	7%	67%	6%
Albion	18%	47%	26%	48%
Aragon	16%	58%	12%	61%
Sheridan	15%	61%	18%	62%
Gates	23%	49%	21%	53%
LAUSD 3-5gr (Average of CDE Data)	31%	39.33%	32.89%	38.86%

School Wide CAASPP Academic Achievement

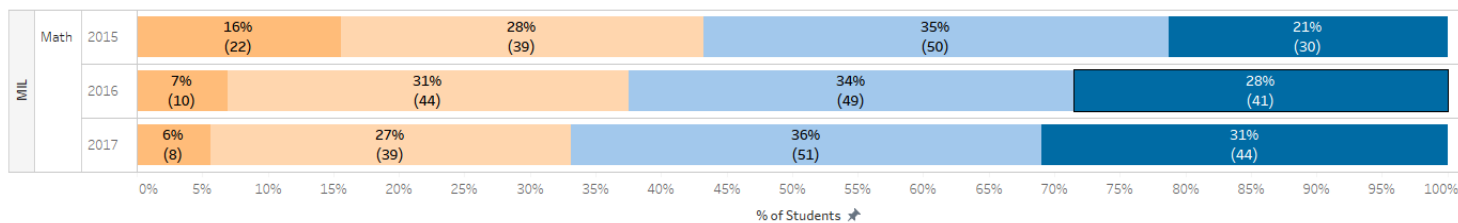
		Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
ELA	2015	16%	24%	35%	24%
	2016	11%	19%	31%	39%
	2017	11%	29%	34%	27%
Math	2015	16%	28%	35%	21%
	2016	7%	31%	34%	28%
	2017	6%	27%	36%	31%

2015 to 2017 CAASPP ELA Performance

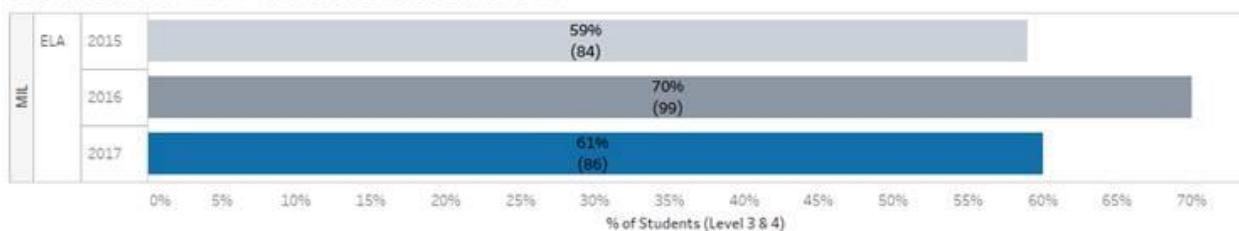


PUC MILAGRO CHARTER SCHOOL

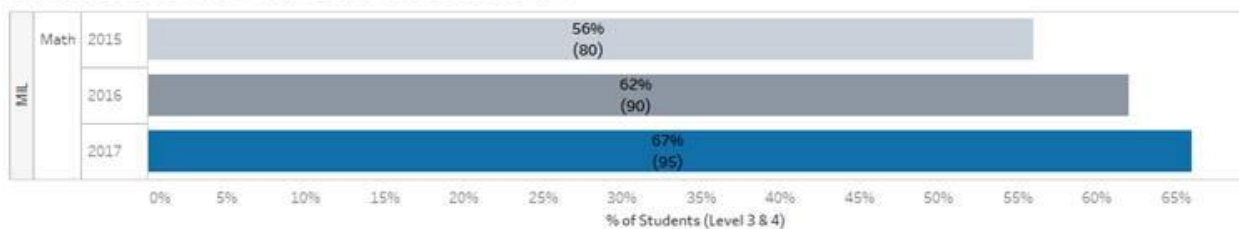
2015 to 2017 CAASPP Math Performance



2015 to 2018 CAASPP % of Students at Level 3 & 4



2015 to 2018 CAASPP % of Students at Level 3 & 4

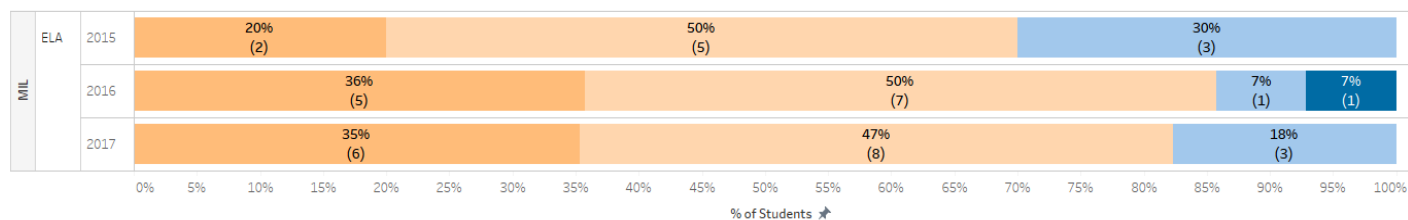


English Language Learners

EL Student Performance 2015 to 2017

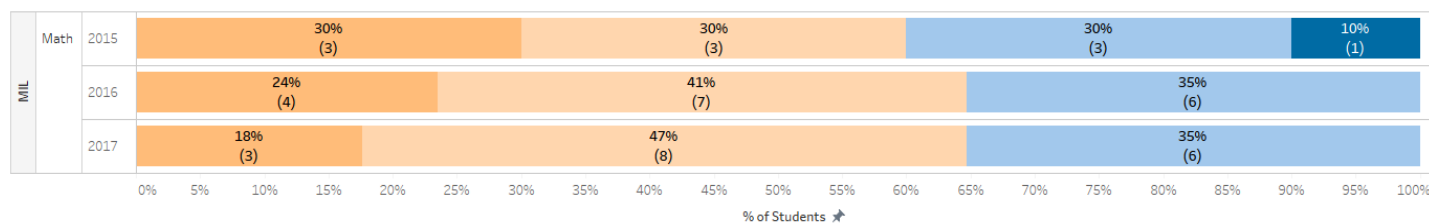
		Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
ELA	2015	20%	50%	30%	
	2016	36%	50%	7%	7%
	2017	35%	47%	18%	
Math	2015	30%	30%	30%	10%
	2016	24%	41%	35%	
	2017	18%	47%	35%	

2015 to 2017 CAASPP ELA Performance



PUC MILAGRO CHARTER SCHOOL

2015 to 2017 CAASPP Math Performance

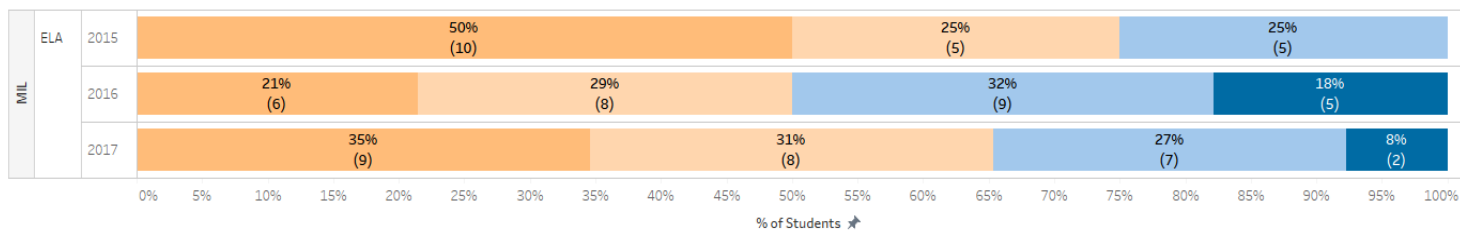


Special Education

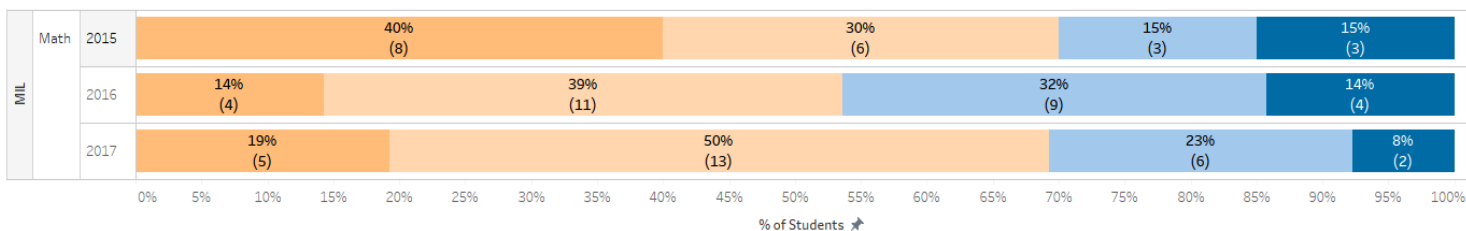
SPED Student Performance 2015 to 2017

		Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
ELA	2015	50%	25%	25%	
	2016	21%	29%	32%	18%
	2017	35%	31%	27%	8%
Math	2015	40%	30%	15%	15%
	2016	14%	39%	32%	14%
	2017	19%	50%	23%	8%

2015 to 2017 CAASPP ELA Performance



2015 to 2017 CAASPP Math Performance



English Language Learner Data

CELDT Results

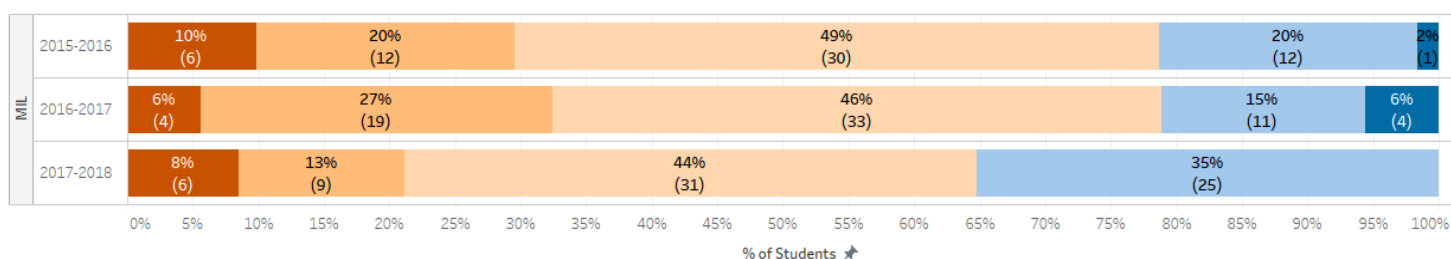
2016 to 2018 CELDT Overall Performance

Source: CELDT Monthly Student Score Files

The chart and graph below contain scores from the Annual, Initial, and Retest.

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
2015-2016	10%	20%	49%	20%	2%
2016-2017	6%	27%	46%	15%	6%
2017-2018	8%	13%	44%	35%	

2016 to 2018 CELDT Overall Performance



Reclassification

State Data – Based on CELDT Testing

PUC Milagro Charter--Los Angeles Uni--1964733-0102426
for the year 2017-18

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
PUC Milagro Charter	19647330102426	288	73 (25.3 %)	77 (26.7 %)	18 (25.4 %)
District Total:		621,414	143,196 (23.0 %)	218,752 (35.2 %)	31,718 (20.1 %)
County Total:		1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
State Total:		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

School Data – Based on CELDT Testing

2014-2015	2015-2016	2016-2017
14 Initials 68 Annuals 42 RFEP 62% of annuals were RFEP	23 Initials 4 IFEP 36 Annuals 11 RFEP 31% of annuals were RFEP	24 Initials 4 IFEP 45 Annuals 17 RFEP 38% of Annuals were RFEP

The chart below represents internal data that was compiled to show the actual percentage of students reclassified during the 2017-18 school year. The state data uses the number of total EL students from the previous Census Date and is then divides that number by the following Census Date. The state data includes all El students by placing those students taking the Initial CELDT/ELPAC and with those students taking the Annual CELDT/ELPAC in the same category. Only students who take the annual assessment can be reclassified (student who take

the initial exam would be classified as IFEP). The data below represents just the students taking only the Annual CELDT assessment.

2017-2018 – 59% reclassification					
Kindergarten Annuals: 2 RFEP: 1 50%	1 st Grade Annuals: 21 RFEP: 15 71%	2 nd Grade Annuals: 10 RFEP: 5 Newly Enrolled RFEP: 1 60%	3 rd Grade Annuals: 10 RFEP: 1 10%	4 th Grade Annuals: 5 RFEP: 3 60%	5 th Grade Annuals: 3 RFEP: 4 100%

1.3 Student Population to Be Served

PUC Milagro serves elementary students in grades Kindergarten through Fifth grade. PUC Milagro will serve no more than 300 students from the surrounding communities within Northeast Los Angeles (Lincoln Heights, Highland Park, Cypress Park, Glassell Park, El Sereno). While PUC Milagro is open to any child who is eligible under the laws of California for admission to a public school, PUC Milagro expects to continue to serve a population that is representative of Northeast Los Angeles. Given the high percent of Latinos living in the Northeast Los Angeles, it is likely the school will continue to enroll a student population that serves a high percentage of English Learner (EL) students. Further, because of the low socio-economic status of families in the community, PUC Milagro expects the majority of its population will be facing basic financial, social, and educational challenges.

Each grade level will serve no more than 50 students. In accordance with Education Code Section 47605(d) (2), PUC Milagro admits any student wishing to attend the school. If the number of pupils who wish to attend the school exceeds the capacity, attendance is determined by a public random drawing with preference extended to siblings and pupils who reside in the Los Angeles Unified School District.

1.4 Five Year Enrollment Plan

Enrollment Roll-Out Plan					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Kindergarten	48	48	48	48	48
Grade 1	48	48	48	48	48
Grade 2	48	48	48	48	48
Grade 3	48	48	48	48	48
Grade 4	48	48	48	48	48
Grade 5	48	48	48	48	48
Total Students	288	288	288	288	288

1.5 Goals and Philosophy

Mission and Commitments

PUC Milagro is a safe and supportive learning community dedicated to developing the full potential of all students through high standards of learning and engaging curriculum and instruction.

Through the partnership of teachers, administration, families, and community members, students are empowered to discover their unique gifts and talents.

High levels of achievement and the pursuit of lifelong learning goals is the shared responsibility of all stakeholders

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

The 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 Milagro 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
<p><u>An Untracked Academic Program that prepares Every Student for College Work</u></p> <ol style="list-style-type: none"> 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 7) School-wide literacy program across the curriculum 8) Daily schedule and yearly calendar structured to extend learning opportunities 9) Scaffolded exposure to college-level instruction and college courses 	<p><u>A School Culture that Won't Allow Any Student to Fail</u></p> <ol style="list-style-type: none"> 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 other’s success 8) Family involvement that supports student success 9) University partnership that reinforces college-going culture 	<p><u>Formal Organizational Practices that Support the Academic Program and School Culture</u></p> <ol style="list-style-type: none"> 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 8) Use of school-wide literacy program to focus staff on achieving school mission 9) Formal organizational arrangements that maximize university partnership 10) Deployment of staff and other resources in flexible and creative ways 11) Leader who serves as “keeper of the flame” reinforcing mission and culture

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. 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."5

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 graduates from PUC Milagro, 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

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 the PUC Milagro's curriculum are that students at the elementary level are in the process of developing the power to reason and they are learning to become responsible and informed contributors to society. The school believes that learning is best achieved when:

- associated with students' individual needs, their natural curiosity, and their desire to be challenged
- the ability to think and learn is not based on a fixed aptitude
- learning encourages risk, requires self-examination and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives
- learning manifests itself in the joy of discovery, the pride of accomplishment and the satisfaction of personal growth
- learning is fostered by supportive relationships with teachers, administrators, and parents

PUC Milagro believes:

- **learning is a consequence of thinking** . . . every day students are 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 workshops 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 because they know that their thinking matters and teachers validating that belief by asking questions, talking 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 to understand their thinking, and coach them through process orientated feedback to help them see the potential growth and new understanding ("*How did you figure that out?*", "*How 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/need to practice, investigate, or create, speak to why they made that choice, and be 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 goals and 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

1.8 LCFF State Priorities

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

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

LCFF State Priorities						
Conditions of Learning						
Goal #1						
100% of teachers hold a valid CA teaching credential with appropriate English Learner Authorization and are appropriately assigned.				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: <input checked="" type="checkbox"/> 1		
Specific Annual Actions to Achieve Goals						
<ul style="list-style-type: none"> Supervision and staffing of instructional program Efficient Recruitment and Hiring Process All core teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization PUC Human Resource Team will annually review credential status as required by law and charter 						
Expected Annual Measurable Outcomes						
Outcome #1: 100% of all teachers are fully credentialed and appropriately placed. Metric/Method for Measuring: CALPADS Annual Credential Report						
Applicable Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schoolwide	100%	100%	100%	100%	100%	100%

Goal #2						
<ul style="list-style-type: none">100% of students (including all significant student groups) will have access to standards-aligned materials and instruction as outlined in the charter petition andFull implementation of all CA standards (Common Core, NGSS, Social Science, ELD) schoolwideAnnual professional development to support fidelity of implementation of all CA standards for all credential staff				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:
				<input checked="" type="checkbox"/> 2		
Specific Annual Actions to Achieve Goals						
<ul style="list-style-type: none">Instructional and supplemental materials purchased will be aligned to the CA standards and the charter petition.Development of curriculum scope and sequence, standards-based units (including integrated and designated ELD), and weekly lesson plansSummer professional development for all certified staffSchool-based professional development for certified staff and instructional assistantsOutside consultants and/or professional development						
Expected Annual Measurable Outcomes						
Outcome #1: 100% of students have access to Standards-aligned materials						
Metric/Method for Measuring: SARC Report						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All students (schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2: 100% implementation of all CA standards						
Metric/Method for Measuring: Professional development agendas and sign-in sheets, scope and sequences, unit and weekly lesson plans, classroom observations and coaching notes						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schoolwide	100%	100%	100%	100%	100%	100%

Goal #3			
Annually, 90% of all items on Monthly Site Inspection Checklists, 90% of bi-annual Facility Inspection Checklist are complaint/good standing and 100% of identified required corrections will be addressed within 3 months. If urgent or safety related, correction will be made 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 checked="" type="checkbox"/> 6	
	Local Priorities:		
	<input checked="" type="checkbox"/> 1		
Specific Annual Actions to Achieve Goals			
<ul style="list-style-type: none">• Supervision and staffing of custodial and maintenance staff• Security maintenance and staffing.			
Expected Annual Measurable Outcomes			
Outcome #1: All school facilities are maintained and in good repair.			
Metric/Method for Measuring: Site Repair Inspection Checklist and Repair Log			

PUC MILAGRO CHARTER SCHOOL

Applicable Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schoolwide	90% on all check lists 100% corrections	90% on all check lists 100% corrections	90% on all check lists 100% corrections	90% on all check lists 100% corrections	90% on all check lists 100% corrections	90% on all check lists 100% corrections

Pupil Outcomes

Goal #4	
Demonstrate continuous growth for all students on state assessments and school benchmarks as a result of college readiness instruction.	Related State Priorities:
	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input checked="" type="checkbox"/> 4
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Unit and weekly instruction based on both formative and diagnostic data Implementation of differentiated instruction through the workshop instructional method Implementation of schoolwide diagnostic benchmarks in reading, writing, and math Use of the schoolwide MTSS (Multi-tiered Support Systems) Problem Solving Cycle to provide students with identified needs supplemental instruction and/or intensive intervention Integration of the ELD standards in unit based instruction and designated instruction Use of technology as a tool for learning and research across the curriculum Diverse classroom libraries with a variety of levels and genres Professional development workshops to develop teachers' understanding of research-based instructional strategies that support the needs of diverse learners and coaching/grade level collaboration to support their implementation 	
Expected Annual Measurable Outcomes	

Outcome #1: 80% of students will demonstrate grade level expectations on schoolwide Benchmark Reading Assessment

Metric/Method for Measuring: benchmark data collected fall, winter, and spring

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	81%	80%	80%	80%	80%	80%
English Learners	65%	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Socioecon. Disadv./Low Income Students	83%	80%	80%	80%	80%	80%
Foster Youth	No	Increase annual once	Increase annual	Increase annual once	Increase annual once	Increase annual

PUC MILAGRO CHARTER SCHOOL

	established baseline	baseline is established	once baseline is established	baseline is established	baseline is established	once baseline is established
Students with Disabilities	50%	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
African American Students	No established baseline	Increase annual once baseline is established	Increase annual once baseline is established	Increase annual once baseline is established	Increase annual once baseline is established	Increase annual once baseline is established
Latino Students	82%	80%	80%	80%	80%	80%

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 assessments

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	CAASPP 2017-18 Baseline Performance	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
English Learners	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Foster Youth	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Students with Disabilities	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
African American Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Latino Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline

Outcome #3: The school will annually increase the number of student achieving proficiency in English Language Arts

Metric/Method for Measuring: Percentage of students performing at or above proficiency levels on CAASPP English Language Arts assessments

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	CAASPP 2017-18 Baseline Performance	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
English Learners	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Foster Youth	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Students with Disabilities	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
African American Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline
Latino Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	14% increase above baseline

Outcome #4: 100% of EL students will advance at minimum one performance level sub category (reading, writing, listening, and speaking) level per the ELCAP each year.

Metric/Method for Measuring: Percentage of students advancing one performance level sub category per year on the ELCAP

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	TBD	2% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline	13% increase above baseline

Outcome #5: By the end of 4th grade 85% of all students classified as English Learners, who have attend the school since at least 1st grade, will be reclassified as Redesignated English Language Proficient (RLEP) using both ELPAC and school-based data

Metric/Method for Measuring: Percentage of students reclassifying annually

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	TBD	Increase by 2% unless 85% was met	Increase by 3% unless 85% was met	Increase by 4% unless 85% was met	Increase by 5% unless 85% was met	Increase by 5% unless 85% was met

Engagement

Goal #5

Family access to opportunities for participation and input in schoolwide decision making.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

- ☒ 3

Specific Annual Actions to Achieve Goals

- A minimum of 6 family events/meetings
- SAC/ELAC meetings held a minimum of 4 times annually
- Legally required representation of English Learner families representation on ELAC and at minimum 2 family members on SAC
- Additional family workshops (provided within/or outside of school)

Expected Annual Measurable Outcomes

Outcome #1: 100% of parents will have access to opportunities for participation and input on decision-making through bilingual (Spanish and English) weekly flyers, online communication system, phone calls, monthly calendars and newsletters.

Metric/Method for Measuring: Weekly flyers, monthly calendars and newsletters, family sign-in sheets, SAC/ELAC agendas/sign-in sheets, family meeting agendas/sign-in sheets

Applicable Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schoolwide	100%	100%	100%	100%	100%	100%

Goal #6

School will maintain a high ADA rate

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☐ 6

Local Priorities:

- ☒ 5

Specific Annual Actions to Achieve Goal

- School will hire and maintain Attendance Personnel to manage attendance data

PUC MILAGRO CHARTER SCHOOL

- School will hire and maintain Attendance Personnel to reach out to families on a daily basis to determine reason for missed school and provide support if needed
- Family Support Team meetings will be held to support families of students with chronic absenteeism (missing more than 10% of school) and develop an action plan
- 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 ADA

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	95%	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$
English Learners	95%	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$
Socioecon. Disadv./Low Income Students	95%	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$
Foster Youth	No established baseline	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$
Students with Disabilities	95%	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$
African American Students	No established baseline	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$
Latino Students	95%	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$

Outcome #2: The percentage of chronic absenteeism (students missing 10%+ [18 days or more] of the school year) will be $\leq 10\%$ annually

Metric/Method for Measuring: CDE Cumulative Enrollment Chronic Absenteeism report , Attendance monthly, semester, and yearly data reports (collected by school SIS system)

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	13%	1% decrease	2% decrease	$\leq 10\%$	$\leq 10\%$	$\leq 10\%$

Goal #7	
School will maintain a school culture conducive to learning	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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input checked="" type="checkbox"/> 6
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Schoolwide social emotional supports and interventions (Restorative Justice, Habits of a Scholar, Social Learning Groups, etc.) Implementation of a Mindfulness curriculum Multiple opportunities for families to engage within the school ranging from home learning projects to schoolwide family events Teacher professional development in the area of social emotional learning and supports Schoolwide access to counseling support 	
Expected Annual Measurable Outcomes	

Outcome #1: Less or equal to 1% of students will be suspended

Metric/Method for Measuring: End of year report from PowerSchool and district submitted reports

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schoolwide	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

Outcome #2: Less or equal to 1% of students will be expelled

Metric/Method for Measuring: End of year report from PowerSchool and district submitted reports

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schoolwide	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

Outcome #3: Annual Family Survey satisfaction data shows an overall approval rating of 4 and above on a 1-5 scale

Metric/Method for Measuring: Family survey data

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schoolwide	4.54	Level ≥4	Level ≥4	Level ≥4	Level ≥3	Level ≥3

Outcome #4: Annual Student Survey date shows an overall approval rating of 3 and above on a 1-4 scale

Metric/Method for Measuring: Student survey data

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Schoolwide	3.67	Level ≥3	Level ≥3	Level ≥3	Level ≥3	Level ≥3

1.9 How the Goals Enable Self-Motivated, Competent Life-long Learners

Based on the research cited regarding 21st century learning, our vision, our beliefs in how learning best occurs, and the goals stated in our LCFF it is imperative that we develop a community of scholars. Our goals are linked to our “Big Ideas for Scholars” which center our purpose, and help us plan our instruction to focus on what will be essential 10 years from now, 20 years from now and so on in order to value and pursue life-long learning.

