AUTOMATIC RENEWAL

01/02/2019
TERM: 2019-2024

PUC NUEVA ESPERANZA CHARTER ACADEMY

A School Within
Partnerships to Uplift Communities
Valley

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ASSURANCES, AFFIRMATIONS AND DECLARATIONS

PUC Nueva Esperanza Charter Academy (also referred to herein as **"PUC Nueva Esperanza"** 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).)**

GENERAL INFORMATION	
• The contact person for Charter School is:	*Errin Robinson*
• The contact address for Charter School is:	*1218 N. 4th St.* *San Fernando, CA 91340*
• The contact phone number for Charter School is:	*818-256-1951*
• The proposed address or ZIP Code of the target community to be served by Charter School is:	*Northeast San Fernando Valley*
• This location is in LAUSD Board District:	*6*
• This location is in LAUSD Local District:	*NORTHEAST*
• The grade configuration of Charter School is:	*6-8*
• The number of students in the first year will be:	*360*
• The grade level(s) of the students in the first year will be:	*6-8*
• Charter School's scheduled first day of instruction in 2019-2020 is:	*August 12, 2019*
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	*360*
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	*Traditional*
• The bell schedule for Charter School will be:	*8:00 a.m. to 3:35 p.m.*
• The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

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

- Statewide Assessment Data
  The standard file including District ID.

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

- CBEDS

- All Students enrolled as of December 1 of each school year
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

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

- Monthly SESAC and Suspension data

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

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

1.1 Community Need for Charter School

Introduction for Element One for PUC Nueva Esperanza Charter Academy

Founded in 2009, PUC Nueva Esperanza was the fourth PUC middle school established in the Northeast San Fernando Valley to address the long waiting lists for the other PUC middle schools. Located in a community where the dropout rate from the local high schools was alarmingly high, the PUC middle schools were designed to better meet individual students' needs and inspire them with a love of learning that would result in them graduating from high school and college. Source: McMillen, M., Kaufman, P, and Klein S. (1997, July). Retrieved from http://nces.ed.gov/pubs/dp95/97473-3asp.

PUC is the acronym for Partnerships to Uplift Communities, a 501c3 non-profit corporation established in 2004 that represents the belief that as students fulfill the vision of the schools, the community will be uplifted and revitalized. The organization is grounded in 3 Commitments: Increase the college graduation rate by 5 times in the communities we serve; Students will become proficient within four years in PUC; and Students will commit to uplift our communities now and forever.

Over the course of the past 10 years, PUC Nueva Esperanza has established itself as jewel in the community. It is characterized by high achievement, high expectations for all students, a nurturing culture of mutual respect in which teachers believe every child will succeed, a high level of parent engagement, significant parent, student, and staff satisfaction, waiting lists, and a college going culture.

In 1999, the founding 6th grade students at the oldest PUC school, Community Charter Middle School, began on the campus of California State University Northridge. This experience had such a profoundly positive effect on the students' vision of their future as college students, every year thereafter the school decided to begin their incoming 6th grade students on that same university campus. Every PUC middle school in the Northeast San Fernando Valley engages in the same practice. Since its founding year, PUC Nueva Esperanza has started each of their classes of incoming 6th grade students with one week on the university campus. The students return to their middle school campus deeply inspired by a vision of their future college graduation. With the memory of life on a university campus fresh in their minds and determined to return there, they begin their middle school journey with the understanding that middle school success will be the first part of their journey back to a university.

PUC Nueva Esperanza Charter Academy TODAY:

Summary of Student Achievement Data:

Analysis of school-wide data over the current charter period indicates that PUC Nueva Esperanza is an achieving school. While there are some fluctuations in achievement data year-to-year, the overall trend is that of increasing student performance and making progress toward achieving the goals established within the school's LCAP in alignment with State Priorities.

PUC Nueva Esperanza demonstrated a clear pattern of growth when measured by the previous CST aligned assessment system. It should be noted that PUC Nueva Esperanza did reach an API score of 821 in 2013, which was the last year in which PUC Nueva Esperanza was assigned an API aligned to the previous CA statewide assessment system. See Chart 1.A.

Chart 1.A PUC Nueva Esperanza 2013 Accountability Reporting			
API	Statewide Ranking	Similar School Ranking	# of Students Tested
821	6	10	299
Source: DataQuest API Report			

Both PUC Nueva Esperanza outperformed the District and State on the 2013 API scores. See Chart 1.B.

Chart 1.B			
YEAR	PUC Nueva Esperanza	LAUSD	STATE
2013	821	750	790
Source: DataQuest API Report			

Analysis of Academic Progress Over the Current Charter Term:

Overall 2017-18 CAASPP Performance for PUC Nueva Esperanza Charter Academy and Comparative/Neighboring Schools:

Data analysis of CAASPP English Language Arts scores for 2017-18 demonstrate that PUC Nueva Esperanza performed near or around the scores for all neighboring middle schools. See Chart 1.C. Thirty percent of students scored either "Met" or "Exceeded" in the area of English Language Arts. The school will continue to work on closing the ELA gap that is apparent between itself, the District, and the State.

CHART 1.C 2017-18 CAASPP COMPARATIVE VALLEY MIDDLE SCHOOL RESULTS

ENGLISH LANGUAGE ARTS	MET/EXCEEDED			OVERALL
MIDDLE SCHOOL	**6TH**	**7TH**	**8TH**	
PUC NUEVA ESPERANZA	**21%**	**34%**	**35%**	**30%**
CHARLES MACLAY	20%	32%	40%	31 %
OLIVE VISTA	32%	38%	36%	35%
SAN FERNANDO INSTITUTE OF APPLIED MEDIA	31%	29%	35%	32%
PACOIMA MS	31%	32%	30%	31%
SAN FERNANDO MS	27%	28%	38%	31%
LAUSD	39%	41%	40%	42%
STATE	48%	50%	49%	50%

Source: https://caaspp.cde.ca.gov/sb2018/Search?lstTestYear=2018

In the area of Mathematics, PUC Nueva Esperanza did not meet or outperform neighboring schools. All neighboring schools, including PUC Nueva Esperanza scored in the teens in the area of Mathematics. This is an area of focus.