Big Ideas for Scholars

1. Scholars read, write, and solve problems to get smarter, to learn about themselves, other people, and the world
2. Scholars understand that reading, writing, and problem solving are something you can do independently that empowers you to control your life and make the world a better place
3. Scholars know that smart is something you get and through hard work, effort, and determination you can achieve your goals as a learner
4. Scholars read, write, think, and learn with purpose and enthusiasm and see themselves as problem-posing, problem solving citizens of the world who have what it takes to figure things out
5. Scholars engage in conversations and discussions about big ideas with open hearts and minds, and are willing to share their own thinking, and appreciate, learn from, and respect the ideas and opinions of others
6. Scholars understand that learning is for always – it is ongoing, lifelong, and vital

In order for our students to engage in the above “big ideas”, PUC Milagro believes that the following scholarly habits are essential for students’ success in higher education and beyond. Beginning in kindergarten the students are taught and supported in developing these “scholarly habits” in their daily work and lives. Students use the language of the habits to share their success and set specific goals to help them grow as a scholar.

Habits of a Scholar

Perseverance	Scholars are motivated to relentlessly pursue and refine their ideas. They accept and overcome road blocks to achieve.
Risk Taking to Grow	Scholars challenge their minds and constantly force themselves to grow. They are receptive to change. Scholars accept that being uncomfortable is part of the process.
Resourceful	Scholars have their materials ready and are prepared mentally and physically with whatever is needed to learn. They utilize multiple resources to consider and discuss different views, ideas, and theories.
Ponder	Scholars think! “Hmmmmmm?!!?!?” Scholars know that quality thoughts take time to develop and take time for reflection.
Curious	Scholars always wonder and question. Scholars research and discuss information to learn.

Scholarly Humility	“I still don’t know everything.” True scholars consider themselves only “half full”. Scholars seek to do it better, strive to learn and try new and more things.
Vision/Goal	Scholars know that SMART goals are keys to success. They understand that without a path there can be no vision. They are mindful of possible challenges.
Respect	Scholars look outside themselves and see how others see things. They understand that success can be achieved in multiple ways and accept and value differences. Scholars collaborate and build interdependent relationships in order to evolve their thinking.

1.10 Instructional Design

Design of the Educational Program

PUC Milagro 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 Milagro recognizes that elevating students’ achievement and transforming their lives requires constant maintenance on a myriad of different elements. Below are the research-based principles for PUC Milagro’s curricular and instructional program.

Research- Bases for Instructional Program

Data Driven Standards-Based Teaching and Learning

“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).

Integrated, interdisciplinary standard-based curriculum, assessment, and instruction provide equitable and rigorous learning beyond the facts. Rigorous curriculum supports diverse student needs, facilitates deep understanding, and the transfer of knowledge. PUC Milagro aims to emulate the very strongest schools in expecting its students to work for and achieve the most rigorous academic standards. The school is founded on the belief that students rise to meet the high bar that is set for them. It hires teachers and staff who share that belief and work ceaselessly to encourage its students and their parents to own that belief as well.

PUC Milagro 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. Teachers are responsible for collecting anecdotal records daily through individual student conferences across content areas and small group instruction. It is expected that teachers analyze student work individually and with their grade level partner to determine instruction. Teachers develop classroom assessments, administer the language arts and math benchmark assessments, and review data received from external state assessments to ensure differentiation, scaffolded support and rigor are at the core of their instructional program. This data is also used to determine the effectiveness of resources, the strategies used for instruction, the scheduling of instruction, and professional development. It is PUC Milagro’s philosophy that change is necessary if we are not producing the achievement we expect. (Tovani, 2011; Reeves 2001, 2004; Johnston, 1997; Serravallo 2013, 2014)

Language-Based Learning

Understanding how language works, using language to produce and present ideas, and utilizing language to understand the world is essential for success in and beyond formal schooling. Speaking several languages develops cognitive, academic, and emotional intelligence and increases one's understanding of self and others. Research shows that when a second (or third or fourth) language is learned in addition to, instead of as a replacement of, one's first language, a person's ability to think flexibly and creatively is enhanced. Bilingualism is valued and promoted at PUC Milagro. English language learners (referred to as *Emergent Bilinguals*) are viewed as having strong cognitive skills because of their ability to process and utilize two languages. Consistent assessment and monitoring of all students (monolingual, bilingual, or bilingual emergent) language abilities are an essential element of PUC Milagro's instructional program across content areas.

(Ada, 1997a, 1997b; Ada & Campoy 1998b, 1998c; Baker, 1997; Cummins, 1996, 1999, 2000; Krashen, 1984, 1993, 1999, Gibbons 2014)

Inquiry-Based Instruction

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 Milagro 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)

Learner Centered Community

Each and every learner, regardless of her/his age, ability, language, and cultural background, family makeup, history, and social conditions are capable of achieving. Diverse learning styles and abilities are supported and celebrated. Difference is not viewed as a deficit, but rather an asset for learning. Choice, joy, and challenge are incorporated into all learning experiences to support the cognitive and emotional growth of all learners.

PUC Milagro has high expectations for all students. A school that sets a higher bar has an even greater responsibility to work toward moving all students over that bar. One accomplishes this not by lowering the standard, but by giving students every possible chance to learn. Rather than placing students into lower or higher groupings we provide all students the same rigorous content. Individual learning needs are supported through differentiation, individual conferences, and small group instruction. Students' progress is constantly monitored by the classroom teacher,

the inclusion team, administration, and parents. Student success is not the responsibility of one individual teacher, but the entire school community.

(Johnson 2004, 2012, 2015; Keene 2008, 2012, 2018; Cris Tovani 2011, 2017; Bennett 2007, 2011; Supovitz & Christman, 2005; Howley, et al., 2000))

Instructional Design

Each student is an individual and therefore has individual academic needs. PUC Milagro'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 Milagro is delivered using the workshop model. This method of instruction allows time for teachers to work with students whole class, in small groups, and individually. It also requires teachers to plan their instruction based on data rather than a pre-scripted 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 Milagro 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, 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 over 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.

Assessment

Assessment within the workshop instructional model is for learning. Teachers gather formative data through a variety of methods, which include work analysis, anecdotal notes, and observation. This data is used to plan weekly instruction and meet both small group and individual needs.

Summative assessments are given three times a year to determine schoolwide and individual growth and learning needs. Students are individually assessed in reading and the teacher uses miscue analysis to determine their strengths and next steps. Writing growth is determined by an on-demand writing task that is evaluated using a grade level specific rubric. The purpose of this assessment is to determine students’ on-demand writing abilities and growth overtime. In mathematics, students 2nd grade and above are given a number sense focused benchmark assessment to not only see their skill development growth, but also their ability to think like a mathematician.

Data is an essential component of effective implementation of the workshop instructional method. Both classroom formative data and schoolwide summative assessments help to determine the effectiveness of the practice and determine what changes need to made. At PUC Milagro we believe that teachers need to be learners as much as our students –the data helps us grow.

Strategic Intervention – Supporting Striving Learners

Intervention at PUC Milagro 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).

Using a design thinking approach, the 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 mindset that they are "kids that can" and all though they may not be there "yet" – they are "on the road" for growth and accomplishment.

Collaborative Grade Level Planning

Each grade level works as a collaborative team to backwards plan units of study, culminating tasks and formative assessment, and data driven weekly lesson plans. Long and short term learning targets create a "road map" to help determine instruction, provide student feedback, and develop student growth goals. Just like students, each grade level teaching partnership also has a team of supporters. Teachers work with both the inclusion team and administration to reflect, analyze data, and plan instruction. Working as a collaborative team to design instruction provides teachers with the needed multiple perspectives, and different levels of understanding to meet the needs of a diverse classroom.

1.11 Curriculum

Language Arts Curriculum Overview

All students are immersed in a research based, comprehensive, standards-based language arts program in which curriculum and instruction are differentiated according to assessed needs. 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 referred to as "Literacy Studio" and "Literacy Foundations":

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 and running records
- conferring with individuals
- encouraging students experimentation

- helping book/writing 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

Instructional Materials

- Classroom Libraries
- Mentor Author Text Sets
- Book Club Sets
- Magazines – *Time for Kids*, *National Geographic*, etc.
- Newsela
- Comprehension Toolkits
- *No More Letter of the Week*
- *Making Sense of Phonics*
- *Words their Way*
- *Interactive Writing*
- *Lucy Calkins Units of Study Rubrics* – Narrative, Informational, and Opinion
- *Fountains and Pinnell – Benchmark Assessment System*

English Language Development Curriculum Overview

PUC Milagro's Comprehensive English Development Program is based on the framework and focuses on:

- English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose
- An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary and as inseparable from meaning
- Language acquisition as a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is essential
- Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices
- Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English

Adapted from ELD/ELA Framework Appendix B

Integrated ELD

PUC Milagro works to provide Integrated English Language Development that:

- Has clear learning targets that articulate instruction and assessment
- Provides students appropriate levels of language-focused scaffolds in order to provide strategic support that moves learners towards independence in content area learning
- Intentionally develops students' academic language and literacies specific to each discipline (language of math, science, history, etc.)
- Requires ample oral and written production of language
- Intentionally incorporates the Three High-Impact Language Practices (Using Complex Text, Fortifying Complex Output and Fostering Interaction) into content area instruction and core routines
- Values and builds on primary language and culture and other forms of prior knowledge

All teachers with ELs in their classroom will use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The purpose of this integration is to develop ELs understanding of language as a resource for making meaning and a tool to become powerful communicators capable of both understanding and transforming their community and world.

ELD Standards Big Ideas Integrated into all ELA Units K-5

- Interpreting the meaning of texts (ELD Part 1-B and Part 2 –A)
- Explaining thinking and building on others' ideas (ELD Part 1-B and Part 2 – B/C)
- Constructing arguments and justifying positions with evidence/Offer and support opinions (ELD Part 1- A and Part 2 – B/C)
- Producing written texts in a variety of disciplines (ELD Part 1-C and Part 2- B/C)

Designated ELD

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:

- Explain Thinking and build on Other's Ideas
- Offer and Support Opinions
- Produce Written Texts in a Variety of Disciplines

Instructional Materials

The instructional materials are the same materials used during Language Arts.

Mathematics Curriculum Overview

“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 unpack problems. A majority of student workshop time is spend solving one or two complex problems rather than a set of procedural equations. This methodology 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 “mathematical power”

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

Instruction is delivered using the workshop 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 workshop 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: “KWC” – What do you know, What will you learn once you solve this problem, Which operational strategy(s) will help you find a reasonable answer, What are the constraints of the problem and/or what is confusing you?
- Number Talks: 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.

Instructional Resources

- Georgia Math Units
(<https://www.georgiastandards.org/Georgia-Standards/Pages/Math-K-5.aspx>)
- Illustrative Mathematics Progressions and Blue Prints
(<https://www.illustrativemathematics.org/>)
- Illuminations
(<https://illuminations.nctm.org/>)
- YouCubed
(<https://www.youcubed.org/>)
- *Number Talks*
- *Teaching Student Centered Mathematics*
- Cognitively Guided Instruction professional texts
- Khan Academy (for at home practice and family support)
(<https://www.khanacademy.org/math>)

History-Social Science Curriculum Overview

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, arts, and project based learning. In the primary grades students begin by understanding themselves in relation to their immediate surroundings and advance to an understanding of themselves in relation to communities throughout history. In upper elementary, students focus their studies on the development of California and then apply this understanding to study the development of the United States.

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
<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

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

Instructional Materials

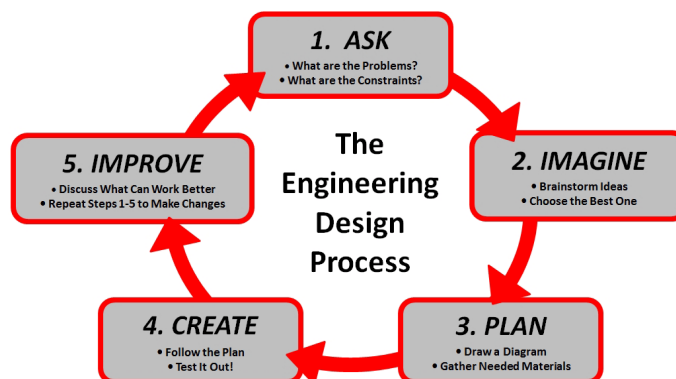
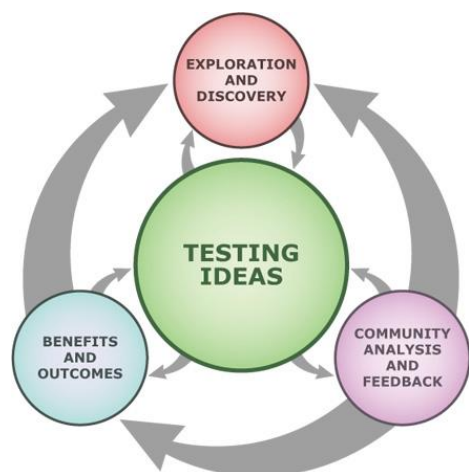
- Nonfiction Narrative Book Sets
- Nonfiction Mentor Author Text Sets
- History-Social Sciences Library Sets
- *A History of Us* (text set)
- *Newsela*
- *Time for Kids*
- Primary Sources

Science Curriculum Overview

Science learning (like History-Social Sciences) is inquiry based. Students 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 are interwoven into all instruction. The goal of the curriculum is to engage students in the behaviors of scientist and engineers.

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



Instructional Materials

- Classroom Science Libraries
- Schoolwide Maker Space (supports both experimental and engineering design process)
- Mystery Science Units
(<https://mysteryscience.com>)
- Engineering is Elementary (EIE) Units

Physical & Health Education Curriculum Overview

The goal of the PUC Milagro physical and health education program is to instill in students a life-long pursuit of healthy living. Students 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 Milagro 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). The 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. Students practice the fundamental locomotor, non-locomotor, and manipulative skills in a variety of age-appropriate activities, including dance and game play. Students are provided a variety of age-appropriate equipment so that they have multiple opportunities to practice learned skills.

The health education curriculum and instruction is provided through physical education workshops, embedded in classroom content learning, and emphasized during the breakfast and lunch programs. Students learn about healthy food choices and are encouraged to try a variety of foods. Additional support is provided by the school's food program partner through nutrition cards, activity sheets, and family nutrition newsletters.

Instructional Materials

- Physical education equipment
- Sparks Curriculum
- FITNESSGRAM®.

Sample Lesson Plans

Unit: Hockey
Purpose <ul style="list-style-type: none"> • Introduce students to the rules and techniques of hockey • Teach students the basics of proper use and care • Begin with drills to teach coordination
Crafting: Students begin with regular warm-ups and stretches. Composing: Students will be given an introduction of the equipment to hockey. Students are to be told that sticks are always to remain on the floor. To begin, students will be divided into six teams were they will be given a hockey stick and will have to control a ball across to the cones and back to the next person. Students will practice for 15 to 20 minutes. Reflection: Ask students what are the most important rules of hockey.
Crafting: Students begin with regular warm-ups and stretches. Composing: Students will be given an introduction of the equipment to hockey. Students are to be told that sticks are always to remain on the floor. To begin, students will be divided into six teams were they will be given a hockey stick and will have to control a ball across to the cones and back to the next person. Students will practice for 15 to 20 minutes. Reflection: Ask students what are the most important rules of hockey.

Arts Curriculum Overview

Students learn in and through the arts to deepen their understanding of concepts and skills, demonstrate understanding, and connect learning experiences. Curriculum and instruction in the visual and performing arts help students learn the basic elements of the art forms allowing them to develop along the arts continuum from natural to creative to artistic expression. Learning through the arts provides access, engages, and motivates all learners in all content areas.

Specific skills in the arts are developed through integrated mini-lessons within the process of learning across content areas. Instruction is provided through partnerships with outside institutions through Artist-In Residence program that develop standards-based units that integrate with specific grade level content area units.

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

Instructional Materials

- Art Supplies and Found Objects
- Mentor Artist
- Web Resources and Classroom Text Sets

Sample Visual Arts Lesson Plan Sequence

(Related to 2nd Grade Social Studies Unit and Math Reasoning Skills with Patterns and Problem Solving)

Review of Line Quality Using Sumi Ink and Brush: "Drawing What We See." Art making Activities: <ol style="list-style-type: none"> 1. Drawing lines with brushes (wires and sticks) 2. Practicing brush skills 3. Chinese Calligraphy exercises 4. Drawing plants and flowers with Sumi Ink
Drawing Patterns and Rhythm in Folk Art Art making Activities: <ol style="list-style-type: none"> 1. Collaborative Drawing exercise using oil pastel and construction paper "Four Quadrants." (Pattern Blocks and quilt design)
Building Personal Iconography using signs and symbols; recognize and interpret symbols looking at folk art (quilts and carpets from various cultures); reinforce printmaking skills. Art making Activities: <ol style="list-style-type: none"> 1. "Researching" symbols from my collection, copying and designing own versions 2. Creating rubberstamps with personalized symbols 3. Printing rubber stamps 4. Creating patterns with papers and cutting out printed block designs to create a collage; looking at quilt and rug designs/pattern blocks
Creating Personal Timelines and family color-code. Art making Activities: <ol style="list-style-type: none"> 1. Bead strings based on timeline 2. Secret code "decoder" based on family and friends using colored pencil on paper

1.12 Teaching Methodologies and Strategies

Ensuring the Mastery of California Content and Performance Standard

Students are encouraged to question, reflect, and draw conclusions about instructional content in order to make personal and world connections. The collaborative relationship between teachers and students allows inquiry and critical thinking to drive instruction, not teacher directed lessons. Specific rituals and routines allow students individual needs to be met through small group instruction, individual conferences, and collaborative learning tasks. Instruction is designed by grade level teams rather than program driven, allowing large blocks of time for students to investigate and read authentic literature, express themselves through the creation of fiction and non-fiction texts, and develop solutions to complex problems. Identity formation and critical inquiry are the driving forces behind PUC Milagro's academic program. Students are not only encouraged to go to college, but to graduate and change their world. All teachers believe in this mission, and therefore are willing to participate in continuous professional learning throughout the school year and summer to strengthen their craft. There are no excuses for underachievement at the school, only constant investigation on how to close the achievement gaps.

Process for Developing Standards-Based Units, Instruction, and Monitoring for Mastery

- Identify Content and Academic Results
 - Teachers determine applicable standards across content areas (ELA, Math, NGSS, Social Studies, ELD standards) and deconstruct standards to establish learning targets that measure what the students should know, be able to do, and understand.
- Determine Bases for Inquiry
 - Teachers determine links to big ideas and essential understandings related to standards content and skills.
 - Teachers formulate open-ended questions to guide students' inquiry throughout the learning process.
- Develop Culminating Projects and Formative Assessments
 - Teachers develop formative assessments to monitor and assess student mastery of learning targets and personal growth throughout the unit.
 - Teachers develop a culminating project for students to showcase their new learning and understanding.
- Design the Gradual Release to Scaffold Learning and Develop Independence
 - Teacher develop introductory lessons to explore and connect students' background knowledge.
 - Teachers develop tasks that help students explore new concepts, skills, and strategies and demonstrate their understanding. Within each task, teachers identify the language demands to determine the levels of support needed to productively engage in learning.
 - Teachers develop instruction to build students ability to collaborate and demonstrate their independent abilities.

Routines, Rituals, and Artifacts

"If learning community is important, it would be a big help to identify the underlying structures that teachers and students use...to make it all work...Just as painters work with the elements of point, line, tone, and plane, teachers and students use ceremony, ritual, rite, celebration, play,

and critique when they make a learning community. These elements are as old as humankind. When students do routines and chores, celebrate, converse with one another, engage in rituals and ceremonies, and give and receive criticism, they are doing what is and everyday part of their lives.” (Peterson 1992, 13-14)

Students need ceremony, ritual, rite, and celebration to make a community, says Ralph Peterson in *Life in a Crowded Place: Making a Learning Community*. It is not always easy to establish and continue the rituals and routines needed to form a community, but community formation depends on predictable structure.

Firmly established and practiced rituals and routines, as well as artifacts, provide the classroom management structures that enable the PUC Milagro teachers and students to use class time productively. Routines, rituals, and artifacts also create a community that enables students to learn, move about the classroom purposefully, use all of the resources of the classroom efficiently, and be independent and responsible. Rituals are ways of conducting activities to ensure consistency and productivity in the learning environment. Routines describe the overall structure of the class period. Artifacts are the objects, documents, and materials that are crucial to learning. Together they allow students to be responsible for knowing what to do and allow teachers to use precious instructional time teaching, not directing activities.

Individualized Instruction through Conferencing and Small Group Learning

Learning is structured to support the students' individual needs and develop their independence as learners in order to achieve grade level standards. Teachers meet with each student individually at least once a week. During these conferences teachers set academic goals, assess reading ability and comprehension, provide feedback to support and revise writing, review conceptual understanding of mathematical skills, and re-teach skills or content misunderstood. The frequency of the teacher-student conferences is based on the needs of each student. Teachers keep anecdotal records to monitor student progress and plan individual instructional goals for acceleration or to develop instructional accommodations.

Teachers also work with students in small groups to support their understanding of concepts taught during whole group instruction, re-teach basic skills, and provide differentiated instruction. Small group instruction provides teachers the opportunity to support the various skill levels within the classroom. Instructional routines allow teachers to work with students in small groups across content areas, therefore supporting basic skill development across the curriculum.

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 group research projects, ensure that students practice and apply their learning while interacting with their peers.

Collaborative Learning - “Thinking well together leads to thinking well alone.”

“Students process information and derive knowledge through discussing course-related issues and topics with other students. Evidence indicates that it, “raises achievement, promotes positive self-concept, and raises regard for others. It appears to be especially useful for students from racial minority and low socio-economic groups who have not excelled to the same degree as middle income majority-culture pupils in the traditional competitive classroom. Cooperative learning may also help to lessen the fatalistic attitude toward schooling that is often found among students from minority groups and those who have experienced repeated failure in the schools. When these students notice the value of their input and effort, a more internal locus of control and belief in one’s ability is fostered. Social and work skills are imbedded” (<http://www.behavioradvisor.com/CoopLearning.html>).

Small groups students work together to solve a problem or complete a task. Collaborative 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). 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.

Making Thinking Visible

Teaching children how to use a variety of open-ended responses helps them remember their thinking as they read reasoning, critique, and problem solve. It also heightens their awareness of their learning goals, and lets both the teacher and the student know how they are growing and what they are understanding.

Teachers show students how and when to use variety responses to make their thinking visible. The Gradual Release Model is used so that students will independently select their own response method for solving problems and processing new information.

Looking closely at children’s responses, conferring, listening carefully, and taking notes about what students have to say throughout the day gives the teachers a clear indication of where they are as learners, both independently and as a group. Teachers learn which children need more individual or small-group support, and which ones are ready to move forward to more challenging inquiries, texts, or problems.

Examples of Responses

- *Sticky notes.*
- *Notebook entries*
- *Exit tickets.*
- *Two-column notes.*

- *Venn diagrams*
- *Webs*
- *Story maps.*
- *Stellar Justification* (math reasoning)

Inquiry Based Learning

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." Students are taught specific "Thinking Strategies" (*Pearson, Keene*) (i.e. visualizing, making connections, questioning, determining importance, synthesizing, and drawing inferences) to support their ability to independently comprehend new information and effectively communicate their understanding across all content areas.

Teachers organize instruction to engage and challenge all students to ask and answer complex questions about both content and concepts across subject areas. Students are supported in making connections across content areas and to larger issues outside classroom learning.

Technology and classroom text sets are used in all social studies and science units to conduct and share research. Students are taught to not only access these resources, but also evaluate and seek multiple viewpoints prior to drawing conclusion and stating opinions.

Independent thinking and reflection is the goal of all instruction. Students are taught to plan, monitor, reflect, and evaluate their own learning in all content areas. Teachers provide students support and develop students ability for this type of independence by providing clear learning targets, teacher/student create criteria, and constant timely and specific feedback.

Improving Instruction Based on Data

PUC Milagro 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. Teachers are responsible for collecting anecdotal records daily through individual student conferences across content areas and small group instruction. It is expected that teachers analyze student work individually and with their grade level partner to determine instruction. Teachers develop classroom assessments, administer the language arts and math benchmark assessments, and review data received from external state assessments to ensure scaffolded support and rigor are at the core of their instructional program. This data is also used to determine the effectiveness of resources, the strategies used for instruction, the scheduling of instruction, and professional development. It is PUC Milagro's philosophy that change is necessary if we are not producing the achievement we expect.

Intervention- From Striving to Thriving

At PUC Milagro we work hard to not label students. Instead, we focus on giving every child what he or she needs based on data. A child never knows if he or she is in Special Education or an English Learner. Students are taught that everyone has different learning needs. PUC Milagro staff and students understand that “fair” doesn’t mean the same, it means ensuring everyone gets what he or she needs to succeed. It is our belief that it is not the child who is failing, rather it is the instruction or school program that is not meeting the student’s academic needs. It is therefore the responsibility of all staff members to support, problem solve, and ensure the success of all students.

1.13 Development of Technology-Related Skills

Evidence indicates that computers can help students improve their performance on tests of basic skills, but researchers investigating the use of technology in education have found that technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking (Culp, Hawkins, & Honey, 1999; Sandholtz, Ringstaff, & Dwyer, 1997; Means, 1994). To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework. Courseware (computer software designed to be used in an educational program) should reflect curricular standards, and should take into account research on how students learn. Using technology in the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al., 1997; “Critical Issue,” 1999). The intent of the use of technology at PUC MILAGRO 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 Milagro students will be well-versed in the use of computer hardware and software, including email, the Internet, educational software, and reference material. They will use these technologies to locate, organize, manipulate, create, and present information. They will become information navigators with the help of their teachers and parents.

In third-fifth grade, students are taught to understand the structure and use of technology tools within the CAASPP assessment. Prior to taking the test the students will be monitored to ensure all students have the capacity to independently navigate and engage in the on-line state assessment.

Teachers

- All teachers have a laptop computer, interactive projector, and document camera in their classroom
- Teachers use technology as a tool to create lesson plans, input and analyze data, develop instructional tools for students, create student report cards and conference sheets, e-mail, and research effective practices
- Teachers use technology in the classroom to support student understanding by using multimedia and interactive lessons.

Students

- Students in 3rd-5th grade have one-to-one access to laptop computers (each classroom 3rd and above has a laptop cart). Kindergarten-2nd grade share 3 IPAD carts.
- All students utilize multimedia presented by the teacher to help enhance and build stronger connections/understanding to content
- Students use technology in second grade to conduct research.
- Students in 3-5th grade use technology to research, publish writing, create presentations, write reviews, and various other tasks related to their curriculum.

Technology Skills Development

- All students 3rd grade and above have been trained how to use the different types of response and computing skill necessary to access and answer questions on the CASSPP.

- Students have also being trained in to use such tools as Microsoft Word, Google, Kidsblog, PowerPoint, iMovie, Edmodo, Google Classroom/Docs and other IPAD apps based on students' learning needs and curiosity.

1.13 Transitional Kindergarten

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.

PUC Milagro has a class size of 24 to 1 and there are two teachers at every grade level. The school offers a combination program of both Transitional Kindergarten and Kindergarten in the same classroom. Each year the school is able to accept 8 Transitional Kindergarten students. The other 40 spaces are reserved for eligible kindergartners whose birthday falls before September 1. All applicants are required to fill out a space request and participate in the annual school lottery held in the spring.

Students in the Transitional Kindergarten Program will receive a modified curriculum, unless assessment data determines that they are capable of handling the general kindergarten curriculum. Transitional kindergartens will also participate in the extended day kindergarten program, unless it is determined that a modified schedule will best fit his or her needs. All Transitional kindergarten students will have the option of moving to the 1st grade if they demonstrate mastery of the kindergarten standards.

1.16 Academic Calendar

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.

July / Julio 2019 (0)					PUC MILAGRO CHARTER SCHOOL					January / Enero 2020 (18)											
Mon	Tue	Wed	Thu	Fri	School Year 2019-2020					Mon	Tue	Wed	Thu	Fri							
1	2	3	4	5	Student # of Days = 176 (176 days during SY)							1	2	3							
8	9	10	11	12						6	7	8	9	10							
15	16	17	18	19						13	14	15	16	17							
22	23	24	25	26						20	21	22	23	24							
29	30	31								27	28	29	30	31							
August / Agosto (10)					Teacher # of Days = 186 (_186 days during SY)					February / Febrero (18)											
Mon	Tue	Wed	Thu	Fri						Mon	Tue	Wed	Thu	Fri							
			1	2						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	November 4	Professional Development	24	25	26	27	28										
26	27	28	29	30	Nov. 11	Veteran’s Day															
September / Septiembre (19)					Nov. 25-26	Professional Development	March / Marzo (19)														
					Nov. 27	Pupil Free Day															
					Nov. 28- 29	Thanksgiving Break															
					Dec. 16-Jan 3	Winter Break															
					January 20	Dr. Martin Luther King Jr.															
16	17	18	19	20	January 31	PUC Wide Community of Practice	16	17	18	19	20										
23	24	25	26	27	February 14	Professional Development	23	24	25	26	27										
30					February 17	President’s Day	30	31													
October / Octubre (22)					March 20	Professional Development	April / Abril (17)														
					March 30	Professional Development															
					March 31	Cesar Chavez’s Day															
					April 13-17	Spring Break															
					May 25	Memorial Day															
14	15	16	17	18	June 1	Professional Development	13	14	15	16	17										
21	22	23	24	25	June 12	Last Day of School/ Minimum Day	20	21	22	23	24										
28	29	30	31				27	28	29	30											
November / Noviembre (14)					<div><div></div><div>FIRST DAY / LAST DAY OF SCHOOL</div><div></div><div>NATIONAL HOLIDAYS</div><div></div><div>VACATION DAYS/ Pupil Free</div><div></div><div>REGULAR SCHOOL DAYS</div><div></div><div>SEMESTER REPORT CARDS</div><div></div><div>SEMESTER END</div><div></div><div>PROFESSIONAL DEVELOPMENT DAYS</div><div></div><div>EARLY RELEASE</div><div></div><div>MINIMUM DAY</div></div> <td colspan="5" rowspan="5">May / Mayo (20)</td>		May / Mayo (20)														
												Mon	Tue	Wed	Thu	Fri	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																	
25	26	27	28	29																	
Dec. / Diciembre (10)					Minimum Days: 21 Early Release Days: 37		June / Junio (9)														
												Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
												2	3	4	5	6	1	2	3	4	5
												9	10	11	12	13	8	9	10	11	12
												16	17	18	19	20	15	16	17	18	19
23	24	25	26	27																	
30	31																				
							22 23 24 25 26														
							29 30														

1.17 Daily Schedules

Breakfast/Morning Rituals

Monday - Friday	Class Pick-up – 8:15am Breakfast - 8:20-8:35am
------------------------	---

Recess

Kindergarten/ First Grade	9:45-10:00am
First Grade	9:45-10:00am
Second/Third Grade	10:00-10:15am
Fourth/Fifth Grade	10:15-10:30am

Lunch

Kindergarten/First Grade	11:30-12:15pm
Second/Third Grade	12:00-12:45pm
Fourth/Fifth Grade	12:30-1:15pm

Physical Education

	Monday/Wednesday/Friday
Kindergarten	8:30-9:20am
Fourth Grade	9:25-10:15am
First Grade	10:35-11:25am
Fifth Grade	11:35-12:25pm
Lunch	12:25-1:10pm
Second Grade	1:10-2:00pm
Third Grade	2:05-2:55pm

Dismissal	Monday, Wednesday- Friday – 3:00pm Tuesday* – 2:00pm (Recess and Lunch schedules remain the same on Tuesdays)
------------------	---

Minimum Day Schedule

Hours	8:20am – 1:00pm	
Lunch Schedule	Kindergarten/First Grade: 11:20 -11:50 Second/Third Grade: 11:45 – 12:15 Fourth/Fifth Grade: 12:10 – 12:40	
P.E. Schedule (30 min)	Kindergarten: 8:20-8:50 Second: 8:55-9:25 Third: 9:30-10:00	First:10:05-10:35 Fourth: 10:40-11:10 Fifth: 11:15-11:4

PUC MILAGRO CHARTER SCHOOL

Kindergarten

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15	ATTENDANCE	BREAKFAST/READ ALOUD	ATTENDANCE	BREAKFAST/FAMILY LITERACY	ATTENDANCE
8:30	PHYSICAL EDUCATION 8:20-9:10	RESEARCHER'S WORKSHOP 8:40-9:30	PHYSICAL EDUCATION 8:20-9:10	RESEARCHER'S WORKSHOP 8:40-9:30	PHYSICAL EDUCATION 8:20-9:10
	BREAKFAST/READ ALOUD 9:10-9:30		BREAKFAST/READ ALOUD 9:10-9:30		BREAKFAST/READ ALOUD 9:10-9:30
9:30	RECESS	RECESS	RECESS	RECESS	RECESS
10:00	LITERACY FOUNDATIONS WORKSHOP/ DESIGNATED /ELD	LITERACY FOUNDATIONS WORKSHOP/ DESIGNATED /ELD	LITERACY FOUNDATIONS WORKSHOP/ DESIGNATED ELD	LITERACY FOUNDATIONS WORKSHOP / DESIGNATED ELD	LITERACY FOUNDATIONS WORKSHOP/ ELD
11:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:15	MATH	MATH 12:15-12:50 YOGA 12:50-1:10	MATH	MATH 12:15-12:50 YOGA 12:50-1:10	MATH
1:15	LITERACY STUDIO	LITERACY STUDIO 1:10-1:30	LITERACY STUDIO	LITERACY STUDIO	LITERACY STUDIO
2:10	IMAGINATION WORKSHOP	SPANISH 1:30-2:00	IMAGINATION WORKSHOP	SPANISH 2:10-2:40 IMAGINATION WORKSHOP	IMAGINATION WORKSHOP
2:55	GOODBYE RITUALS	DISMISSAL 2:00	HOME CONNECTION 2:40-2:55	GOODBYE RITUALS	GOODBYE RITUALS
3:00	DISMISSAL		DISMISSAL	DISMISSAL	DISMISSAL

First Grade

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20	BREAKFAST READ ALOUD/ MORNING RITUALS	BREAKFAST READ ALOUD/ MORNING RITUALS	BREAKFAST READ ALOUD/ MORNING RITUALS	BREAKFAST/FAMILY LITERACY	BREAKFAST READ ALOUD/ MORNING RITUALS
8:40	MATHEMATICIAN'S WORKSHOP	MATHEMATICIAN'S WORKSHOP	MATHEMATICIAN'S WORKSHOP	MATHEMATICIAN'S WORKSHOP	MATHEMATICIAN'S WORKSHOP
9:45	RECESS	RECESS	RECESS	RECESS	RECESS
10:00	INTERACTIVE WRITING/DESIGNATED ELD	INTEGRATED/DESIGNATED ELD LITERACY FOUNDATIONS WORKSHOP 10:00-11:00	INTERACTIVE WRITING/DESIGNATED ELD	INTEGRATED /DESIGNATED ELD LITERACY FOUNDATIONS WORKSHOP 10:00-11:00	INTERACTIVE WRITING /DESIGNATED ELD
10:35	PHYSICAL EDUCATION 10:35-11:25	INTEGRATED ELD LITERACY STUDIO 11:00-11:30	PHYSICAL EDUCATION 10:35-11:25	INTEGRATED ELD LITERACY STUDIO 11:00-11:30	PHYSICAL EDUCATION 10:35-11:25
11:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30	INTEGRATED ELD LITERACY FOUNDATIONS WORKSHOP 12:30-1:30 LITERACY STUDIO 1:30-2:30	RESEARCHER'S WORKSHOP 12:30-1:15	LITERACY FOUNDATIONS WORKSHOP 12:30-1:30 LITERACY STUDIO 1:30-2:45	RESEARCHER'S WORKSHOP 12:30-1:15	LITERACY FOUNDATIONS WORKSHOP 12:30-1:30 LITERACY STUDIO 1:30-2:30
2:30	IMAGINATION WORKSHOP	YOGA/SPANISH 1:15-1:55	HOME CONNECTION 2:45-3:00	YOGA/SPANISH 1:15-1:55	IMAGINATION WORKSHOP
		DISMISSAL 2:00		IMAGINATION WORKSHOP 2:00-2:55	
3:00	DISMISSAL		DISMISSAL	DISMISSAL	DISMISSAL

PUC MILAGRO CHARTER SCHOOL

Second Grade

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20	BREAKFAST/ MORNING RITUALS	BREAKFAST/MORNIN G RITUALS	BREAKFAST/MORNING RITUALS	BREAKFAST/FAMILY LITERACY AND SHARING	BREAKFAST/MORNIN G RITUALS
8:35	CHOICE WORKSHOP/WORD WORK GROUPS	CHOICE WORKSHOP/WORD WORK GROUPS	CHOICE WORKSHOP/WORD WORK GROUPS	CHOICE WORKSHOP/WORD WORK GROUPS	CHOICE WORKSHOP/WORD WORK GROUP
9:00	MATHEMATICIAN'S S WORKSHOP	MATHEMATICIAN'S WORKSHOP	MATHEMATICIAN'S WORKSHOP	MATHEMATICIAN'S WORKSHOP	MATHEMATICIAN'S WORKSHOP
10:00	RECESS	RECESS	RECESS	RECESS	RECESS
10:15	YOGA/MINDFULNE SS 10:20-10:45	INTERACTIVE WRITING/DESIGNATE D ELD 10:20-10:50	YOGA/MINDFULNESS 10:20-10:45	INTERACTIVE WRITING/DESIGNATE D ELD 10:20-10:50	INTERACTIVE WRITING/DESIGNATE D ELD 10:20-10:50
	INTEGRATED/ DESIGNATED ELD LITERACY STUDIO 10:50-12:00	INTEGRATED ELD LITERACY STUDIO 10:50-12:00	INTEGRATED/DESIGNATED ELD LITERACY STUDIO 10:50-12:00	INTEGRATED ELD LITERACY STUDIO 10:50-12:00	INTEGRATED ELD LITERACY STUDIO 10:50-12:00
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45	SPANISH	RESEARCHER'S WORKSHOP	SPANISH	RESEARCHER'S WORKSHOP	LOVE OF READING
1:10	PHYSICAL EDUCATION 1:10-2:00		PHYSICAL EDUCATION 1:10-2:00		PHYSICAL EDUCATION 1:10-2:00
2:10	INTEGRATED ELD LITERACY STUDIO	DISMISSAL 2:00	INTEGRATED ELD LITERACY STUDIO	IMAGINATION WORKSHOP	IMAGINATION WORKSHOP
3:00	DISMISSAL		DISMISSAL	DISMISSAL	DISMISSAL

Third Grade

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20	BREAKFAST/ READ ALOUD	BREAKFAST/READ ALOUD	BREAKFAST/READ ALOUD	BREAKFAST/FAMILY LITERACY 8:20-8:40	BREAKFAST/READ ALOUD
8:35	INTEGRATED ELD LITERACY STUDIO	INTEGRATED ELD LITERACY STUDIO	INTEGRATED ELD LITERACY STUDIO	INTEGRATED ELD LITERACY STUDIO	INTEGRATED ELD LITERACY STUDIO
10:00	RECESS	RECESS	RECESS	RECESS	RECESS
10:20	LITERACY FOUNDATIONS/DESIGN ATED ELD	LITERACY FOUNDATIONS/ DESIGNATED ELD	LITERACY FOUNDATIONS/ DESIGNATED ELD	LITERACY FOUNDATIONS/ DESIGNATED ELD	LITERACY FOUNDATIONS/DESIGN ATED ELD
10:50	MATH WORKSHOP	MATH WORKSHOP	MATH WORKSHOP	MATH WORKSHOP	MATH WORKSHOP
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50	RESEARCHERS WORKSHOP	MINDFUL/CHOICE WORKSHOP 12:50-1:35	RESEARCHERS WORKSHOP	SPANISH 12:50-1:35	IMAGINATION WORKSHOP
		YOGA/MINDFULNESS 1:40-2:00		YOGA/MINDFULNESS 1:40-2:00	
2:05	PHYSICAL EDUCATION 2:05-2:55	DISMISSAL	PHYSICAL EDUCATION 2:05-2:55	CHOICE/IMAGINATION WORKSHOP	PHYSICAL EDUCATION 2:05-2:55
3:00	DISMISSAL		DISMISSAL	DISMISSAL	DISMISSAL

PUC MILAGRO CHARTER SCHOOL

Fourth Grade					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20	BREAKFAST/READ ALOUD	BREAKFAST/READ ALOUD	BREAKFAST/READ ALOUD	BREAKFAST/FAMILY LITERACY 8:20-8:40	BREAKFAST/READ ALOUD
8:35	INTEGRATED ELD LITERACY STUDIO	INTEGRATED ELD LITERACY STUDIO	INTEGRATED ELD LITERACY STUDIO	INTEGRATED ELD LITERACY STUDIO	INTEGRATED ELD LITERACY STUDIO
9:25	PHYSICAL EDUCATION 9:25-10:15		PHYSICAL EDUCATION 9:25-10:15		PHYSICAL EDUCATION 9:25-10:15
10:15	RECESS	RECESS	RECESS	RECESS	RECESS
10:35	YOGA/SPANISH 10:35-11:10	LITERACY FOUNDATIONS/ DESIGNATED ELD 10:35-11:05	YOGA/ SPANISH 10:35-11:10	LITERACY FOUNDATIONS/ DESIGNATED ELD 10:35-11:05	INTEGRATED /DESIGNATED ELD LITERACY STUDIO 10:35-11:30
	INTEGRATED/DESIGNATED ELD LITERACY STUDIO 11:15-12:30	MATH WORKSHOP 11:10-12:30	INTEGRATED/DESIGNATED ELD LITERACY STUDIO 11:15 -12:30	MATH WORKSHOP 11:10-12:30	MATH WORKSHOP 11:35-12:30
12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:20	MATH WORKSHOP	MINDFUL/CHOICE WORKSHOP 1:20-2:00	MATH WORKSHOP	RESEARCHER'S WORKSHOP	CHOICE WORKSHOP
2:20	RESEARCHER'S WORKSHOP	DISMISSAL	RESEARCHER'S WORKSHOP	MINDFUL/CHOICE WORKSHOP 2:30-3:00	IMAGINATION WORKSHOP 1:40-3:00
3:00	DISMISSAL		DISMISSAL	DISMISSAL	DISMISSAL

Fifth Grade

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20	BREAKFAST/MINDFUL GOAL SETTING	BREAKFAST/READ ALOUD	BREAKFAST/READ ALOUD	BREAKFAST AND FAMILY LITERACY	BREAKFAST/READ ALOUD
8:35	MATH WORKSHOP 8:40-9:50	MATH WORKSHOP 8:35- 9:40	MATH WORKSHOP	MATH WORKSHOP	MATH WORKSHOP 8:35-9:35
9:05	YOGA/SPANISH 9:55-10:20	LITERACY FOUNDATION/ DESIGNATED ELD 9:45-10:15		LITERACY FOUNDATIONS/ DESIGNATED ELD 9:45-10:15	INTEGRATED ELD LITERACY STUDIO 9:40-10:15
10:15	RECESS 10:20-10:40	RECESS	RECESS 10:20-10:40	RECESS	RECESS
10:30	INTEGRATED /DESIGNATED ELD LITERACY STUDIO 10:40-11:30	INTEGRATED ELD LITERACY STUDIO	INTEGRATED/DESIGNATED ELD LITERACY STUDIO 10:40-11:30	INTEGRATED ELD LITERACY STUDIO	INTEGRATED/DESIGNATED ELD LITERACY STUDIO 10:30-11:30
11:30	PHYSICAL EDUCATION 11:30-12:25		PHYSICAL EDUCATION 11:30-12:25		PHYSICAL EDUCATION 11:30-12:25
12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15	INTEGRATED ELD LITERACY STUDIO	RESEARCHER'S WORKSHOP	INTEGRATED ELD LITERACY STUDIO	CHOICE WORKSHOP 1:15-1:45	CHOICE WORKSHOP 1:15-1:45
2:15	SPANISH	DISMISSAL 2:00	RESEARCHER'S WORKSHOP	RESEARCHER'S WORKSHOP 1:45-3:00	IMAGINATION WORKSHOP 1:45-3:00
3:00	DISMISSAL		DISMISSAL	DISMISSAL	DISMISSAL

1.18 Instructional Days and Minutes Calculator

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	Yes	115	340	40	280	21	220			176	36000	54920	18920
1	Yes	115	340	40	280	21	220			176	50400	54920	4520
2	Yes	115	340	40	280	21	220			176	50400	54920	4520
3	Yes	115	340	40	280	21	220			176	50400	54920	4520
4	Yes	115	340	40	280	21	220			176	54000	54920	920
5	Yes	115	340	40	280	21	220			176	54000	54920	920
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
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

1.19 Teacher Recruitment

PUC Milagro 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 Milagro will actively help to promote the curricular philosophy, instructional program, and the school community's guiding principles.

PUC Milagro will select its own staff and will not discriminate against any employee on the basis of race, color, age, gender, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition (cancer-related), physical disability or in retaliation. To best meet families' needs and the school's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

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

- National and regional websites specializing in education such as teacher.jobs, Idealist.org, careerjet.com, indeed.com and careerbuilder.com.
- Attending the regional college education fairs
- Advertising via Linked-In, Facebook and other appropriate social media outlets

- Sustaining PUC’s existing mutually beneficial relationships with educator preparation programs at institutions serving the region (i.e. California State Northridge, University of California Los Angeles, University of Southern California, and Claremont College).
- Sustaining PUC’s existing relationship with Teach for America (TFA).
- Advertising in schools of education at universities across the State for candidates who may be interested in moving to Los Angeles and working for a high successful CMO.
- Teach for America’s alumni network specifically targeting former corps members who grew up in the region and are interested in returning
- Hosting regular school open houses for the community

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

1. Review of resume
2. Phone interview conducted by PUC National HR team.
3. Distribution of questionnaire.
4. Review of questionnaire responses by personnel committee and administration.
5. Demo Lesson that includes debrief from Principal or team that may consist of (Regional Director, other school Principals, HR team members, PUC teachers) and a Spanish Writing Sample
6. Panel Interview

Retaining High Quality Teachers

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

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

work their way through challenges, while encouraging each other to grow as teachers and leaders. School leaders will support and reward their collaboration.

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

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

1.20 Professional Development

PUC Milagro believes that professional development is the cornerstone for educational equity and academic achievement for all students. At PUC Milagro, 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 that 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)

Schools in the PUC network implement a Teacher Development System (TDS) that:

- Defines effective teaching as a collaborative and reflective endeavor that engages peers, students, and their families in ensuring student success.
- Develops methods of measuring teacher effectiveness.
- Implements high-quality, targeted supports that help build teacher capabilities. (Professional Development)

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 3 Commitments. All teachers are supported to become highly effective.

A central component of the PUC Teacher Development System is the 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 and refined based on teacher and leader feedback.

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 TDS:

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

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; 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



Whatever their current level, the language of the Teacher Development Framework rubric can help teachers understand what the next level of performance looks like and inspire them to take the necessary steps to attain that level of performance in their classrooms. After all, highly effective teachers are critical to preparing PUC MILAGRO scholars for success. Timely, targeted supports correlate directly to indicators within the rubric 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 between teachers and the school leader who delivers 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 action research, student work analysis, peer observations and a video self-analysis.

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: The school engages in full and half day PD based on the School Success Plan and needs based on data collection. PD is led by a combination of the Principal, teachers, Regional Director, and PUC Instructional Team members.
- New Teacher Summer Institute: New teachers attend a one week professional development institute that combines theory and practice
- PUC-Wide Professional Development (Full Days)
 - 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 meetings/professional develop (Early Release Days): Weekly whole staff meetings/professional development provides time for necessary communication and whole staff discussion/learning. The time ranges from 20 minutes to 2 hours and may be used to address school needs based on data (e.g., EL strategies, special education, inquiry, and school culture).
- Grade Level Team Collaboration: Teachers use provided time during the day and afterschool to support one another by co-developing the weekly lesson plans, researching resources, analyzing student data, and providing consultancy on challenging students or classroom issues.
- Coaching: PUC Milagro 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 units and lessons, observations, and co-teaching. PUC Milagro believes 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 are continuously trained in the analysis of student data. The school's goal is to ensure that the teachers become "experts" at conducting data analysis through ongoing analysis of school-wide assessments and the creation and analysis of their own internal assessments. Through data analysis teachers:
 - 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 and Professional Books: PUC has a wealth of materials (documents such as lesson plans, assessments, graphic organizers, etc., as well as videotapes) aligned to the Teaching Framework and PUC Milagro has an extensive professional resources library (individual teacher and schoolwide). All teachers have access to these resources through the PUC Intranet and the school site.

Proposed Professional Topics for First Year of Charter Term

- Student Engagement Structures and Strategies
- Deepening Understanding of Surface and Deep Reading Structures
- Building a Revision Culture to Strengthen Student Writing
- Developing Thinking Routines to Support Student Problem Solving and Reasoning
- Providing Students with Process vs. Product Orientated Feedback
- Developing Understanding of the Social Thinking Curriculum to Support Social Emotional Development (Tier II)
- Collaborative Data Analysis and Norming
- Supporting IEP Accommodations in the General Classroom
- Developing Students Self-Regulation Skills and Problem Solving
- Coaching to Support Teachers' Action Research Plans for Growth
- Coaching to Support Backwards Planning (Units and Weekly Lesson Plans)
- Coaching to Support Identified Needs Based on Classroom Observations and Student Data

1.21 Meeting the Needs of All Students through a Multi-Tiered System of Supports

The goal of PUC Milagro's MTSS is to implement a system where multiple levels of academic and behavior supports are provided based on student need. The effectiveness of instruction for all students is the priority of MTSS. The goal of the schools 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.

RtI at PUC Milagro is based on a continuum of academic and 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 academic and behavior instruction 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 academic and behavior curriculum and instruction.

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 and supplemental academic and behavior, curriculum, instruction, and supports.

Throughout the continuum of instruction and intervention, problem solving is used to match instruction to educational 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?*

1.22 Meeting the Needs of English Learners

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

PUC Milagro 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 Milagro will follow the existing PUC Milagro Schools EL Master Plan which meets all requirements of federal and state law, relative to equal access, to the curriculum for EL students, as it pertains to annual notification to parents, student identification,, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. PUC Milagro 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
--	---	---

Detailed Timeline of Intake, Assessment, Identification

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

1. What language did this student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?

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

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

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

Initial Assessment and Classification of Students

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

- The English Language Proficiency Assessment for California (ELPAC)

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

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

	Students Classified as EL	Student Classified as IFEP
Kindergarten-1st	Overall 1- 3 on CELDT*	Overall 4-5 on CELDT*
2nd-12th	Overall 1- Low Level 3 or Overall 4-5 with 1 or 2 on at least on subset) CELDT*	Overall High Level 4 -5 CELDT* (with at least all subsets level 3 or higher)

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

Initial Parent Notification Letter

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

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

Parents' Rights

Opting out of EL services: Parents have the right to opt their children out of Designated ELD. However, all ELs must take the ELPAC annually until they reclassify as RFEP.
(ESSA Title I. § 1111(b)(2)(G)) and state (EC § 313)

Schools will remain responsible for:

- Providing Integrated ELD which includes meaningful access to the core curriculum for all EL students.

- Carefully monitoring EL progress in the acquisition of English.
- Alerting ELs' parents and providing additional support if they are not meeting minimum progress expectations.

Annual Language Proficiency Tests Required for all ELs

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

Reclassification of ELs

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

- CELDT scores 4-5 overall or a high level 3 with 3 or higher in section of the test*.
*Data from ELPAC will be used beginning 2018-19. The CDE has not yet issued new Reclassification criteria for ELPAC. In the interim (based on CDE guidelines) a level or higher with no lower than a score of 2 in a subarea.
- Reading proficiency near or at grade level expectations.
- Teacher Evaluation
 - ELA Grades: 1 or above in Accuracy and Fluency
 - Internal Benchmark Writing Overall Score of 17 and higher
- Parent Approval

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

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

PUC Schools' instructional program for ELs is:

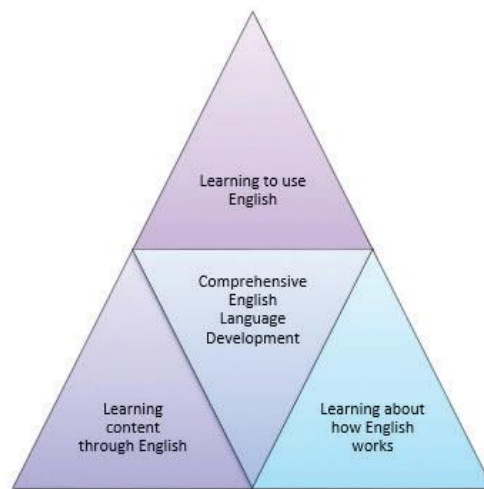
- Researched based
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards, and California ELA/ELD Framework
- Designed to address the needs of each EL subgroup.
- Effectively monitored

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 use the ELD Proficiency Level Continuum to develop targeted ELD and differentiate instruction in all content areas and monitor students’ growth through formative assessments. The

2018-19 school year will be the first year the summative assessment data will match and indicated the students' level of performance on the Continuum. The last two years the teachers have used their formative data in combination with CELDT data to determine students' placement on the Continuum.

Designated ELD

Teachers work with students in small groups based on their determine needs (needs are linked to the ELD Proficiency Level Continuum) during Designated ELD within their weekly schedule. During Designated English Language Development students are actively engaged in collaborative discussions that help build their awareness about language and develop their skills and abilities to use language. There is a strong emphasis on oral language development, with the involvement of writing tasks to develop the students 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:

- Explain Thinking and build on Other's Ideas
- Offer and Support Opinions
- Produce Written Texts in a Variety of Disciplines

Newcomer Support

Newcomers will receive the most intensive support in years 1 and 2, and should be monitored for up to four years. Generally TK, K, and 1st grade students who are also newcomers will not receive specific Newcomer Program services, but rather targeted instruction with their regular classroom.

Grades 2nd-5th 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

Integrated ELD

All teachers with EL students in their classroom use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support all students' linguistic and academic progress. The purpose of this integration is to develop EL students understanding of language as a resource for making meaning and as a tool to become powerful communicators capable of both understanding and transforming their community and world.

Core ELD Standards Integrated into All Units K- 5:

A. Collaborative: engagement in dialogue with others

1. Exchanging information and ideas via oral communication and conversations
3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts

B. Interpretive: comprehension and analysis of written and spoken texts

5. Listening actively and asking or answering questions about what was heard

C. Productive: creation of oral presentations and written texts

12. Selecting and applying varied and precise vocabulary and other language resources

ELD Standards Big Ideas Integrated into all ELA Units K-5:

- Interpreting the meaning of texts (ELD Part 1-B and Part 2 –A)
- Explaining thinking and building on others’ ideas (ELD Part 1-B and Part 2 – B/C)
- Constructing arguments and justifying positions with evidence/Offer and support opinions (ELD Part 1- A and Part 2 – B/C)
- Producing written texts in a variety of disciplines (ELD Part 1-C and Part 2- B/C)

Instructional Resources

All instructional resources used at PUC Milagro 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

	High “Pre-Emerging” to Low Emerging (High CELDT 1 to Low CELDT 2)	High Emerging (High CELDT 2)	High Expanding (High CELDT 3)	Low Bridging (CELDT 4 or 5)	Mid to High Bridging and Reclassification (CELDT 4 or 5)
End of Year 1	Student A	Student B	Student C	Student D	Student E
End of Year 2		Student A	Student B	Student C	Student D
End of Year 3			Student A	Student B	Student C
End of Year 4				Student A	Student B
End of Year 5					Student A
Other End-of –Year Minimum Progress Academic Indicators					
Reading (Lexile/Guide Reading Level)	1 to 3 levels below	1 to 2.5 grade levels below	1 to 2 grade levels below	1 to 1.5 grade levels below or less (meet PUC Schools Reclassification Criteria)	1 to less than 1 grade levels below (meet PUC Schools Reclassification Criteria)

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

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

Interventions for ELs Not Meeting Minimum Expectations

Tier 1 instruction should meet the needs of roughly 80% of EL students and includes both whole group and small group instruction. Tier 1 will also provide appropriate differentiation for ELs with attention to the language demands of a task. When an EL is determined to have difficulty that requires Tier 2 or Tier 3 support, stakeholders will craft an intervention plan that:

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

Family Advisory Committee

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

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

Translation and Interpretation

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

Monitoring, Evaluating, and Accountability

To monitor and evaluate the effectiveness of the English Learners program 8 key questions will be used by the school and PUC Leadership. The purpose of these 8 Key Questions is to determine:

- Whether the school's system is providing the EL services as described
- Whether the school is achieving satisfactory results for English Learners.

Key Questions for Monitoring and Evaluating*

1. Are ELs identified and assessed in a timely manner?
2. Are all EL subgroups, including ELs with IEPs, meeting Minimum Progress Expectations and reclassification targets?
3. Are instructional programs implemented with fidelity to core components, giving all EL subgroups full access to and engagement with the core as well as robust development of academic language?
4. Are suspension rates for ELs below targeted maximum?
5. Are ELs meeting targets for attendance?
6. Are sites safe and welcoming places for EL students and their families?
7. Are EL families' participation in site events and school advisory robust?

*Key Questions were adapted from the Oakland Unified School District.

Data will be gathered from multiple sources in order to adequately answer each question at each individual school site. Data sources include:

- Attendance Records
- CELDT/ELPAC Data
- Internal Benchmarks
- CAASPP Results
- PUC Family Survey
- Suspension and Expulsion Reports
- Whole School Meetings, School Events, and Advisory Committee Meeting Agendas and Sign-ins
- Reclassification Data
- Teacher Evaluations based on Teacher Development System Rubric
- Administration Evaluation based on Leadership Development System Rubric

PUC Milagro will use their responses to the 8 Key Questions to design their annual School Site Plans and set goals measurable goals to close any identified gaps in service to English Learners and their families.

1.23 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 Milagro 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. PUC Milagro teachers keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. Differentiation strategies modify 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. Differentiation is also facilitated through flexible groupings and regrouping of students for different tasks. The groupings are based on need, interest, and ability. In addition, teachers offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers use advanced learning opportunities that allows students to participate in "above" grade-level activities using and selecting resources beyond grade level when appropriate. The teachers also adjust the time needed to learn, noting that some students learn more quickly than others. Lastly, PUC Milagro believes that family connection is important to the success of the gifted student. Parents collaborate with school leaders, teachers and children in order to present and develop the individualized plan that best meets their child's needs.

Guidelines for Identifying Newly Enrolled Students:

PUC is committed to maintaining equitable, comprehensive, and ongoing practices that reflect State criteria for identification. The identification of GATE and Accelerated Learners students newly enrolling in a PUC school is as follows:

1. Search and Screening:
 - a. At the beginning of the school year, while the student is enrolling, the school will ascertain whether the student has been previously identified as GATE or Accelerated Learner through the enrollment packet.
 - b. The school will review the enrollment packet to see if there are any students with a GATE and Accelerated Learners designation or were being considered for GATE and Accelerated Learners identification.
2. Those already identified will be noted on their cumulative folder, if no "orange" folder is present.
3. The GATE and Accelerated Learners Coordinator will make sure that the designation is also noted in PowerSchool.
4. Teachers will be given a list of those already identified to ensure they appropriately serve them.

Guidelines for Referring and Identifying Students Already Attending a PUC School:

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. Administrator and GATE and Accelerated Learners coordinator work together to establish a school referral period for GATE and Accelerated Learners identification, with teachers, school personnel, and parents to be able to refer students, according to seven different eligibility criteria:
 - a. Intellectual Ability

- b. High Academic Achievement/Specific Academic Ability
 - c. Visual Arts Ability
 - d. Performing Arts Ability
 - e. Creativity Ability
 - f. Leadership Ability
2. Search and Referral:
 - a. Administrator and GATE communicate referral/identification process to families.
 - b. Teachers, parents, and students submit GATE and Accelerated Learners student referrals.
 - c. Administrator collects referrals.
3. Screening:
 - a. Administrator reviews referrals, and evaluates applicants for the High Academic Achievement, Visual Arts, Performing Arts, Creativity, and Leadership criteria.
 - b. Administrator submits request for testing to parent/guardian for students referred under the exceptional Intellectual Ability criterion.
 - c. Administrator arranges for a psychologist to test the students referred for the Intellectual Ability criterion.
4. Committee Review:
 - a. Administrator makes final determinations for identification of GATE and Accelerated Learners students, and log data.
5. GATE and Accelerated Learners Notification:
 - a. School receives the following:
 - i. Instructions to process student's documents
 - ii. Letter of notification to be used to notify parents of student's eligibility or non-eligibility
 - iii. The informative, GATE Programs Overview, to be distributed to all "eligible" students.
 - b. The following must be kept in student's CUM:
 - i. Copy of letter of notification
 - ii. Copy of the signed application for identification
 - iii. Copy of the parent consent for assessment
 - c. Copy of the results from the district determination on eligibility or non-eligibility is available upon written request.
 - d. Parents will be provided with a letter informing them of their child's Accelerated Learner status.
 - e. Parents may request a copy of the results from the school.
6. Administrator provides teachers with list of GATE and Accelerated Learners students in their classes and guidance on differentiating for GATE and Accelerated Learners students.
7. The students' general education teacher(s) and administration will monitor GATE and Accelerated Learners growth and needs. If it is determined the student(s) needs are not being met, the student success team will utilize the Problem Solving Cycle (MTSS) to develop a plan for supplemental support/instruction and monitoring the impact on student(s) engagement and growth. Data will be gathered from multiple sources in order to adequately monitor the success and needs of the students. Data sources include:
 - Attendance Records
 - ELPAC Data

- Classroom Formative Data
- Internal Benchmarks
- Report Cards
- CAASPP Results
- Suspension and Expulsion Reports
- Reclassification Data

1.24 Meeting the Needs of Students Achieving Below Grade Level

The PUC Milagro 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. Furthermore, PUC Milagro 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 14 year experience with our current population, PUC Milagro 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. PUC Milagro teachers, the inclusion team, and administration monitor student performance on a regular basis to ensure that students who are striving are appropriately identified and supported. Implementation of the MTSS (Multi-Tiered Systems of Support) approach means that students are regularly monitored to determine progress and needs. This diagnostic, problem-solving approach shapes instruction and informs decisions about interventions and if needed screening for special education programs.

Sample MTSS for Learners not Meeting Benchmarks

Step 1: Universal Screening

Step 2: Meet with school support team (classroom teachers, inclusion team, administrator, clinical counseling, DIS counseling, School Psychologist, etc.): team members are based on perceived needs of student(s). When family members are involved the team is referred to as the Family Support Team (FST)

Step 3:

- Tier I: Students who are meeting grade level benchmarks will receive core instruction
- Tier II: Supplemental Instruction – students who do not meet grade level benchmarks will receive supplemental instruction within Tier II. Documentation begins and family notified.
 - Documentation: progress monitoring data, screening data

Step 4:

- Students making accelerated progress and meeting grade level benchmarks – move back to Tier I
- Students making no/minimal progress (considering grade level benchmarks and rate of progress) – move to Tier III
- Tier III: Intensive, Targeted Instruction – students receive 6-27 weeks of Tier III instruction based on data determine needs and team discussions.

Integrated, Intervention Plan: For students who have behavioral or social-emotional needs that impact their achievement, the team formulates a comprehensive Tier II intervention plan.

1.25 Meeting the Needs of Socioeconomically Disadvantaged Students

Yearly 85- 98% of PUC Milagro's population for the last 14 years have qualified for free or reduced-priced lunch and are considered to have low socio-economic status. Hence, the academic program in this proposal was designed to meet these student needs. The student's general education teacher(s) and the administration will monitor the progress of this group of students. If it is determined the student(s) needs are not being met, the student success team will utilize the Problem Solving Cycle (MTSS) to develop a plan for supplemental support/instruction and monitoring the impact on student(s) engagement and growth. Data will be gathered from multiple sources in order to adequately monitor the success and needs of the students. Data sources include:

- Attendance Records
- ELPAC Data
- Classroom Formative Data
- Internal Benchmarks
- Report Cards
- CAASPP Results
- Suspension and Expulsion Reports
- Reclassification Data

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 and school learning materials, the school will provide them.
- 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 not 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.

1.26 Meeting the Needs of Students with Disabilities

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension
District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- Statewide Assessment Data
The standard file including District ID.
- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

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

1.27 Meeting the Needs of Foster and Homeless Youth

Foster Youth

The California Department of Education requires that every Local Education Agency establish foster youth education policies for all schools as set forth in EC Section 48853.

This policy aligns with and reinforces PUC's core belief that PUC schools will provide access and opportunity for all students to reach their potential and the PUC 3 Commitments:

Commit 1: Five times more college graduates within the communities we serve.

Commit 2: After four years with us students are proficient.

Commit 3: Students commit to uplift our communities now and forever.

The Governing Board of Partnerships to Uplift Communities Schools (PUC Schools) recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and school academic standards, PUC shall provide them with full access to PUC's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in each PUC School's Local Control and Accountability Plan (LCAP).

PUC Schools will follow Element 8 of the charter document covering admissions and will ensure that when a foster child is eligible to enroll in a PUC school, he/she will be immediately enrolled, even if she is missing things that are usually required for enrollment (e.g. academic and medical records, immunization records, proof of residency, a school uniform).

Homeless Youth

The PUC Schools Board of Education recognizes its obligation to ensure that homeless students have access to the same, free, and appropriate public education provided to all other students within the local educational agency (LEA).

PUC Schools shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Students shall not be segregated into a separate school or program based on their status as homelessness, nor shall homeless students be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and United States Department of Education's regulations.

Definition of a Homeless Student:

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship; living in:
 - motels, hotels, trailer parks, camp grounds
 - emergency or transitional shelters
 - abandoned in hospitals
 - awaiting foster care placement
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
- Children and youth who are living in cars, parks, and public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because the children are living in conditions described on 1-3.

PUC Schools will ensure that:

- Homeless students are identified by school personnel
- Homeless students enroll in and have a full and equal opportunity to succeed in schools
- Homeless families receive education and referrals to health care
- Parents/guardians of homeless students are informed of all their educational rights
- Public notice of the educational rights of homeless children and youth are placed where they receive services
- Enrollment disputes are mediated in accordance with law
- Parents/guardians are fully informed of all transportation services if needed
- Children and youth are assisted in receiving immunizations if needed
- Collaboration and coordination with all parties occurs in order to provide education and related services to homeless children and youth

For both groups Foster and Homeless Youth, student's general education teacher(s) and the administration will monitor the progress of this group of students. If it is determined the student(s) needs are not being met, the student success team will utilize the Problem Solving Cycle (MTSS) to develop a plan for supplemental support/instruction and monitoring the impact on student(s) engagement and growth. Data will be gathered from multiple sources in order to adequately monitor the success and needs of the students. Data sources include:

- Attendance Records
- CELDT/ELPAC Data
- Classroom Formative Data
- Internal Benchmarks
- Report Cards
- CAASPP Results
- Suspension and Expulsion Reports
- Reclassification Data

1.28 Typical Day

A visitor to PUC Milagro 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, students enter the classroom at 8:15am and immediately engaged in the morning rituals of breakfast and attendance.

After the morning rituals, all students would be seen engaged in a workshop session. Students would be seated on the carpet ready for the teacher to demonstrate, model, or share their thinking. Students would be engaged in the lesson through questioning, pair-share, and/or written response. Following the crafting lesson the visitor would see students working on independent writing or inquiry projects, reading their “just right book”, completing a collaborative group task, receiving small group guided support with a teacher, or engaged in an individual conference. At the conclusion of the workshop the observer would watch the students engage in reflective conversations, writing, or sharing and setting goals for growth.

The “Habits of a Scholar” 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. risk taking to grow, preserve, ponder, 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 on the floor, at their desk, or at the kidney-shaped table with their teacher, and the absence of traditional desks. Next to each student they would notice a magazine rack or folder that stored all of his/her materials. The visitor would observe students walking to his/her cubby to gather or put away materials as needed. They would also notice students visiting the classroom library loaded with both fiction and nonfiction text at multiple levels.

To best understand the flow of each classroom’s instruction, a visitor would read the posted daily agenda. Each agenda reflects the grade level team’s weekly schedule. Every agenda would include Literacy Studio, Literacy Foundations/ELD, Mathematician’s Workshop, and Researcher’s Workshop. On some days the agenda would also include Physical Education, Imagination Workshop, Yoga/Mindful Workshop, and/or Spanish.

For each of the major 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.

Students would be seen taking two academic breaks, recess and lunch where active play is encouraged. Three days a week the students would be seen engaged in a standards-based Physical Education program. While students are learning to lead health life styles, grade level

teacher teams would be observed co-planning, preparing materials, co-planning and discussing the progress of students with IEPs with the Inclusion Specialist, or engaged in professional coaching with the administration.

At the conclusion of each day the observer would see all teachers escorting their students to the afterschool program or to the turn-around to be picked-up by their families. The students in the afterschool program would enjoy a snack, attend science investigators club, reading to grow club, imagination workshop or recreation, and conclude their day with homework club. All teachers would be seen preparing for the following day, tutoring, or attending the weekly staff development meeting. The administration would be available for staff or parents questions or concerns. At 6:00pm the school officially ends it day

ELEMENT 2 MEASUREABLE STUDENT OUTCOMES

ELEMENT 3 METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

2.1 Measureable Goals of the Education Program and Measurable Pupil Outcomes: Summative Assessment Performance Targets

The goals within the “LCFF State Priorities” in Element 1 in accordance with Education Code § 52052 and Education Code § 52060(d) are the school’s annual goals for all pupils (including all subgroup).

As the school becomes more familiar with its target student population, the school’s goals, action and targets associated with the Eight State Priorities may be revised depending on the local control and accountability plan annually adopted by the PUC Los Angeles 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 assessment goals in the LCFF template.

2.3 Method for Measuring Student Progress toward Outcomes: Formative Assessments

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, PUC MILAGRO shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of diagnostic and formative assessments will be used to:

- measure student achievement and progress
- tailor programs of instruction
- validate and continuously improve teaching methods
- gauge the school’s performance in comparison to similar schools throughout the District and state
- provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education (“CDE”)

At PUC Milagro we commit to ensure all students are proficient within four years. To this end, we believe there is a need for internal measures in all core content areas to measure our progress toward this goal. Therefore, PUC Milagro has implemented a benchmark assessment system to diagnostically assess student progress three times a year (Fall, Winter, and Spring). PUC Milagro benchmark assessments are Common Core standards-aligned and school-wide. The purpose of the system is to address instructional, evaluative, and predictive needs. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002). We want teachers and leaders to be able to use results from the Fall to Spring, adapt instruction, curriculum, and seek professional development to meet student needs.

Additionally, the benchmark system signals the extent to which teachers, schools, and programs are helping students maximize their potential and master learning material. Finally, the benchmark system serves as a source of information for students, parents, teachers, and leaders. Although we recognize the importance of external high stakes exams like the CAASPP, we want to limit our dependency on these to tell our intrinsically unique story of achievement. It is our hope that with the continuous improvement of the PUC Milagro Assessment System we will have comprehensive data beyond the CAASPP to illustrate our success in reversing the achievement gap for our students.

Reading Benchmark: The Fall, Winter, and Spring individualized reading assessment focusing on accuracy, fluency, and comprehension. Students are administered an individual leveled test based on their previous reading data. Kindergartners are all tested at the same level and given leveled reading tests until he/she reaches his/her instructional level. New students are given his/her grade level benchmark test and given a higher or lower level test until he/she reaches his/her instructional level. Students are expected to achieve set reading levels on each benchmark which are based on the guiding reading levels equivalent to the Common Core Lexile levels. Teachers analyze student results using miscue analysis to determine the students accuracy and fluency needs and analyze student comprehension responses to determine their needs for making meaning when reading. The information gathered allows teachers to create plans for individual students, needs for supplemental instruction (Tier 2), and whole class instruction (Tier 1).

Sample Benchmark Goals – 2nd Grade

Second Lexile: 450-620	Fall L and above -4 I/J/K - 3 G/H- 2 E/F- 1 D and Below – I/P	Winter M and above -4 K/L-3 I/J - 2 G/H-1 E/F and below – I/P	Spring N and above- 4 M- 3 L- 2 K- 1 J and below- I/P Level M – Lexile 620
-------------------------------------	--	--	--

Math Benchmark: The Fall, Winter, and Spring math Number Sense Benchmark is given to 2nd -5th grade students. The purpose of this benchmark is twofold: 1) to diagnose the needs of individual students and 2) to obtain assessment information about a class as a whole. It is designed to provide detailed information about the level of number sense among individual students as well as students' strategic knowledge. This detailed information about student understanding is used both as a tool for determining which students need Tier 2 supplemental instruction and as a tool to determine what Tier 1 instruction the whole class needs. Because of the level of specificity of the rubrics used with these assessments, the data gathered can be used to design Tier 1 and 2 instruction to address student needs.

Sample Math Benchmark Goals – 2nd Grade

Fall	Competent-3 Transitional-2 Inefienct-1 Insufficient Response – I/P			Winter				Spring				
6 q 4-18 3-17-15 2-14-11 1-10-7 I/P -6	Deco. 3-6 2-4-5 1- 3 I/P -2 2 q	Oper. 3-8-9 2-7-6 1-5-4 I/P -3 3q	PV 3- 3 2- 2 1-1 I/P -0 1q	9 q 4-27 3-26-23 2-22-17 1-16-10 I/P-9 and below	PV 3-8- 9 2-7- 6 1-5- 4 I/P - 3 3q	Size 3-8- 9 2-7- 6 1-5- 4 I/P - 3 3q	Ope r.3- 8-9 2-7- 6 1-5- 4 I/P - 3 3q	9 q 4-27 3-26-23 2-22-17 1-16-10 I/P-9 and below	PV 3-6 2-4-5 1- 3 I/P -2 2q	Size 3-6 2-4- 5 1- 3 I/P -2 2q	Dec 3- 3 2- 2 1-1 I/P - 0 1q	Ope r. 3- 12- 11 2- 10-8 1-7- 5 I/P-4 4q

On-Demand Writing Benchmark: Students are given an On-Demand Writing Benchmark assessment 3 times a year (Fall, Winter, and Spring). Students select the writing type they would like to showcase based on a generic writing type prompt. The writing prompts for each writing type are the same for all grade levels and only the given criteria is modified. The purpose of this type of diagnostic benchmark is to not only monitor individual students growth at his/her grade level, but his/her growth overtime across grade levels and schoolwide achievement. Student writing is analyzed using grade level rubrics aligned to the Common Core writing and language standards that allow teacher to measure student performance at a grade level below, at the current grade level, and a grade level above. If a student's writing is below or above two or more levels, the teachers use the rubric which best corresponds to the students writing. The flexible of this rubric system allows teacher to identify students' individual writing needs, needs for supplemental instruction (Tier 2), and whole class instructional needs (Tier 1). The two focus areas of this assessment are Conventions and Structure.

Sample Writing Benchmark Goals – 2nd Grade

Second	Fall		Winter		Spring	
	Structure	Conventions	Structure	Conventions	Structure	Conventions
	4-2 nd grade 3-1 st grade 2-Kinder 1-Pre/K I/P – no attempt	4-2 nd grade 3-1 st grade 2-Kinder 1-Pre/K I/P – no attempt	1 st gr Mid-2 nd 4-17.5-20 Mid 2-3 rd 3-12.5-17 – Mid 1 -2nd 2-10 -1st 1-5-9- K 1/P – PreK	1 st gr Mid-2 nd 4- 7-8 Mid 2 nd -3rd 3- 5-6 – Mid 1st-2nd 2- 4 1st 1- 2 -K 1/P –PreK	2 nd grade 4-20 3rd 3-15 -19 2 nd to Mid 2-10-15 - 1 st to Mid 1-5 -9 - Kinder Below- I/P	2 nd grade 4-8 3rd 3-6-7 2 nd to Mid 2-4-5 1 st to Mid 1-2-3 Kinder Below-I/P

Classroom Based Formative Assessments and Tools

Performance/Culminating and Formative Tasks: Performance assessments are tasks that require students to independently (and sometime collaboratively) apply all newly learned unit skills and content. PUC Milagro emphasizes authentic performance tasks that require students to use college ready skill and have real-world application. Every core content unit has a performance/culminating task.

To gage student performance beyond student work analysis, teachers give formative tasks/quizzes that provide information on students' independent ability to demonstrate mastery of taught standards at specific points in the unit. These tasks/quizzes are either teacher generated and/or part of the unit assessment resources. This form of data provides information for both whole class planning and individual support.

Learning Targets, Anchor Charts, and Individual Student Growth Goals: PUC Milagro places a high priority on the utilization of these tools to ensure that students have clear understanding of

how to produce quality work, and work to become self-regulated evaluators of their performance. Learning Targets and teacher/student-generated Anchor Charts are utilized to guide students in achieving their personal best, self-evaluating and monitoring their work, and setting individual growth goals during reflection and conferencing. Teacher use these tools to provide students with exemplars, focus individual conferences, and set Goals for Growth. Teachers use anecdotal records to record student progress in meeting Learning Targets and achieving set Growth Goals.

Daily and Weekly Analysis of Student Work:

Teachers develop both long and short term standards-based learning targets within their units and weekly lesson plans.. Teacher analyze student work through quick checks after each workshop to understand student progress in meeting the learning targets and a deeper analysis at the end of the day/week. Teachers use this data to support individual student needs through conferencing, small group instruction, and plan whole group lessons. Teachers keep track of analysis through anecdotal records and student work sample portfolios.

Diagnostic/Formative Assessments Not Yet Selected: Assessments that have not yet been selected or created by PUC MILAGRO will be scrutinized to ensure they:

- Are in alignment with the California standards and frameworks
- Will provide data to support the full range of learners, those demonstrating the need for remediation, as well as those demonstrating the need for acceleration.
- Are valid and reliable.

2.4 Data Analysis and Reporting

PUC Milagro firmly believes that data analysis is essential for student and school success. 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 MILAGRO 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)

PUC Milagro 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 Milagro is invested in the success of its students and will always seek the road of improvement.

Teachers

Teachers are responsible for collecting and maintaining organized files and to effectively document and share student outcomes. The teachers' roles and responsibilities within PUC Milagro'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 scope and sequence of units based on students' data determined needs.
- 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: grade level and cross grade level analysis of student On-demand writing assessments)
- 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 years' data.
- Encourage ongoing reflection of student performance.

Board of Trustees

Students' academic progress will be shared with the PUC LA Board of Trustees via regular meetings and through updates that are provided by the school leader. The board will use data:

- To ensure the school is academically successful and meeting its mission.
- To evaluate school progress.
- To hold PUC accountable for the academic support it provides to the schools.
- To gather a longitudinal record for comparison purposes.
- To compare PUC MILAGRO achievement to that of schools in the district and state.
- To make informed decisions regarding the instructional and curricular practices that is implemented at the school.
- To make informed personnel decisions.
- To propose actions or support needed in any areas where progress is not on track.

PUC National

The PUC National Data Team will also provide the Regional Board representing the school and the staff with the information needed to drive school-wide improvement. The Regional Board and the staff will use data:

- To determine professional development needs.
- To propose necessary changes to the allocation of instructional supports.
- To generate reports.
- To inform instructional and curricular decisions, applying lessons attained through its network.
- To assist in the disaggregation of data.
- To correct problems as they arise.
- To look deeply at the impact of policies and practices on student learning.
- To identify assessment windows and integrate them into the school site calendar.

Students

PUC Milagro students are trained to value feedback. Students must become advocates of their own success. PUC Milagro 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 challenges, and as a tool to manage self-identified behavioral and academic goals. As learning targets and growth goals are met, students are guided through understanding what action they took to accomplish a goal, and are supported in developing their own agency so that the same success can be repeated. Likewise, when students are striving to meeting expectations they are supported in setting goals that will help support their engagement and growth, and given the accommodations/interventions needed to ensure future success.

School Success Plan

PUC Milagro'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 benchmark 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 dashboard after each benchmark window so that they can reflect on areas of strength and areas which need increased focus in order to meet the end of year goals. The SSP dashboard creates a snapshot of progress towards goals and also facilitates communication both with teachers and with regional directors who in turn share this information with the schools Board of Directors. 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.

Benchmark Data Analysis

Teacher Reports: After each benchmark assessment teachers complete data spreadsheets in Illuminate data platform. The data platform processes the information to provide individual student achievement data, classroom data, grade level data, and schoolwide data. This data allows teachers to create individual support plans for students (Tier 1 and 2), classroom instructional plans, and reflect on personal development needs in the area of content instruction.

Leader Reports: Leaders receive status and growth reports by teacher, grade, and subgroups. Leaders work closely with teachers to utilize data to discover strengths and opportunities for growth, identify areas for re-teaching, and uncover patterns as a lever to identify PD needs.

State Assessment Data Analysis

Two data platforms are used to collect state testing data (CAASPP and ELPAC); Illuminate and Schoolzilla. The PUC Data Team creates reports with in Illuminate and on the PUC Data Hub that allow leaders and other PUC Directors to analyze data by individual student, content area (reading, writing, math, etc.), grade level, individual teacher, and schoolwide. This data is used to determine individual student need (i.e. ELD support and/or reclassification), schoolwide instruction and professional development. It is also analyzed to determine patterns and trends across school years, and within the different subgroups.

Non-Academic Data Analysis

Non-academic data is collected in two data platforms; PowerSchool and Schoolzilla. This information is then processed by the PUC Data Team and presented in the PUC Data Hub as dynamic reports. These reports allow leaders to analyze data such as attendance and survey results in multiple ways. In addition to data collected at the school site, the Data Hub also

provides reports from safety review data, payroll compliance, and more. In addition to the leaders, both PUC National Directors and the LA Regional Board have access to the Data Hub data.

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, workshops, and family/student lead conferences. Teachers communicate expectations, current learning goals, and individual student progress with parents through family letters and notes, the online family communication system, conferences, and FST meetings. Parents receive report cards during the end of 1st and second semester, and meet in persona at least once annual during the fall conferences. Standardized assessment reports are mailed home each year for CAASPP and CEDLT (ELPAC 2018-19 school year) exams.

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, check-ins with the teacher, participation in the weekly "Family Sharing and Reading" on Thursdays, volunteering in the classroom, and reading with their child on a weekly basis. Parents are also encouraged to request meetings with the Administration, the Teacher, and/or the Inclusion Team anytime they have a concern or want to discuss their child's academic progress.

2.5 Grading and Progress Reporting

The PUC Milagro grading scale is based on a student's ability to demonstrate mastery of grade level standards. Students' work is analyzed to determine their individual development based on specific criteria within California Common Core Standards. Benchmark test are given in Reading, Math, and Writing to determine summative levels of performance in relation to student achievement of Common Core standards in the Fall, Winter, and Spring.

Report Cards

Both classroom and benchmark data are used in determining students grades in reading, writing, listening and speaking, math, social studies, science, and "life skills" on the grade level specific standards-based report card. Students are not graded based on effort or in comparison to other students in core academic areas, but rather their progress towards mastery on grade level standards. Teachers provide both grades and a narrative explanation (in families home language) to explain students current academic mastery of grade level's standards.

The Milagro grading scale is not equivalent to A,B,C,D. It is based on a student's ability to demonstrate mastery of grade level standards. Students' work is analyzed to determine their individual development based on specific criteria within state Standards. Students are not graded based on effort or in comparison to other students in core academic areas. First semester grades reflect a students' learning over a five month period. By the end of first semester students are expected to receive "2" in most areas because they are still working towards achieving grade level standards (the expectation of receiving "3" is in June). By the end of the Second Semester all content and skills required by the standards has been taught. At the completion of the second semester students are expected to receive no lower than a "2" in all core academic subjects.

Grading Scale

Grading Scale	4 = Exceeding grade level standards 3 = Achieving grade level standards 2 = Making progress in achieving grade level standards 1 = Beginning to make progress in achieving grade level standards with teacher support I/P = Inadequate progress towards grade level standards N/E = Not evaluated at this time
----------------------	---

Life Skills Grading Scale	4 = Exceeds expectations 3 = Meets expectations 2 = Working towards expectations 1 = Unable to meet expectations without support
----------------------------------	---

Conferencing

As a way to monitor students year to year progress each family is required to attend a minimum of one Teacher-led family conference a year. During this conference the teacher discusses the student's academic strengths, challenges, their fall assessment results, goals, and strategies for supporting learning at home. The "Conference Checklist" give families are given a written report of this information.

Matriculation

Students must demonstrate that they are making progress towards all grade level standards. Families are informed during the Fall Family conference, the 1st semester report card, and during a minimum of two FST (Family Support Team) meetings if their child is unable to make adequate progress in meeting grade level standards. A determination for retention is not made until June and is made by the student's FST team members (Teacher, Parents, Administration and possibly a member of the Inclusion team). The school provides all students every opportunity by using MTSS RtI problem solving cycle to support their academic and behavioral needs. If a students is considered for retention, the retention would be considered part of their intervention and progress would be closely using the RtI problem-solving cycle. Families are integral part of the decision-making process regarding retentions. The decision to retain is made collaboratively, ensuring both data and all opinions are valued.

- Per California Education Code, Section 49067 (a), the parent of each pupil shall be notified in a conference, or a written report, whenever it becomes evident to the teacher that the students is struggling. Families of struggling students are provided multiple "check-ins" regarding their student progress after the family conference, after the first report card, and before the final report card. The refusal of the parent to attend a family conference, or to respond to the written note, shall not preclude a student being retained at the end of the school year.
- The parent(s)/guardian(s) have the right to appeal the promotion/retention determination. The parent(s)/guardian(s) is entitled to appeal the promotion/retention decision. Upon request for appeal, the principal shall explain the appeal process.

- The parent meets with school administration to determine if an agreement can be met in regards to their child's retention.
- If a resolution is not met, a meeting with the PUC Los Angeles Regional Superintendent will be scheduled to reach a resolution.
- If the request is not resolved to the satisfaction of the parent with the Regional Superintendent, the parent has the right to take their concern to the Partnerships to Uplift Communities LA Regional Board of Directors, which will make the final decision.

Sample Report Card – Third Grade

Student:

School: PUC Milagro Charter School

Teacher:

Year:

Semester	1 st	2 nd	Total	Semester	1 st	2 nd	Total
Days Absent	0	2	2	Days Tardy	0	1	1

Grading Scale	<p>4 = Exceeding grade level standards</p> <p>3 = Achieving grade level standards</p> <p>2 = Making progress in achieving grade level standards</p> <p>1 = Beginning to make progress in achieving grade level standards with teacher support</p> <p>I/P = Inadequate progress towards grade level standards</p> <p>N/E = Not evaluated at this time</p>
----------------------	--

Language Arts					
	Semester	1 st	2 nd		Semester 1 st 2 nd
Writing					
Uses the writing process to create and improve writing based on feedback and self-reflection	3	3	Development Uses specific details and learned craft moves to support their audiences' understanding	3	3
Structure Focuses on a single topic and organizes writing to include a clear beginning, supportive information, and a clear ending	3	3	Language Conventions Uses grade appropriate grammar , spelling , and punctuation to communicate ideas	2	2
1st Semester Writing Strengths and Goals: Strengths: ■■■ you have grown so much as a writer. You now independently attempt the craft moves of mentor authors and as result your writing is more creative and informative. While planning and drafting, you think of not only what you are going to write about but also HOW. Your use of punctuation and different fonts direct your readers to read some parts in one sort of voice and others in another. Goals: Remember that mentor authors draw their readers' attention from the very beginning. In both fiction and non-fiction, writers do so with dialogue, setting description, and/or action. While you do this in other parts of your story you need to start doing so in your introductions too. When revising, try creating alternative beginnings and seek others' feedback to choose the stronger one.					
2nd Semester Writing Strengths and Goals: Strengths: ■■■ you have consistently demonstrated that you can present and establish a controlling idea throughout various genres. You use class examples to inform the content of your writing and					

create your own original, hybrid texts. You also independently make use of headings to organize your writing into paragraphs.

Goals: To improve the clarity of your writing you need to self-edit consistently while and after drafting. Many times you leave ideas incomplete or make mistakes that you can easily correct. After writing a few sentences remember to stop and ask yourself, “Does that look right? Does that sound right?” If it doesn’t, make the necessary changes. Remember you have many resources, tools, and strategies available to help you.

Reading

Uses thinking strategies to comprehend grade level text and demonstrates understanding in class discussions and literature responses	4	4	Uses strategies for monitoring understanding and self-correcting to read grade level text with accuracy and fluency	4	4
--	---	---	--	---	---

1st Semester Reading Strengths and Goals:

Strengths: ■■■ you are reading above grade-level. When you are asked about your reading you consistently provide detailed and evaluative summaries of what you read. You independently make inferences about the character’s thinking, feelings, and motives. During book discussions and reading conferences, you share your thinking, go back to the text, and cite textual evidence to support your conclusions.

Goals: When you read just-right books, it is extremely important that you take your time. Be okay with rereading and revising your initial thoughts about it. Unlike, lower leveled books, your just-right books will have a greater amount of technical words and longer descriptions. Whenever you come across confusing phrasing, stop and ask yourself, “What did the writer mean by ___?” or “What is the author trying to do here?” This will help you infer the meaning and purpose of the language used.

2nd Semester Reading Strengths and Goals:

Strengths: ■■■ you should be very proud of yourself. You have continued to grow as a reader. You are now reading at level S, which is at the end of fourth grade. When asked about your reading, you consistently support your inferences and opinions about the text with textual evidence and your background knowledge. In regards to nonfiction text, you study and gather accurate information from nonfiction features. You are also starting to make connections between visual and written features to identify the main topic, determine the main idea, and infer the author’s point of view.

Goals: As you read more challenging texts, pay closer attention to the author’s choice of words and descriptions. If you are unsure about the meaning of new, unfamiliar words remember to reread, ask questions, and use context clues to figure out its meaning. During the summer, remember to choose and read just-right books. These books will most likely have less pictures, be longer, and challenge you to apply your thinking strategies such as asking questions and making inferences at a deeper level.

Listening and Speaking

Able to discuss the purpose of assigned tasks and reflect on personal strengths and areas of growth	3	3	Participates in class and small group discussions by actively listening , questioning , and justifying thinking	3	3
---	---	---	--	---	---

Mathematics

Semester	1 st	2 nd	Semester	1 st	2 nd
Operations and Algebraic Thinking Understands the concept of multiplication and uses knowledge to represent and strategically solve problems	3	4	Number and Operations in Base Ten Uses place value as a tool when solving problems using multi-digit numbers	3	4

Understands the concept of division and uses knowledge to represent and strategically solve problems	3	3	Number and Operations— Fractions Uses conceptual understanding of fractions to solve problems	N/E	3
Works to make sense of problems and is able to determine which of the four operations is needed to find a solution	3	3			
Mathematical Practice Makes thinking visible in order to check accuracy and correct mistakes	3	4	Mathematical Practice <i>Flexibly</i> uses learned strategies to tackle challenging problems and perseveres in finding a solution	3	3

1st Semester Mathematics Strengths and Goals:

Strengths: ■■■ you understand the 3rd grade math concepts we have covered so far. You flexibly use a variety of strategies such as skip counting, drawings, arrays, and repeated addition or subtraction to solve multiplication and division problems. In solving word problems, you consistently take the time to make sense of the situation and plan an approach. This has helped you determine whether or not more than one step will be needed to answer the given question.

Goals: In order to ensure the accuracy of your work it is extremely important that you improve the organization of your work. Remember to make better use of the space you are given. You can do so by writing and drawing more neatly and by making use of labels and tables.

2nd Semester Mathematics Strengths and Goals:

Strengths: ■■■ when you solve word problems you consistently use a combination of math expressions, drawings, and written explanations to show, organize, and share your reasoning with others. As a result, even when you make a mistake you are able to backtrack and make the necessary adjustments. You also independently apply your knowledge of mathematical properties and concepts to simplify and efficiently solve addition, subtraction, multiplication, and division problems dealing with bigger numbers. In regards to geometry, you are able to calculate the area and perimeter of rectangular shapes. In regards to fractions, you are able to represent, compare, and solve problems involving them.

Goals: When you go to a store or event continue to seek “challenge problems” that push you to be a more strategic mathematician. During the summer, keep track of them and share them with your family members. Also, remember to check your work. Sometimes while your process is right your answer might not be.

Researchers Workshop – Science and Social Studies

Actively engages in experimenting, researching, or problem solving by questioning, observing, and justifying thinking	1 st	2 nd
	3	3

**Life Skills
Grading Scale**

4 = Exceeds expectations
3 = Meets expectations
2 = Working towards expectations
1 = Unable to meet expectations without support

Life Skills

Semester	1 st	2 nd	Semester	1 st	2 nd
Follows classroom/school norms and accepts responsibility for personal actions	2	3	Develops quality work through continuous reflection, feedback, and revision to improve skills	3	3

Communicates and cooperates in a respectful and courteous manner	2	3	Works collaboratively with others by valuing their ideas and functioning as both teacher and student	3	3
Independently applies new learning and seeks knowledge in order to achieve personal best	4	4	Organizes time and materials in order to maximize learning and complete tasks	3	3
Engages in Spanish language learning to understand the importance of knowing multiple languages	4	4	Perseveres and takes risks to grow in order to complete challenging tasks and achieve growth goals	3	4

1st Semester Scholarly Strengths and Goals:

Strengths: ■■■ you are doing a great job in third grade! You take great pride in your work and are always willing to share your thinking with the class in both small group and whole-class discussions. As a result, your classmates and I learn a lot from your ideas, strategies, and suggestions.

Goals: When working with others make sure to share and talk about how you changed and improved your work. Doing so, will help you be more aware of your decision making process and inform your upcoming work. Also, to improve your relationship with others, specifically in the playground, you need to be more mindful of your body language and tone. Remember that when someone brings up a disagreement the point is not to get you or anyone else in “trouble” but to problem-solve together. To do so effectively you need to take more responsibility for your actions and be more willing to listen to others’ point of view.

2nd Semester Scholarly Strengths and Goals:

Strengths: ■■■ it has been a pleasure to have you in my class this year and see you grow as a scholar. During partner and small group work, you take on the role of leader and teacher: asking questions, providing support, and making clarifications.

Goals: Next school year, continue taking the time to reflect on the questions and feedback given by others. Doing so, will help you understand others’ perspectives, inform your revisions, and improve your work.

ELEMENT 4 - GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and

¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

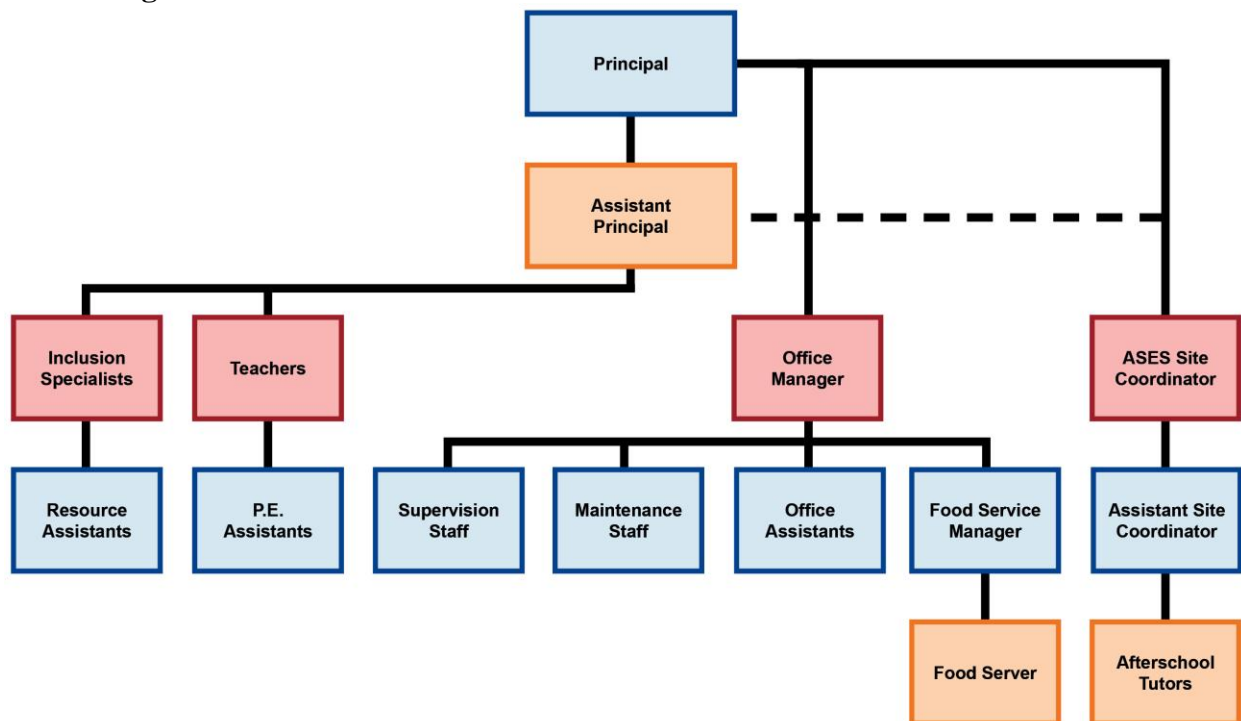
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal

compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

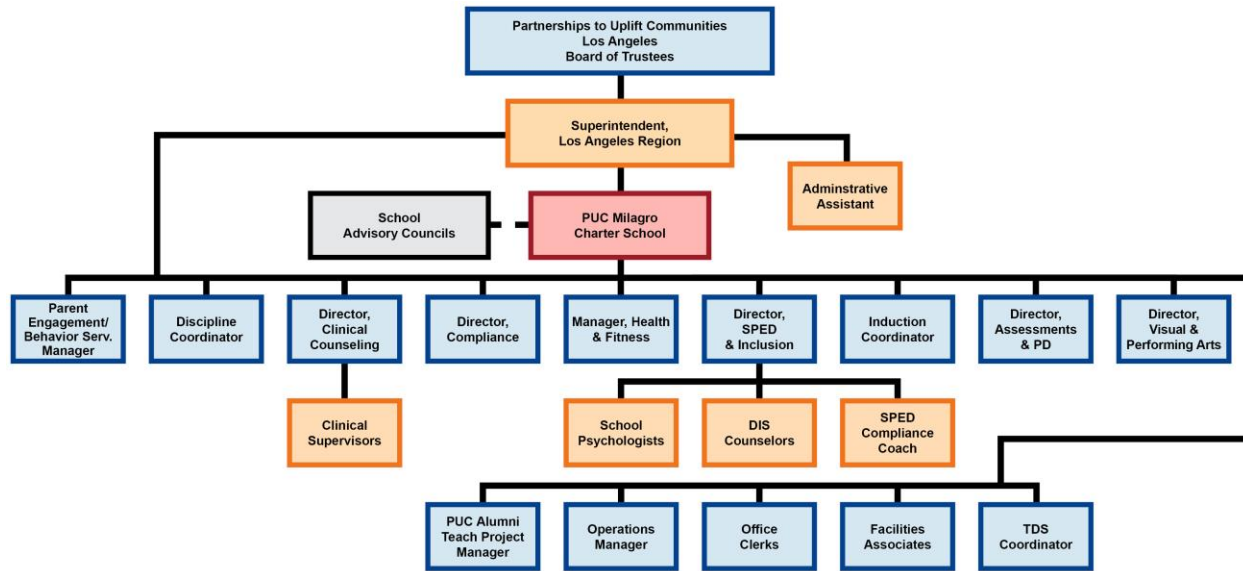
4.1 Governance Structure

The organizational chart below indicates how PUC Milagro Charter School will become and remain a viable enterprise. The organizational chart below shows how the Partnerships to Uplift Communities Los Angeles (PUC LA) 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 Milagro in a manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board role is to hire, evaluate, and terminate the Regional Superintendent who oversees the Principal. In addition, the Board has fiduciary responsibility for the school, sets policies, and has ultimate responsibility for the general welfare and overall success of the school in fulfilling its mission and vision.

PUC Milagro Charter School



Partnerships to Uplift Communities Los Angeles Organizational Chart



The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer (treasurer). The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president. The following is a list of the Board positions:

Board Chair (President)

Vice Chair (or Vice President)

Board Secretary

Board Treasurer

In addition, the specific responsibilities of the Board are:

- **Oversight of the school.** The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is accountable to the LAUSD for the achievement of the school's goals set out in the school's petition. The Board is responsible for the approval and monitoring of the School Success Plan, and for ratifying the school's mission. The Board reviews the School Success Plan at the beginning of the year and supports the goals set forth and monitor achievement of these goals.
- **Budget and financial resources.** The Regional Superintendent in collaboration with the CFO of PUC National and the Board Treasurer prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school's financial performance and position at each meeting.
- **Annual financial audit.** The Board hires the school's auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.

- **Enhancing the organization’s standing.** The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization’s standing in the community.
- **Ensure legal and ethical integrity.** The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- **Fundraising.** The Board assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Strategic planning.** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **Selecting, evaluating, and holding the Regional Superintendent accountable.** The Board is responsible for selecting, evaluating, and dismissing the **PUC LA** Regional Superintendent. The Regional Superintendent oversees a cluster of schools for PUC Los Angeles. The Regional Superintendent is responsible for selecting and dismissing the Principal.
- **School Policies.** The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies with respect to:
 - admissions,
 - curricular guidelines,
 - employment and other personnel matters,
 - student discipline,
 - special education,
 - English language education for English learners,
 - conflicts of interest policies/ethics,
 - fiscal policies and procedures,
 - student food services,
 - student health services,
 - communication with students’ families,
 - communication with governmental and regulatory agencies,
 - public relations and outreach, and
 - hearing complaints
 - all or more particularly set forth in the By-Laws of the School.

Regional Superintendent

The Regional Superintendent will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for the network of schools in PUC-LA. Overseeing all aspects of the organization, from administration to fundraising, the Regional Superintendent will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

Principal

The Principal will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for PUC Milagro Charter School. Overseeing all aspects of the daily operations, the Principal will foster a collaborative

and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, and local leaders.

PUC National Support Services

PUC National was formed by the founders of the PUC school corporations (Dr. Jacqueline Elliot and Dr. Ref Rodriguez) to serve as the support entity for the 3 existing PUC corporations – Los Angeles, Valley and Lake View Terrace. The Regional Superintendents are responsible for the two regions in the network; Los Angeles (PUC Los Angeles) and Valley (PUC Valley and PUC LVT). The purpose of PUC National is to promote, support, benefit, replicate and carry out the purposes of the existing PUC schools and new PUC schools. These replication and service functions that grew out of the older PUC corporations have now been transitioned and consolidated in PUC National, so that the older corporations can focus on their own day-to-day school operations while PUC National focuses on services and expansion for the greater PUC family.

PUC National provides support services to PUC Milagro Charter School including back office support, budget and finance support and audit support, curriculum and staff development, faculty recruitment and training, technical assistance regarding human resources, health and welfare benefits processing, local, state and federal compliance, fundraising support and other general administrative assistance. In addition PUC National will facilitate the development of new schools.

All contracts between PUC Milagro Charter School/PUC-LA and PUC National shall require that, in performing any and all obligations and/or exercising any rights under such contract, PUC National and its governing board, employees, and representatives shall comply with all applicable laws, standards, and policies regarding ethics and conflicts of interest. All transactions between Charter School/PUC-LA and PUC National, must be approved by the PUC-LA Board in a lawful, open and transparent manner. PUC-LA shall maintain records with verifiable documentation of such transactions. Any such transaction shall be and remain subject to District oversight.

PUC-LA Board agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of Charter School. Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School’s annual audit per Education Code section 41020(c).

PUC-LA acknowledges and agrees that all of Charter School’s related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles (“GAAP”) standards, that involve PUC Milagro Charter School’s public funds shall remain within the scope of the annual audit required under Education Code section 41020(c) and subject to District oversight. PUC-LA agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight.

4.2 Governance Board Composition

The PUC-LA Board consists of 6 board members. School districts require a majority vote for Board actions to pass. If the vote is a tie, there is no action. In addition, the District reserves the

right to appoint a single representative to the PUC Milagro Charter School governing board pursuant to Education Code section 47604(b). The Board is made up of individuals who possess an array of specific strengths relevant to the decision making and responsibilities for which the Board is responsible. These strengths are as follows: Three of the Board members grew up in the communities in which PUC Milagro Charter School is located and have a deep understanding of the needs of the families that are being served by the school. The Board Chair is one of these individuals and still lives very close to where the school is located. The Board Chair is also a parent of two students who attend PUC schools, further increasing her understanding of the operations, mission, and vision of the PUC schools. Another Board member has a deep understanding of fiscal regulations and budgets and other matters related to charter schools in that this board member has for several years worked for an organization that provides support to charter schools, This Board member always stays abreast of all legislation and updates regarding California and Los Angeles charter schools and is able to bring that knowledge to the Board and organization overall. This Board member has particular strength in the area of fiscal in that this is a key area in which she works. Three of the Board members are alumni of PUC schools and all 3 achieved the goal of PUC of being university graduates and working professionals. As a result of this, these board members have an understanding on a very deep, personal level of the mission, vision, and expectations regarding the culture, the data that is expected regarding achievement, and desired results on stakeholders' surveys, how the school is supposed to operate, and more. The Board Chair is Director of Student Outreach and Recruitment at California State University, Northridge (CSUN) which has been a partner to the PUC schools in the NE San Fernando Valley since the founding of the first school in 1999, in supporting the vision that every student will graduate from high school and attend college.. This Board member has a deep understanding of the pathway to college and in bringing this knowledge to the Board is able to support the policy making and the schools in a way that ensures that the students are being appropriately educated and guided to graduate from middle and high school and attend and graduate from college. One of the Board members is a mental health professional who works with youth and adolescents. Here expertise in mental health and strategies to support students is extremely valuable in that it is common knowledge that students across our city, state and nation are behaving in ways that reflect trauma and stress. In her role as a Board member, she is able to ensure that the school is operating in the best way possible to support the mental health of our students.

These areas of expertise support the decision making that the Board must engage in including:

- The annual budget of the corporation;
- Any non-budgeted expenditures of the corporation over \$49,999. Per the policies and procedures of the corporation there are many checks and balances in place in order to ensure fiscal accountability as follows:
 - Authorization Process:
 - Purchase orders and check requests must be approved in accordance with the following:
 - \$0-\$4,999-Principal or Superintendent,
 - \$5,000-\$24,999-Principal and Superintendent
 - >\$25,000-Principal, Superintendent and PUC National CEO who will confirm that the expenditure is in alignment with the Board approved budget.
 - >49,999-Requires Board approval

- Any initial contract for the establishment or operation of, or licensing of rights to, a PUC School;
- The approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- The approval of the principal terms of a merger of the corporation with another organization;
- The approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- The approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and
- The approval of any borrowing of money.

The current membership is as follows:

Board President/Chair

Board Vice-Chair

Board Treasurer

Secretary

Member

Member

PUC-LA 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- LA school sites, process, and educational results.

4.3 Governance Board Selection

Trustees shall be selected at an annual meeting of the Board by the trustees holding office on and as of the date of such a meeting. Trustees shall hold office for a term of two (2) years, or until a successor has been elected and qualified, unless the trustee has been removed from office.

Additional information on the Governance Board Selection is found in our By Laws. The qualifications for trustees are generally the ability to attend Board meetings, a willingness to actively support and promote PUC-LA and its PUC Milagro Charter School, and a dedication to its educational endeavors. Trustees shall be selected at an annual meeting of the Board, by majority vote of the trustees holding office on and as of the date of such meeting.

4.4 Governance Procedures and Operations

Meetings of the Board shall be held within the boundaries of LAUSD.

All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. Posting of meeting notices, distribution of agendas and recording of governing board actions are implemented in accordance with the Brown Act. As such, the following takes place prior to a Board meeting:

- The agenda is created and reviewed by the Regional Superintendent and Board President, generally two weeks prior to the scheduled board meeting

- The agenda will include location address (open to public), request for any special accommodations, if teleconference, a phone # is provided and a list of all board member locations are posted (including location where they call in from if they will not be present in person). The location of the meeting will be within the boundaries of LAUSD.
- The agenda is posted at least 72 hours prior to the board meeting on the PUC website and at every PUC-LA school site (in locations where it is visible to parents, visitors, students, and staff).
- An e-mail is sent to all PUC-LA Board Members, and the LAUSD Charter School Division with the agenda attached.
- As soon as it is available, a complete board packet with all documents related to the board meeting is mailed via U.S. Mail and/or emailed to the board members.

The specific procedure for calling a Special Board meeting is outlined in Article 4, Sections 10 and 11 of the Partnerships to Uplift Communities 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 with 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 Milagro Charter School believes that family involvement translates into increased student achievement. The philosophy of PUC Milagro Charter School is to encourage, honor and respect the parent voice. Family involvement and the inclusion of the family voice will be ensured in the following manner:

- In order to develop, refine, and revise the LCAP each year, PUC Milagro Charter School 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 LA board for approval. Consequently, PUC Milagro Charter School 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, Family Meetings, 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 family meetings (including SAC and ELAC) will be held while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.
- Families 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 website 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 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. Whether or not parents choose to volunteer has no impact on the students' enrollment and attendance.

The school will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Developing and Supporting a Growth Mind
- Supporting Your Child's Learning at Home
- Planning Your Child's Educational Future (Secondary and College)

The content of these workshops will be designed to assist families in the educational development of their children. We believe that if given the proper tools, families will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

School Advisory Council

The School Advisory Council consists of at minimum 1 administrator, 2 teachers, 2 parents, and 1 community member. The Council is led by the PUC Milagro Charter School Principal and Assistant Principal. Volunteers serve on the council and commit to a one year term. Those who wish to volunteer are welcomed on to the council. The council members for PUC Milagro Charter School's council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. In addition, the ELAC committee has merged with the School Advisory Council. The ELAC may delegate authority to an established SAC (Education Code sections 52870 and 54425) provided that the ELAC membership has first been duly constituted with identifiable members, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC. The School Advisory Council now represents the ELAC parents. This will be done on an annual basis. This will provide representation for all stakeholders. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns.

The school site administrator (Principal or Assistant Principal) will be responsible for communicating all Council policy meeting notes and policy recommendations to the PUC-LA Board of Trustees. The Site Advisory Council meet a minimum 4 times annually 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(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

5.1 Positions

The following list represents the employment positions in the school.

- Principal
- Assistant Principal
- Classroom Teacher
- Inclusion Specialist
- Office Manager
- Office Assistant
- Food Service Manager
- Physical Education Assistant
- Inclusion Assistant
- Food Server
- Supervision
- Maintenance
- Afterschool (ASES) Site Coordinator
- Afterschool (ASES) Assistant Site Coordinator
- Tutor

The following shared-positions are reflected in the submitted 3-year budget and the governing and school organizational charts in Element 4:

- Superintendent

- Parent Center Coordinator
- Parent Engagement & Behavior Intervention Services Manager
- Director of Visual & Performing Arts (VAPA)
- Discipline Coordinator
- Director of Clinical Counseling
- Director of SPED & Inclusion
- Induction Coordinator
- PUC Alumni Teach Project (ATP) Manager
- Director of Assessment and Professional Development (PD)
- Clinical Supervisor
- School Psychologist
- Designated Instructional Services (DIS) Counselor
- Special Education (SPED) Compliance Coach
- Facilities Technician
- Operations Manager

5.2 Job Descriptions and Qualifications

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

Principal Job Description and Qualifications

The ideal principal wholeheartedly believes in, and is passionate about, the mission and commitments of PUC Schools and exhibits this through his/her development, leadership, and execution of school culture, staff development, student rigor, and operational responsibilities.

School Culture

- The principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- The principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- The principal will continually build and maintain an environment that promotes PUC Schools' values and vision while developing a sense of community in the school.
- The principal will plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Staff Leadership & Development

- The principal will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve scholarly/student performance and rigorous expectations.
- The principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly professional

development/staff meetings in alignment with PUC Schools' performance management system.

Scholarly Rigor & Academics

- The principal will develop and implement a plan that will ensure student achievement which will supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- The principal will collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- The principal will provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.

School Operations

- The principal will be an organizational Leader and will collaborate with the home office in order to ensure effective fiscal and operational practices in support of school achievement.
- The principal will be responsible for (but not limited to) the following: creating the school calendar, create and facilitate stakeholder events, accountability of the school budget, ensuring student enrollment targets are met.

Qualifications:

- 5+ years teaching experience at the elementary level is preferred, with a history of improving urban schools, increase student achievement and a passion for education reform.
- Possession of a current CA Administrative credential and Master's degree is highly preferred.
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.
- Excellent interpersonal communication and writing skills.

Assistant Principal Job Description and Qualifications

The ideal assistant principal wholeheartedly believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their development, leadership and execution of school culture, staff development, student rigor and operational responsibilities. The assistant principal is responsible to and collaborates with the principal in order to ensure the successful implementation and execution of the following duties and responsibilities.

School Culture

- The assistant principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- The assistant principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- The assistant principal will continually build and maintain an environment that promotes PUC Schools' values and vision while developing a sense of community in the school.

- The assistant principal will plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Staff Leadership & Development

- The assistant principal will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve scholarly/student performance and rigorous expectations.
- The assistant principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings in alignment with PUC Schools' performance management system.

Scholarly Rigor & Academics

- The assistant principal will develop and implement a plan that will ensure student achievement which will supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- The assistant principal will collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- The assistant principal will provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.

School Operations

- The assistant principal will be an organizational Leader and will collaborate with the home office in order to ensure effective fiscal and operational practices in support of school achievement.
- The assistant principal, will be responsible for but not limited to, the following: creating the school calendar, create and facilitate stakeholder events, accountability of the school budget, ensuring student enrollment targets are met.

Qualifications

- 5+ years teaching experience at the elementary level, with a history of improving urban schools, increase student achievement and a passion for education reform.
- Master's degree and Administrative credential preferred but not required.
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.
- Excellent interpersonal communication and writing skills.

Classroom Teachers

Responsibilities

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge

- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning and preparing for college
- Develops unit weekly lesson plans according to the California Content Standards
- Prepares lesson plans for substitutes
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a regular 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, IEP meetings, and other school-based meetings and activities
- Performs disseminated leadership duties
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the principal and assistant principal to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based events
- Special assignments as assigned throughout the year

Qualifications and Skills:

- Bachelor's degree from an accredited college or university
- Must possess a current California teaching credential or be Intern eligible and be enrolled in a credentialing program
- Academically Fluent in Spanish (Reading, Speaking, and Writing)
- Solid knowledge of subject matter, including CCSS Content 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 essential function of this job.
 - Occasionally required to kneel, climb, and reach with arms above shoulder level, lift up to 30 pounds
 - Bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands at shoulder level and below.
 - Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

Inclusion Specialist (Special Education Teacher)

Responsibilities

- Instruction and services for pupils whose needs have been identified in an Individualized Education Program (IEP) developed by the IEP team
- Information and assistance to students with disabilities and their parents
- Consultation, resource information, and material regarding students with disabilities to parents and to general education staff members
- Coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource program.
- Monitor pupil progress on a daily basis
- Co-Planning/ Co-Teaching/Direct Service Model
- Supports shall include (but not limited to): behavior support, basic academic skills, organization and study skills, social skills, and use of cognitive strategies
- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning and preparing for college
- Prepares lesson plans for substitutes, if needed
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a regular and legally required 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
- Performs disseminated leadership duties
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the principal, assistant principal, and the director of professional development to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year

Qualifications and Skills:

- Bachelor's degree from an accredited college or university
- Master's degree is preferred
- Candidate must possess a current California credential in Special Education or be currently enrolled in a Special Education internship/credentialing program
- Solid knowledge of State and Federal guidelines for Special Education
- Ability to communicate effectively (verbal and written)
- Ability to analyze qualitative and quantitative data

- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, 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 essential function of this job.
 - Occasionally required to kneel, climb, and reach with arms above shoulder level, lift up to 30 pounds; Bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands at shoulder level and below; Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

Office Manager

Responsibilities:

- 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 accurate and submitted to the Home Office by the designated date on the payroll schedule to the Payroll Administrator. Ensure the timesheets are verified by administration.
- 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 Purchase Orders, Teacher Check Requests and Payroll System.
- Sort through mail and distribute accordingly.
- Arrange for timely delivery of manual checks, deposits and supporting documents to home office.
- Work with site principal, assistant principal, teachers and home office regarding any project or special requests.
- Take responsibility for initiation through completion of all tasks.
- Oversee the maintenance of all office equipment and school facility.
- Adhere to all policies, practices and procedures established by PUC National and approved by PUC LA.
- Understand goals of PUC Schools and assist in achieving them.
- In charge of parent correspondence and mailings.
- Assist with translations (English to Spanish).
- Maintain petty cash.
- Provide the Home office with school pictures and activities as needed.
- Responsible for the maintenance, storage, and security of all student files.
- Responsible for inputting and maintaining student data into PowerSchool and CUM files.
- Assist teachers with photocopying and appointment set-up with parents.
- Oversee all fundraising funds collection.
- Responsible for checking school voicemail periodically on a daily basis.

Qualifications and Skills:

- AA or B.A./B.S. degree preferred
- Must have 1-2 years of Management experience
- Must have knowledge in the use of a copier and fax machine
- Must have 2+ years of Customer Service experience
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Bilingual in Spanish
- PowerSchool knowledge is desired
- Must be flexible and team-oriented
- Must have excellent management and organizational skills and a positive attitude

Office Assistant

Responsibilities

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- Answer phones using a professional and courteous manner. Route calls appropriately. Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Record daily attendance for all School Staff in the attendance book. Submit monthly attendance report to the Home Office.
- Collect, review and enter daily attendance. Reach out to families daily to determine reasons for missed school, collect data, and organize family/doctors notes. Maintain all school-based records. Submit required reports to the PUC National in a timely and accurate manner.
- Maintain tardy slips and insure they accurately recorded on school and data platforms
- Fax and make copies. Assist with 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 (as needed)
- Make student files. Organize student CUM files. Fulfill CUM requests.
- Other general office duties/projects as designated and needed.

Qualifications and Skills:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.

Food Service Manager

Responsibilities

- Supervise and coordinate the cleaning of the food preparation equipment and facility to ensure that the food preparation center is maintained in an orderly, clean, safe, and sanitary condition.
- Ensure food quality standards are followed from delivery to reheating to service line.
- Ensure HACCP along with Federal, State, and County guidelines are followed concerning food safety and sanitation.
- Supervise and assist with the set up and break down of lunch line layout.
- Ability to work at an efficient pace while maintaining compliance with Child Nutrition Program and food service vendor procedures.
- Adherence to the school's operational practices of maintaining a clean, organized, hazard-free kitchen environment focusing on sanitation and quality control.
- Effectively communicate any issues or concerns that may impact food safety, quality of service, or student experiences to Food Service Operations Manager.
- Monitor functionality of all kitchen equipment and advise management when repair or maintenance is needed.
- Maintain positive rapport with students and build relationships to encourage participation in breakfast and lunch. Share student feedback with Food Service Operations Manager.
- Assist with maintaining records of daily food production, delivery receipts, and waste.
- Assist with the organization, staffing, and operational activities for Food Services including preparing menus in accordance with dietary requirements, and promoting the National School Lunch Program (NSLP) to schools.
- Supervise and coordinate the cleaning of the food preparation equipment and facility to ensure that the food preparation center is maintained in an orderly, clean, safe, and sanitary condition.
- Ensure logs are up to date and kept at schools site for 3 years, including current year; refrigerator and warmer logs and food temperature logs.
- Ensure adherence to meal regulations and control food costs.
- Maintain Mealtime software program and the following data bases; Student Allergies and Eligibilities
- Process student meal applications; and assist with distribution of eligibility letter, verification notifications, etc.
- Attend and participate in professional group meetings; stay abreast of new state and federal regulations.
- Perform other related work as required.

Qualifications and Skills

- Knowledge of laws, rules, and regulations related to the operation of site kitchens
- Nutritional and feeding programs experience is helpful. Prefer two years of experience in school food service.
- Licenses and Other Requirements: Food Service Manager Certification.
- Proficient in technology usage
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- The physical demands described here are representative of those that must be met by an employee to successfully perform essential function of this job.

- Occasionally required to kneel, climb, and reach with hands and arms above shoulder level, lift up to 30 pounds; Bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands at shoulder level and below.; Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

PHYSICAL EDUCATION ASSISTANT

- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Works with classroom teacher to develop lesson plans to Physical Education standards
- Builds strong relationships with students
- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience & Qualifications:

- Prior experience work with children in a learning environment
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

INCLUSION ASSISTANT

- Provide assistance with: tests, homework, program reviews, reports, student files, schedules, and any other instructional program assignments
- Assist with IEPs if necessary
- Build strong relationships with students and parents

- Establish an environment where students are excited about learning and preparing for college
- Foster a safe and nurturing learning environment
- Continuously build professional knowledge
- Demonstrate support and knowledge of school's goals and mission
- Special assignments as assigned throughout the year
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education, & Qualifications

- Will have a willingness to learn, patience, and detail oriented
- Must meet minimum college units or be enrolled in college or possess a BA/BS degree
- Must have prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish strongly preferred
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

FOOD SERVER

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

- Supervise and coordinate the cleaning of the food preparation equipment and facility to ensure that the food preparation center is maintained in an orderly, clean, safe, and sanitary condition.
- Ensure food quality standards are followed from delivery to reheating to service line.
- Ensure HACCP along with Federal, State, and County guidelines are followed concerning food safety and sanitation.
- Supervise and assist with the set up and break down of lunch line layout.
- Ability to work at an efficient pace while maintaining compliance with Child Nutrition Program and food service vendor procedures.
- Adherence to the school's operational practices of maintaining a clean, organized, hazard-free kitchen environment focusing on sanitation and quality control.
- Effectively communicate any issues or concerns that may impact food safety, quality of service, or student experience to Food Service Operations Manager.
- Monitor functionality of all kitchen equipment and advise management when repair or maintenance is needed.

- Maintain positive rapport with students and build relationships to encourage participation in breakfast and lunch. Share student feedback, (food quality, likes and dislikes) with Food Service Operations Manager.
- Assist with maintaining records of daily food production, delivery receipts, and waste.
- Supervise and coordinate the cleaning of the food preparation equipment and facility to ensure that the food preparation center is maintained in an orderly, clean, safe, and sanitary condition.
- Ensure logs are up to date and kept at schools site for 3 years, including current year; refrigerator and warmer logs and food temperature logs.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- Participate in the testing of new products and equipment.
- Attend and participate in professional group meetings; stay abreast of new state and federal regulations.
- Performs other related work as required
- 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 laws, rules and regulations related to the operation of site kitchens.
- Persons performing services in this position classification will exert 10 to 30 pounds of force frequently to lift, carry, push, pull, or otherwise move objects.
- Nutritional and feeding programs experience is helpful. Prefer two years of experience in school food service or ability to learn the requirement for the National School Lunch Program.
- Licenses and Other Requirements; Food Service Manager Certification.
- Proficient in Microsoft Word programs, including Word; Excel, Power Point, or similar software.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- 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.

CAMPUS AIDE

- Performs regularly scheduled non-classroom supervision duties, supervising students in the hallways, indoor assembly areas, outdoor eating areas, and restrooms, on the playground and in other areas to which assigned.
- Enforces activity and safety rules in school buildings and on school property.
- Reports problems of a serious nature, including recurring behavioral problems and safety hazards to the principal, or another designated certificated employee.
- Works with the school staff in alleviating behavioral problems occurring during supervision periods.
- Assumes responsibilities in inclement weather as assigned by the principal or other certificated employee.
- Constant movement throughout the school, i.e. eating area, bathroom area, playground.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Qualifications & Skills:

- Knowledge of:
 - Safety rules and conditions to be maintained by students
 - Standards of courtesy and behavior expected of students
- Ability to:
 - Maintain acceptable standards of behavior among students
 - Maintain poise, exercise tact and good judgment
 - Encourage students in games and activities
 - Collaborate and work effectively with school personnel, community representatives, parents, and students
 - Follow school policies and procedures
 - Walk and stand for at least one hour increments
 - Work indoors and outdoors.
 - Understand and follow oral and written directions
- Licenses highly preferred:
 - Valid first aid certificate issued by the Red Cross
 - CPR Certified
- Graduation from high school or its equivalent is desirable.
- Experience in working with youth is desirable.
- 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.

MAINTENANCE

Responsibilities

- Sweep, scrub, strip, wax, polish floors and vacuum rugs/carpets according to a prepared work schedule
- Dust/polish furniture/woodwork
- Clean windows, doors, doorframes, light switches as needed
- Empty and clean the waste receptacles and refill waste liners and take trash to dumpsters
- Perform minor maintenance of custodial equipment and materials
- Perform minor, non-technical repairs and minor preventative maintenance necessary to keep equipment, buildings and fixtures within an assigned area operative, safe and clean as time allows; report other repair and maintenance needs
- Maintain various supplies, including paper towels, soap, trash liners and related items
- Replenish all dispensers in bathroom and classrooms
- Ensure security of buildings and grounds during working hours
- Clean tables and benches; polish metalwork, clean sinks, mirrors and other bathroom fixtures
- Report damage or unsafe conditions to supervisor; respond appropriately as required
- May operate related equipment
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position
- Perform deep cleaning during the winter, spring and summer breaks as outlined in schedule
- Temporary duties may be assigned by the administration
- Performs ad hoc duties as assigned

Qualifications

Experience, Education & Skills Qualifications

- Education and Experience: Any combination equivalent to sufficient training and experience to demonstrate the knowledge and abilities listed above
- Ability to work in an indoor and outdoor environment
- Subject to lifting and moving heavy objects
- Climbing ladders and contact with cleaning agents and chemicals
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc

AFTERSCHOOL (ASES) SITE COORDINATOR

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

Planning and Instruction

- Develop and implement the ASES Afterschool program.
- Responsible for coordinating the three components of the program: academic tutorial, homework and enrichment recreation.
- Review, assist in developing, and maintaining the Tutor's lesson plans.
- Manage the Tutors as they implement teaching methods and ensure they are directed towards meeting and surpassing the standards.
- Develop and utilize assessments and data to help the Tutors drive instruction.
- Fosters a safe and nurturing learning environment.
- Assists the Tutors with organizing classroom systems/procedures and managing student behavior to ensure all students are in attendance and fully engaged in learning.
- Help create an effective classroom environment conducive to learning and student achievement.
- Collaborates with the Resource Specialist and other professionals to meet the diverse needs of all students.
- Utilize and execute school wide and content specific common practices.
- Create and implement enrichment activities (i.e. athletics, arts)
- 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
- 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.
- 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
- 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

- 1-3 years of experience managing others
- 1-3 years of classroom experience preferred
- Ability to align classroom and school culture
- Ability to analyze qualitative and quantitative student data
- Bilingual in Spanish is required
- Must be very organized and detail-oriented
- Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Ability to work cooperatively with teachers and other staff personnel
- Ability to communicate effectively (verbal and written)
- Ability to connect and build relationships with students
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

AFTERSCHOOL (ASES) ASSISTANT SITE COORDINATOR

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

Planning and Instruction

- Assist Site Coordinator in developing and implementing the ASES Afterschool program.
- Assist with coordinating the three components of the program: academic tutorial, homework and enrichment recreation.
- Assist with reviewing, assisting in developing, and maintaining the Tutor's lesson plans.
- Assist tutors as they implement teaching methods and ensure they are directed towards meeting and surpassing the standards.
- Fosters a safe and nurturing learning environment.
- Assists the Tutors with organizing classroom systems/procedures and managing student behavior to ensure all students are in attendance and fully engaged in learning.
- Help create an effective classroom environment conducive to learning and student achievement.
- Collaborates with the Resource Specialist and other professionals to meet the diverse needs of all students.
- Utilize and execute school wide and content specific common practices.
- 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
- Continuously builds professional knowledge.
- Attends professional development training and applies learning to curriculum and instruction as requested by Principal and Instructional leader.
- Reflects on professional progress and identifying developmental opportunities to professional growth.
- Demonstrates a capacity for time management in regards to preparation for class and personal time off
- Attends and participates in school-based meetings and activities
- Assist with taking 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
- Work with Site Coordinator, 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

- 1-3 years of experience managing others
- 1-3 years of classroom experience
- Ability to align classroom and school culture
- Ability to analyze qualitative and quantitative student data
- Bilingual in Spanish is required
- Must be very organized and detail-oriented
- Must be computer literate and have extensive experience with: MS Office, Word& Excel
- Ability to work cooperatively with teachers and other staff personnel
- Ability to communicate effectively (verbal and written)
- Ability to connect and build relationships with students
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

TUTOR

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

- Supervise and foster a safe and nurturing learning environment
- Facilitate small group instruction and one on one homework support as identified by the coordinator or administrator
- Implement enrichment activities such as clubs and sports
- Prepare instructional, display, and work materials including cleaning and preparing the room before, during, and after the program
- Assist in preparing and delivering snacks to the students as needed
- Maintain accurate records such as attendance, time sheets, incident reports and others as assigned by the coordinator or administrator
- Report all student and parent concerns to the coordinator or administrator
- Effectively redirect inappropriate student behaviors and implement the program discipline system to effectively monitor and guide proper student behavior
- Participate in professional development training, as necessary
- Establish good relations with individual students and groups
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education & Skills Qualifications

- Must meet one of the three criteria below:
 - 1) Possess an AA or higher
 - 2) Completed 48 units of college credits
 - 3) Be currently enrolled in college
- Willingness to learn with patience and detail oriented
- Prior experience working with students in a learning environment is highly preferred, or be an education student working towards a teaching credential
- Communicate and relate effectively with students, teachers, and parents
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible and team-oriented
- Enforce safety and disciplinary procedures and rules
- Must have excellent management and organizational skills and a positive attitude
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

ELEMENT 6 – HEALTH AND SAFETY

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health

professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

6.1 Custodian of Records

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

6.2 Health and Wellness

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive, PUC Milagro is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of PUC Milagro that:

- PUC Milagro will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans and the CDE NSD*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, PUC Milagro will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks] and CACFP supper program).
- PUC Milagro will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

Nutrition and Physical Activity Promotion and Food Marketing

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- calories and sodium will be specific for grade levels
- no more the 10% of total calories from saturated fat, averaged over a week;
- serve only low-fat (1%) and fat-free milk³ and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that grains are whole grain.

PUC Milagro will engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information can be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- PUC Milagro will operate the School Breakfast Program, and will utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or Second Chance Breakfast.

Free and Reduced-priced Meals

PUC Milagro will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Fundraising Activities

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition standards for foods and beverages sold individually.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. The schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. PUC Milagro will disseminate the guidelines for compliant snacks.

Rewards

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). Foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

Nutrition Education and Promotion

PUC Milagro aims to teach, encourage, and support healthy eating by students. The school will provide nutrition education and engage in nutrition promotion that:

- is offered as part of the physical education class at each grade level
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise)

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons;
- and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents

PUC Milagro will support parents' efforts to provide a healthy diet and daily physical activity for their children. PUC Milagro will send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available.

PUC Milagro will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

Food Marketing at PUC Milagro

School-based marketing will be consistent with nutrition education and health promotion. As required by NSLP regulations, schools will limit food and beverage marketing for promotion of the food and beverages sold at school. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products will be encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

Staff Wellness

PUC Milagro highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities –

Weekly Physical Education (P.E.) K-5

All students in grades K-5, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 200 minutes for every 10 school days for students in grades 1-5
- PUC Milagro will annually administer the physical fitness test designated by the State Board of Education to students in grade 5.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

Safe Routes to School

PUC Milagro will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, PUC Milagro will work together with local public works, public safety, and/or police departments in those efforts. PUC Milagro will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. PUC Milagro will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

Monitoring

The Wellness Committee will ensure compliance with established PUC-wide nutrition and physical activity wellness policies. The principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the Wellness Committee.

School food service staff, at PUC Milagro will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal).

The Wellness Committee will access the LWP every 3 years and will make revisions as needed. The LWP will also develop a summary report periodically on school-wide compliance with PUC Schools established nutrition and physical activity wellness policies, based on input from schools. A final policy will be provided to the school board for approval. The approved LWP will be posted in the school's website (required by NSLP).

Local Wellness Policy (LWP) Monitor and Policy Review

Per the requirement of the Local Wellness Policy, a triannual assessment of the policy will be conducted.

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

7.1 Annual Outreach Efforts

In pursuit of our mission and our commitment to serve *all* students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. PUC Milagro 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 including Lincoln Heights, Glassell Park, Cypress Park, Highland Park, and El Sereno. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community-based organizations such as MEND and Northeast Health Services by the Regional Superintendent and Recruitment team.

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

- Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
- Letters sent to existing PUC families. The letter will include enrollment period and lottery information (location, date, time).
- Community outreach efforts including communication with local council members' field offices, local public libraries, park and recreation centers, community based organizations, and churches and synagogues.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time). The following measures will be taken to minimize any disruption to LAUSD schools:
 - PUC Milagro principal will contact principals of the local elementary schools to make arrangements to drop off flyers during normal office hours.
 - PUC Milagro will provide copies of the flyers to each school.
- PUC Milagro 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 Milagro 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.
- PUC Milagro will utilize SchoolMint, a cloud-based enrollment management software for PreK-12 school systems. SchoolMint will maintain current information about the school. The website will include enrollment period and lottery information (location, date, time).
- All outreach efforts will be completed in both English and Spanish.

7.2 Racial and Ethnic Balance

In that these efforts will be comprehensive and reach a large number of individuals representing as diverse a population as exists in the Northeast Los Angeles, we believe the result will be a racial and ethnic balance that is reflective of the district.

PUC Milagro will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.

ELEMENT 8 - ADMISSIONS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

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

8.1 Specific Admission Requirements

PUC MILAGRO will admit all pupils who wish to attend the school as up to enrollment capacity. There will be no specific admissions requirements for the 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 or lack of attendance will not impact their student's admission.

8.2 Outreach and Recruitment

The following efforts will be employed by PUC Milagro 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 will be distributed to local community agencies, six weeks prior to the closing of the enrollment period and the implementation of the public 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
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to PUC Milagro

8.3 Admission Preferences

The school will give admissions priority to the following newly enrolling students in the following order:

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 Milagro, or wards of their parents. A ward is a child whom the parent of a current student has custody. The sibling priority is only given to applicants whose sibling(s) will attend the school in the following school year.
 - 1b. Children of current employees and developers of PUC Milagro, not to exceed 10% of the school population. A "developer" is an individual who has engaged in activities that have supported the opening of the school. A developer may be a parent who has a child who will enter the school in the founding year, in later years, or becomes a parent of a school aged child. These people are considered "developers" and will priority for enrollment in the school any subsequent year after the school has been opened.
 - 1c. Pupils who reside in the Lincoln Heights neighborhood
 - 1d. All other students who reside in the Los Angeles Unified School District
2. Students who reside outside of the Los Angeles Unified School District.
 - 2a. Siblings of students currently enrolled in PUC Milagro, or wards of their parents. A ward is a child whom the parent of a current student has custody. The sibling priority is only given to applicants whose sibling(s) will attend the school in the following school year.
 - 2b. Children of current employees and developers of PUC Milagro, not to exceed 10% of the school population. A "developer" is an individual who has engaged in

activities that have supported the opening of the school. A developer may be a parent who has a child who will enter the school in the founding year, in later years, or becomes a parent of a school aged child. These people are considered “developers” and will priority for enrollment in the school any subsequent year after the school has been opened.

2c. All other students who reside outside of the Los Angeles Unified School District

8.4 Implementation of a Public Random Drawing

As per Education Code 47605(d)(2)(B), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated above). PUC Milagro uses SchoolMint, an online enrollment platform, to manage applications, to run the school’s lottery, and to manage wait lists. This online platform has multilingual communication capabilities in both Spanish and English. It is accessible through both a computer and a phone/tablet. Messaging is communicated through both email and text messaging (in both English and Spanish). The school office has bilingual staff and technology available to assist families with the application process.

Following the open enrollment period each year, the school will check the application count in SchoolMint to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing, which will be advertised on all recruitment flyers promoting the open enrollment period, through the online enrollment request, and in direct messaging to parents through the SchoolMint platform.. Current Kindergarten-4th grade students of PUC Milagro are guaranteed enrollment in the following school year and therefore will be exempted from the lottery.

Parents and students will be informed of the rules of the public random drawing at the time they submit an electronic enrollment request via SchoolMint for admission into the school. Rules of the public random drawing are included as a link on the enrollment request and those completing an enrollment request will be able to view the completed form online through their SchoolMint account at any time. The rules are also available for all staff and other interested parties per request, at the school site and at all times on the school’s website.

The enrollment period will be advertised in the Northeast San Los Angeles during the months of November and December utilizing the methods listed above. The enrollment period will take place from January through February, during which time online enrollment requests will be available online at <http://pucschools.schoolmint.net>. Parents may come in to the school’s office to complete an online enrollment request using a laptop that the school will provide. The lottery will take place, as needed, on the third Thursday in February beginning at 4:00 pm and will be held in a public space at PUC Milagro.

PUC Milagro will use the SchoolMint platform to run the lottery. SchoolMint uses an industry standard randomizer to run PUC Milagro’s lottery.

A student whose enrollment request is drawn will be listed by the number chosen and shall be considered an eligible student for enrollment. The parents will be notified of acceptance through

the lottery through an email and/or SMS message from SchoolMint from a school designee and in a follow up call from PUC Milagro's office staff.

The lottery will be observed by at minimum one administrator (Regional Superintendent, Principal, Instructional Leader, Assistant Principal, or Dean) and two other school staff members consisting of office personnel, teachers or an additional administrator.

After all grade levels have reached capacity, a wait list will be established based on the order of the enrollment requests picked during the lottery. Within one week of the lottery, a public posting on the school's parent information bulletin board will list the names in order of those students who secured a space and parents will be notified of their status on the wait list. When spaces become available, the school will make offers to students on the wait list for each respective grade level. The offer notification will be sent by email and/or SMS message in the parents requested language preference and parents will need to respond to the offer by clicking "Accept" or "Deny" upon login to SchoolMint via the website or SchoolMint app. The school office will also offer dedicated technology and bilingual staff to assist families during the school hours.

Wait lists will be maintained for the current enrollment year only. It will be kept until the last day of the school year. Wait lists will not carry over to the following school year and those applicants on the wait list must re-apply the following year.

Any enrollment requests received after the lottery window deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:

- The student is accepted into the charter school as space becomes available and enrolls in the charter school.
- The parent/guardian requests that the student be removed from the wait-list.
- The end of the current school year.
- The student enrolls at another school in the PUC network

When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. An email and/or SMS notification will be sent to the applicants via SchoolMint. A follow-up phone call will also be made by office personnel and assistance (if needed) will be provided.

It is the parents' or guardians' responsibility to update their contact information continuously in SchoolMint through their accounts or with the charter school. The charter school shall not be responsible for failure to contact a wait-listed parent due to expired contact information.

Once notified of an available slot, a parent/guardian will have the following options:

- Accept the available slot within 3 business days of the offer. After the school year begins, parents will have to accept the available slot within 2 business days of the offer.
- Decline the available slot and be removed from the wait-list.
- If the school does not receive a response within the 3 business days (or 2 days, once the school year begins), the school will deem the parent to have declined the available slot and rescind the offer.

If the slot is accepted, an email and/or SMS notification will go out to parents to provide information and instructions for the online enrollment packet. The parent/guardian will have four weeks to complete the enrollment packet from the time they receive notification about the enrollment packet. Office staff and dedicated technology will be available to assist families in completing this process during school hours.

If the slot is not accepted or a slot is forfeited due to late enrollment materials, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents who have accepted enrollment but who have forfeited their “slot” due to late or missing registration materials will have the opportunity to re-apply to the school to be placed at the end of the wait-list.

In the event a situation arises that is not covered by this procedure, the board of the charter school will determine the fairest method for resolution of the issue.

PUC Milagro will retain the following documentation of the lottery, admission, and enrollment process and procedures. .

- Completed enrollment requests remain in SchoolMint.
- List of students chosen in the lottery will be documented and the lottery results will be stored in SchoolMint.
- Completed enrollment packets are stored digitally in SchoolMint and on the PUC Intranet.
- Agenda(s) from orientation meeting(s) will be on file in the office.
- Sign-in sheets from orientation meeting(s) will be on file in the office.

ELEMENT 9 – FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

9.1 Annual Audit Procedures

PUC Milagro 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 Milagro'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 Milagro's annually. The Partnerships to Uplift Communities Los Angeles Board of Trustees will be responsible for approving the selection of the auditor each year.

PUC Milagro 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 Milagro 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.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

Per changes to EC 47605 by AB 1360 and in accordance with E.C. 47605(J), the following are procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

10.1 School Climate and Student Discipline System

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 Milagro strategically cultivates a positive school environment that is characterized by mutual respect. Students are introduced to "Habits of a Scholar", the "Color Zone" for self-regulation, the Restorative Justice process, and help develop the classroom norms. Through consistent modeling and regular practice, the entire school community (students, teachers, administration, families, and community members) adopts them as their own.

At PUC Milagro Charter School students are taught that "Kindness Matters!". It is our philosophy, supported by research that it is the responsibility of the school to promote and develop students' mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner. Our program goes beyond a zero tolerance of bullying to cultivating citizens who are empathetic, critically thinkers who understand it is not just their responsibility to uplift themselves, but their community as well.

- Each classroom has a color zone anchor chart. It is a tool to help the students become engaged, reflective, and effective problem solvers by providing a common language for the types of choices that support well-being, agency, and risk-taking to grow. The color zone

colors are connected to the Habits of a Scholar, the Social Emotional Learning Competences and the Classroom Norms.

- Students are taught to make personal meaning of and use the Habits of a Scholar to set personal learning and behavioral goals. All staff members use the language of the Habits of Scholar to communicate learning and behavioral expectations. Milagro students are to be referred to as a “scholar” rather than a “student” by all staff members to communicate both respect and instill the vision of being a life-long learner.
- Classroom norms are developed with students to help define their vision of an equitable, inclusive, and supportive learning community. The norms reflect what the students feel they need in order to be critical thinkers, caring individuals, and independent learners. Norms are posted as a reminder of the shared agreements and used as a tool for class or individual reflection/problem solving.
- Class meetings are held on a regular basis to reflect on the success and challenges of the learning/schoolwide community. Teachers work as a facilitator during the meetings in order to place both the celebration and problem solving into the hands of the students. The goal is ensure that both student voice is valued and that students are trusted to restore their own learning environment.
- When students make choices that are in conflict with supporting their own well-being and/or the well-being of the members of their community, teachers/staff use Restorative Justice methods and/or Social Mapping to help the student determine the problem/harm, listen to others feelings (if needed), and create a plan to change and give back (if needed). The goal of using this process is to help students recognize the effects of their actions and fix/heal any problems their actions may have caused. If a consequence is needed – it should be respectful of the student, relevant to the mistake, and reasonable for the teacher to implement and the student to carry out.

Color Zones

Green: Engaged

Yellow: Time to Redirect and Reengage

Orange: Time to Reflect and Make New Choices

Red: Time to Reflection with Adult Support and Make a Plan

SEL (Social Emotional Learning) Competencies:

1. **Self-Awareness:** the ability to identify one’s own emotions
2. **Self-Management:** the ability to control impulses, display feelings appropriately and set and achieve goals (impulse control, stress management, and persistence)
3. **Social Awareness (Social Imagination):** the ability to take the perspective of others and display empathy (empathy and respect for other)
4. **Positive Relationship Skills:** the ability to develop friendships with peers and close relationships with teachers and other adults (cooperation and communication)
5. **Responsible Decision Making:** the ability to think about safety, respect of others, and academic learning (evaluation and reflection)

Habits of a Scholar

The Habits of a Scholar are both a shared language and defined practices that were named and incorporated into school culture to both develop agency and to support students goal accomplishment now and far into the future.

Perseverance

Scholars are motivated to relentlessly pursue and refine their ideas. They accept and overcome road blocks to achieve.

Risk Taking to Grow

Scholars challenge their minds and constantly force themselves to grow. They are receptive to change. Scholars accept that being uncomfortable is part of the process.

Resourceful

Scholars have their materials ready and are prepared mentally and physically with whatever is needed to learn. They utilize multiple resources to consider and discuss different views, ideas, and theories.

Ponder

Scholars think! “Hmmmmmm?!?!?” Scholars know that quality thoughts take time to develop and take time for reflection.

Curious

Scholars always wonder and question. Scholars research and discuss information to learn.

Scholarly Humility

“I still don’t know everything.” True scholars consider themselves only “half full”. Scholars seek to do it better, strive to learn and try new and more things.

Vision/Goal

Scholars know that SMART goals are keys to success. They understand that without a path there can be no vision. They are mindful of possible challenges.

Respect

Scholars look outside themselves and see how others see things. They understand that success can be achieved in multiple ways and accept and value differences. Scholars collaborate and build interdependent relationships in order to evolve their thinking.

Restorative Practices

The Three “Pillars” of Restorative Practice – A Focus on Change

- **Harm:** Justice begins with a focus on victims and their needs; it seeks to repair harm in ways that are substantive as well as symbolic. This view of harm also extends to harm suffered by the wrong doer and the wider community.
- **Obligations:** Recognition of obligations places the emphasis on wrongdoer accountability and responsibility. This means the wrongdoer must be helped to understand the consequences for others of their behavior, and they have a responsibility to make things right as far as it is possible – both substantively and symbolically.
- **Engagement and Participation:** Inclusion of key people involved in what happen is important. Participants are involved in the process of telling the story of what happened, exploring the harm, and making decisions about how to resolve the issue.

Problem Solving Dialogue

- Explores “event”
- Determines “harm” done

- Collaboratively works out a way forward

Questions that target – thinking, feelings and actions/behavior with the intent to resolve issues, repair harm and move on

<p>Key Questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. How are you feeling about it now? 4. Who has been harmed? In what way? 5. What needs to happen to repair the harm? 	<p>Questions to the person harmed:</p> <ol style="list-style-type: none"> 1. What did you think when _____ happened? 2. How have you been harmed/affected? 3. What has been the hardest or most challenging part? 4. What would you like to see happen?
--	---

Methods

- Restorative Circle
 - In classrooms, chairs are placed in a physical circle with no additional furniture blocking any participants
 - A facilitator, the “circle keeper,” can be a student or a teacher who makes introductory comments, including a discussion about the values and positive agreements that will govern that circle.
 - A talking piece, that has some significance to members of the circle, allows only the person holding it the right to speak
 - Participants “check-in” to talk about how they are feeling physically, mentally or emotionally and “check-out” to discuss how they are feeling as the circle ends.
- Student Led Discussions with or without Adult Facilitation
 - All students sit on the carpet facing each other.
 - Students use inclusive language to share and select speakers.
- Small Group or One-on-One Conferences (Relational Conversation or a Restorative Chart)
 - Adult facilitates
- Student Written Reflection and Follow-up Conversation (with adult and/or with those involved)

Reflection Time

- Reflection time is to be used as a time for the student to reflect on what changes they need to make (ownership of choices), how to repair/heal/fix the problem, and what supports they need to be successful in making it happen. This reflection needs to be shared and discussed with the adult who assigned the reflection time in order to re-establish a positive relationship and provide support for the student’s restorative action plan.

Giving Back

- In order to repair and provide healing, students need to determine a method for “giving back” to that person(s). This “give back” can be decided by the student, co-created with an adult, or assigned.

Highly Sensitive Issues Regarding Well-Being and Safety

The following issues require a team Restorative Justice approach (team includes teacher, administration, and family):

- Physical assault
- Threats of violence
- Deliberate destruction of property
- Discriminative language and actions used towards others
- Sexual assault

Additional Supports

- **Mindfulness:** Students engage in lessons to learn about how their brain works, and how they can use this knowledge to make choices that benefit themselves and those around them. Teachers use the research based curriculum resources to develop lesson and deliver instruction. Students also engage in “mindful breathing” exercises three times a day to help them focus and bring their brains into a calm state for learning. They also learn how to use mindful breathing in times of stress or challenge to support themselves in making the best choice.
- **Yoga:** Students participate in yoga with a trained yoga youth specialist once a week for 20 minutes. Student are taught exercises to help them stay not only physically fit but, more importantly how to have a “calm” brain and heart. The language used during yoga is also used during class. Students are reminded by the teacher and their peers to have a “calm brain” and a “calm heart”. This short message is used to remind them to use all of the mindful techniques they have learned to make positive choices and persevere through challenges.
- **Social Mapping and Social Thinking:** Students with identified needs receive additional support through Social Mapping. This technique allows students to work with an adult one-on-one to understand a problem or mistake through drawing out what happened, who was involved, how they felt and how others who were involved felt, and determining possible solutions. Social Thinking groups are provided as part of Tier II supplemental behavioral supports to help students develop a language to understanding their feelings, and learn strategies for supporting themselves when they feel challenged.
- **PUC Counseling Program:** All students and families have access to the school counseling program. If a family member, teacher or staff feels a student or family would benefit from counseling a request is to be made and discussed with administration. Needed consent forms are provided to the family (teachers, staff, or administration can provide paperwork). Administration works with the counseling department to coordinate services. No counseling occurs without written have family consent.

Multi-Tiered Support System

The goal of PUC Milagro’s MTSS is to implement a system where multiple levels of behavior supports are provided based on student need. The goal of the schools 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.

RtI at PUC Milagro 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: monitor student behavior data by using PowerSchool and 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?*

10.2 Alternative Placement

Except for the Suspension from Class procedure described below, PUC Milagro does not give students in-school suspensions. Instead, PUC Milagro provides Alternative Placement to students as an alternative to out-of-school suspensions. When a student is assigned Alternative Placement, that student may be assigned by the principal or assistant principal or designee to the school office or other alternative location. The parent/guardian of the student will be notified by telephone or in-person of the student's location, hours, and the length of the placement. In this alternative location, the student will be supervised by certificated staff and provided instruction. Instruction will be provided by the certificated staff member who will provide the school work from each of the student's classes, explain the material, and answer the student's questions.

Students in Alternative Placement should have access to appropriate counseling services. Students with disabilities shall be provided with supports and services as described in their IEP. For students with an IEP, Alternative Placement will not exceed ten (10) days without a corresponding IEP. For students without an IEP, Alternative Placement will not exceed fifteen (15) school days per incident.

PUC Researched-Based Alternatives to Suspension

<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"> o Behavior log o Self-charting/monitoring of behaviors o Strategies that provide feedback to the student o Check-in/Check-out o 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"> o Tutoring younger students o 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 students 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)

	<ul style="list-style-type: none"> 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	<p>As appropriate, based on student behavior of concern and need:</p> <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	<p>Financial or "in kind" (by actions) restitution for behavior. This permits the student to restore or improve the school environment, fix, repair, replace, or clean up the "problem." For example:</p> <ul style="list-style-type: none"> 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

	<p>turn to express thoughts and feelings while others listen respectfully. For example:</p> <ul style="list-style-type: none"> o Peer led Restorative Justice o Class Meetings o Group or Conflict Mediation o Social Skills group support
--	--

10.3 Discipline Foundation Policy

PUC Milagro 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 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 Milagro's Student/Parent Handbook will be consistent with the provisions in Element 10 of the charter.

Parents will be asked to participate in the Family Support Team (PUC's equivalent of the Student Success Team) process if a student's behavior is not improving. Members of the Family Support Team typically include the principal or principal designee, Special Education teacher(Inclusion Specialist), at least one of the student's teachers, one or both of the student's parents (or guardian) and the student. Appropriate modifications and intervention strategies will be developed by the Family Support Team and the site principal. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended. At all times students, will be afforded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be removed from the campus but at all times will be afforded due process and continued access to instruction.

School staff shall aim to enforce disciplinary rules and procedures fairly and consistently amongst all pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct and discipline will also be printed and distributed as part of the school's Student/Parent Handbook. The discipline policy will be progressive in nature except when a student violation is severe.

When reasonable to do so, student discipline should include positive behavioral interventions.

Notification of Policies

The site principal or designee shall ensure that pupils and their parents/guardians are provided with the PUC Milagro's Student/Parent Handbook at the time of enrollment. The parents and students will be informed that the handbook includes all policies and procedures for pupil conduct and discipline. The PUC Milagro'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 Milagro'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 Milagro takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. When a student's actions violate the school's values there are consequences aligned to the offense. The matrix below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.

At the time of enrollment in PUC Milagro, parents and students will be provided with a Student/Parent Handbook that has a clearly delineated list of violations for which students may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in the table below:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period whether on or off the campus.
- d. During, or while going to or coming from, a school-sponsored activity.
- e. Students who present an immediate threat to the health and safety of others may also be suspended or expelled.

Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion. Expulsion Not Mandatory.	Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.	May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.
<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. Possessing firearm. b. Selling or otherwise furnishing a firearm. c. Brandishing a knife at another person. d. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq. e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900. f. Possession 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. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1). b. Possession of any knife, explosive with less power than an M-80, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(1)(B). c. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. d. Robbery or extortion. <i>EC</i> Section 48915 (a)(1)(D). e. Assault or battery, or threat of, on a school employee. 	<p>Acts committed at school or school activity or on the way to and from school or school activity or student presents an immediate threat to the health and safety of others.</p> <ul style="list-style-type: none"> 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. Committed hazing

	<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)]. 	<ul style="list-style-type: none"> r. 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. s. Participated in the act of hate Violence § t. Made a Terroristic Threats u. Created a hostile educational environment through severe or pervasive threats, harassment, or intimidation § <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>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p> <p>§ Grades 4 through 12 inclusive</p>
--	--	---

10.4 Suspension and Expulsion Procedures

Authority to Suspend

The Principal, Assistant Principal, and Dean in consultation with the Regional Superintendent has the authority to suspend from school following the procedures listed below.

Suspension Procedures

Suspension from Class: A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Regional Superintendent. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include

suspension from school or other disciplinary measures such as “Alternatives to Suspension and Expulsion” listed above.

Suspensions from school shall be initiated according to the following procedures:

1. A fair and thorough process for investigating incidents and collecting evidence
 - a Interview relevant witnesses to the incident
 - b Photograph physical evidence
 - c Conduct searches of individuals when the reasonable suspicion standard is met
2. Informal Conference
 - a Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or designee with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal or designee
 - b The conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil shall be notified of the pupil’s right to return to school for the purpose of the conference
 - c At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense
 - d This conference shall be held within two school days of the incident, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization
 - e No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials

Suspension Notification

At the time of suspension, a PUC principal/assistant principal/designee, or office manager, as directed by the administrator, shall make a reasonable effort to contact the parent/guardian by telephone, text, email, or in person. Whenever a pupil is suspended, the parent/guardian shall be notified by the principal in writing of the suspension. This notice shall state the specific offenses committed by the pupil. In addition, the notice will also state the date and time when the pupil shall return to school and the right to appeal the suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond in writing, email or by phone to such requests without delay to the principal. In addition, the notice will include directions for appealing a suspension.

Suspension Time Limits

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will ensure that their education continues while they are absent from school. The homework will be collected by the school’s main office. The parent or guardian will be asked to pick up the homework from the main office each day after school ends. At the same time, the parent

or guardian will return any finished work product from the suspended student. In addition, unless the student is suspended pending an expulsion hearing?, teachers will be available to meet with the suspended student at the school site to review homework and administer tests, as needed.

Suspension Appeal Process

During or immediately after the informal suspension conference, information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process and a Suspension Appeal Form:

1. To initiate an appeal, the student or parent or guardian must contact the Regional Superintendent in writing from the day of suspension to five (5) school days following the last day of the student's suspension and fill out a Suspension Appeal Form. The student or parent or guardian may write down any and all reasons why they believe the suspension should be overturned, and may attach any evidence to the form.
2. An alternate PUC Regional Superintendent or designee who was not involved in the initial suspension will examine the submitted Suspension Appeal Form along with any submitted evidence and may gather information either in-person or via telephone or via email from the principal, parent or guardian, and student to hear the family's reasons for the appeal and to determine whether or not the principal suspended the student properly and followed all applicable procedures. The alternate Regional Superintendent will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. There will be no hearing.
3. Within five (5) school days of receipt of the Suspension Appeal Form, based on the information submitted or requested, the Regional Superintendent may make one of the following decisions regarding the suspension:
 - a. Uphold the suspension
 - b. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
 - c. Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be removed from the student's record. No information regarding the suspension will be placed in the student's permanent cumulative record.
4. The Regional Superintendent will mail or email a copy of the decision to the parent or guardian and student within five (5) school days of making the decision. A copy of the decision will also be mailed to the school principal.

Opportunity Transfer

An Opportunity Transfer (O.T.) is a carefully planned school initiated transfer of a student within Partnerships to Uplift Communities schools for remedial and corrective reasons. It is issued as an alternative means of correction to address student misconduct as listed in the "Grounds for Suspension and Expulsion" Matrix above after prior interventions have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to himself, herself or others. The purpose of an O.T. is to minimize factors that interrupt the

academic process, and thus to create a school climate that is safe and conducive to learning for all. Additionally, an O.T. is utilized to provide the transferring student a fresh start at a new school and an opportunity to create positive relationships with new students and staff. Using an O.T. as an effective intervention tool can greatly assist schools in accomplishing the school's goals of increasing graduation rates, decreasing student dropouts, and maintaining safe school communities.

An O.T. can be recommended by the school Principal and/or an Opportunity Transfer Hearing panel and issued by the Regional Superintendent. Parental consent is not required for O.T. issuance; however, no student shall be involuntarily removed (which is defined as disenrolled, dismissed, transferred or terminated) by the school for any reason unless the student's parent/guardian has been provided with written notice of the intent to remove the student at least five (5) school days before the effective date of the removal. The written notice must be in the native language of the student, parent/guardian, and or/educational rights holder if the student is a foster or homeless youth. If possible, school staff will create the written notice in the native language. If not possible, the school will contract for this service but will redact any personally identifiable information from the language that requires translation to maintain confidentiality. In this circumstance, personally identifiable information will be added to the notice after translation services have been provided.

If the Principal recommends an O.T. without an Opportunity Transfer Hearing, the written notice must inform the student of his/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 Milagro nor has ever been a teacher or administrator of the student. If the parent/guardian does not initiate a hearing, the student has the right to remain enrolled throughout the five (5) school day notice period and then will be transferred. Notice of this right to remain enrolled throughout the notice period is included in the written notice. If the parent/guardian initiates a hearing, the student is entitled to remain enrolled in the school through the duration of the hearing, and cannot be removed until the school issues a final hearing decision. An Opportunity Transfer Hearing will occur within ten (10) school days of the parent initiating an Opportunity Transfer Hearing. However, if the parent chooses to waive the five (5) school days' notice period, the hearing may occur within five (5) school days of the Principal's recommendation for an O.T.

If the Principal convenes an Opportunity Transfer Hearing, the written notice shall include an explanation of the student's basic rights including the right to remain enrolled in the school through the duration of the hearing and cannot be removed until the school issues a final hearing decision. The Opportunity Transfer Hearing will occur within ten (10) school days of the notice. However, if the parent chooses to waive the five (5) school days' notice period, the hearing may occur within five (5) school days of the Principal's recommendation for an Opportunity Transfer Hearing.

An O.T. may also be issued by an Expulsion Panel following an expulsion hearing.

Once an O.T. has been issued, an intake meeting at the receiving school will be scheduled. The receiving school is determined by the Regional Superintendent, with input from the sending school's Principal, and the decision is based on enrollment availability, location, parent's preference, and the receiving school's culture. A rehabilitation plan will be discussed to help the student succeed at the receiving school. A school cannot be chosen as a receiving school if it has no space available for the student.

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-LA 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.

If a student withdraws from the sending or receiving school at any time during the O.T., the student's O.T. will remain in effect until the student has served the length of the O.T. term and has provided documentation from the school the student has been attending demonstrating compliance with the rehabilitation plan. If the student 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 space is available, the student will be enrolled. If the student seeks enrollment at the sending school during the school year and no space is available, the student will be placed at the end of the waitlist. If the student seeks enrollment at the sending school prior to the school year, the student will have an opportunity to be enrolled through the lottery system.

A parent or guardian and student may appeal an Opportunity Transfer by filling out and returning to the school an Opportunity Transfer Appeal Form within 3 weeks of the decision to Opportunity Transfer. When an appeal form is filled out, the Regional Superintendent who was not involved in the decision to Opportunity Transfer the student or designee will examine the appeal form and all of the evidence that is relevant to the case. If the Regional Superintendent or designee needs clarification or additional information, the Regional Superintendent or designee shall contact the parent or guardian, the student, the school that conducted the investigation or

witnesses to gather additional evidence. If the parent, guardian, or students wants to meet or communicate directly with the Regional Superintendent or designee to discuss the appeal, the Regional Superintendent or designee will accommodate that request. Within 10 school days of receiving the appeal form, the Regional Superintendent will make a decision whether to uphold or to overturn the Opportunity Transfer. The Regional Superintendent will then mail a copy of the decision to the parent or guardian.

Authority to Expel

A pupil may be expelled by the Expulsion Hearing Panel (consisting of three (3) PUC school administrators or PUC school personnel with administrative credential) following an expulsion hearing. To ensure impartiality, reasonable efforts will be made to populate the Expulsion Hearing Panel with school administrators from a different PUC schools region. However, it is permissible for school administrators from the same PUC region as this school to serve as Expulsion Hearing panelists.

Expulsion Procedures

To initiate the expulsion hearing procedure, the Principal's decision shall be based on the finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Upon recommendation of expulsion by the principal, the pupil and pupil's guardian or representative (who may be counsel or other advocate) will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

- (1) the pupil's presence will be disruptive to the education process or
- (2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion must have an expulsion hearing (whether requested or not by the parent/guardian) to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days from when the recommendation for expulsion is made. The Principal or designee will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

1. The expulsion hearing (which is usually held in closed session, unless otherwise requested, 72 hours in advance) will be presided over by the Expulsion Hearing panel and the outcome will be reported to the Regional Superintendent. The Panel's decision-making authority includes

but is not limited to reinstating the student, reinstating the student with a behavioral contract, initiating an Opportunity Transfer, or expelling the student.

2. Written notice of the hearing shall be forwarded by the Principal or designee to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing unless the parent/guardian and pupil wish to waive the 10-calendar day waiting period. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
 - a. The date and place of the expulsion hearing
 - b. A statement of the specific facts, charges, and/or offenses upon which the proposed expulsion is based
 - c. A copy of PUC disciplinary rules which relate to the alleged violation
 - d. Notification of the pupil's or parent/guardian's obligation to provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
 - e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
 - f. The right to inspect and obtain copies of all documents to be used at the hearing.
 - g. The opportunity to confront and question all witnesses who testify at the hearing.
 - h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.
 - i. Reasonable accommodations and language support
 - j. Special rules and procedures for incidents involving sexual assault and/or battery

Recording of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. Parent/guardian and student may request access to the recording and will be granted access within a five (5) school days.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The Expulsion Hearing Panel may expel a pupil if it finds the following: 1) substantial evidence that the pupil committed an expellable offense and 2) substantial evidence that other means of correction are not feasible or have repeatedly failed to bring about proper conduct **or** that the student's presence causes a continuing danger to the physical safety of the pupil or others.

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

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

The school will provide translation as requested by the student and/or parent/guardian.

The Expulsion Hearing Panel's decision shall be made within ten (10) school days following the conclusion of the hearing.

Notification of Expulsion

The principal, following a decision to expel, shall send written notice of the expulsion, including the Expulsion Hearing Panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- (1) Notice of the specific offense(s) committed by the pupil.
- (2) Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
- (3) Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status.
- (4) Information regarding the type of educational placement during the period of expulsion and/or alternative educational options for pupil.
- (5) Effective date of expulsion.
- (6) Date the student to be reviewed for reinstatement.

Expulsion Appeal Process

To initiate an appeal, parent or guardian or student must contact either the school, the school's Regional Superintendent or a Regional Superintendent who was not involved in the original expulsion in writing within three (3) weeks of the date of the expulsion. The school will provide written notice of the date of the Expulsion Appeals Hearing at least three (3) days prior to the hearing date. The written notice will include the day, time, and location of the hearing. The parent/guardian and student will also be informed of the following:

- The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses
- Reasonable accommodations and language support

The rules regarding presentation of evidence at an Expulsion Appeals Hearing are the same as those regarding presentation of evidence at an Expulsion Hearing.

The Regional Superintendent who was not involved in the original expulsion or designee will gather information from the site principal, student, parent or guardian. That Regional Superintendent or designee will then facilitate an appeals hearing involving the original stakeholders to an Expulsion Appeals Panel, consisting of three (3) PUC school administrators or PUC school personnel with administrative credential that does not consist of any original Expulsion Hearing Panel members.

Based on the information presented at the Expulsion Appeals Hearing, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion within five (5) school days after the hearing:

1. Uphold the expulsion
2. Determine that the expulsion was not within the school's guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be removed from the student's record. No information regarding the expulsion will be placed in the student's permanent cumulative record.

The Principal or designee will contact the family by telephone and mail a copy of the decision to the student and/or parent or guardian within five (5) school days of the Expulsion Appeals Panel's decision. If the expulsion is overturned and the Expulsion Appeal Panel decided to reinstate the student, the principal will immediately work with the family to bring the student back to school no later than 5 days after the family is contacted. If the expulsion is overturned and the Expulsion Appeal Panel decided to Opportunity Transfer the student, the principal will immediately work with the family to bring the student to a different PUC school no later than 5 days after the family is contacted.

PUC Milagro 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 Regional Superintendent or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

- Assault with a deadly weapon (Penal Code Section 245);
- Possession or sale of narcotics or a controlled substance;
- Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
- Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 ½ inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

If a student is under an expulsion order from another school district (LEA), the enrollment request will be reviewed by PUC Los Angeles Regional Superintendent. The PUC Los Angeles Regional Superintendent will determine if enrollment will be granted. Enrollment will be

granted if means of correction are feasible or have not repeatedly failed to bring about proper conduct and if the student's presence does not cause a continuing danger to the physical safety of the pupil or others.

10.5 Rehabilitation, Readmission, and Interim Placement

REHABILITATION PLANS

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

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.

PUC Milagro'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 Milagro 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

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 – RETIREMENT PROGRAMS

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

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 Retirement Programs for Certificated and Classified Staff

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

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

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

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

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

12.1 Admissions Notification

As a public school of choice, PUC Milagro does not have restrictive enrollment based on residence. Parents and students will be informed of their public school attendance alternatives during the enrollment process.

ELEMENT 13 – DISTRICT EMPLOYEE RIGHTS

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

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

ELEMENT 14 – DISPUTE RESOLUTION

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Los Angeles, California 90017

Principal
PUC Milagro Charter School
1855 N Main Street
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 Milagro Charter School
1855 N Main Street
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(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised

08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

The specific position(s) that will serve as the school’s closure agent(s) in the event that the school closes shall be the Regional Superintendent or Designee.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the

prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,

- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

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

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

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

provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL)

Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local

Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²

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

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

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

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.

²The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District,

Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to

the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited

to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - D. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies

and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Principal
PUC Milagro Charter School
1855 N Main Street
Los Angeles, CA 90031

- 7) 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.
- 8) 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.

- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, 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.
- 10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

Principal
PUC Milagro Charter School
1855 N Main Street
Los Angeles, CA 90031

- 7) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as

determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 8) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 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:
 - (iii)Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (iv)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (iv)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide

all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires

that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
14. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)