CHART 1.D 2017-18 CAASPP COMPARATIVE VALLEY MIDDLE SCHOOL RESULTS

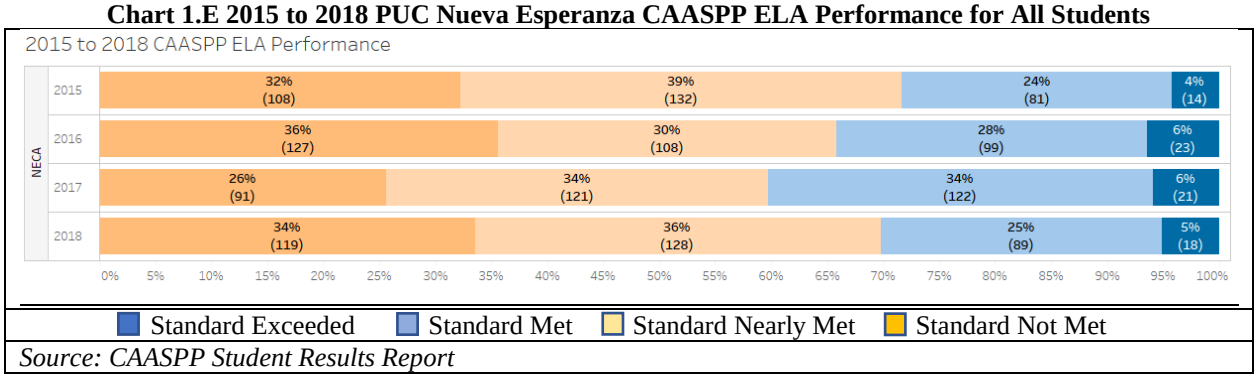
MATHEMATICS	MET/EXCEEDED			OVERALL
MIDDLE SCHOOL	**6TH**	**7TH**	**8TH**	
PUC NUEVA ESPERANZA	**10%**	**21%**	**12%**	**14%**
CHARLES MACLAY	12%	14%	26%	17%
OLIVE VISTA	14%	20%	14%	16%
SAN FERNANDO INSTITUTE OF APPLIED MEDIA	17%	20%	15%	17%
PACOIMA MS	18%	16%	18%	17%
SAN FERNANDO MS	16%	15%	22%	18%
LAUSD	30%	29%	28%	32%
STATE	38%	37%	37%	39%

Source: https://caaspp.cde.ca.gov/sb2018/Search?lstTestYear=2018

Overall School English Language Arts CAASPP Performance for PUC Nueva Esperanza:

As indicated in Chart 1.E, PUC Nueva Esperanza's three-year data demonstrates consistent overall progress in English Language Arts. The performance levels are Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. Students scoring "Standard Exceeded" or "Standard Met" increased twelve percentage points from 2015 and 2017, going from 28% to 40%. Moreover, from 2015 to 2017 there was a decrease of students performing in the area of "Standard Not Met" of 6 percentage points, meaning more students moved up at least one band from bottom performance band. The 2018 ELA CAASPP data show a drop in the number of students performing at "Standard Met" or "Standard Exceeded." However, when compared with the 2015 ELA scores, there has been growth.

Chart 1.E 2015 to 2018 PUC Nueva Esperanza CAASPP ELA Performance for All Students

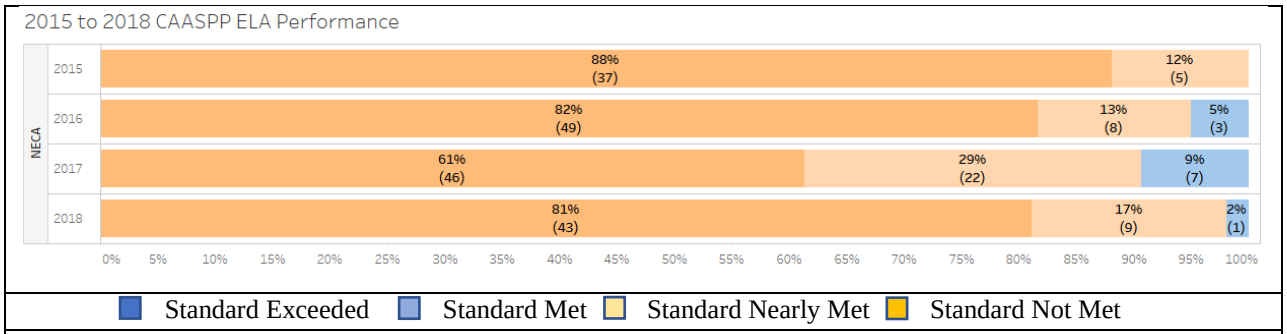


Source: CAASPP Student Results Report

Sub-group CAASPP English Language Arts Performance:

EL STUDENTS: Chart 1.F demonstrates that progress is happening in the school's subgroup of English Learners (ELs) as well. The percentage of ELs scoring in the "Standard Met" performance level increased from zero in 2015 to nine percent in 2017. 2018 CAASPP ELA EL sub-group scores show there is still a need for improved efforts for our EL subgroup. When compared with 2015 and 2016 scores, EL students demonstrated some modest growth with students scoring at "Standard Not Met" continuing the downward trend.

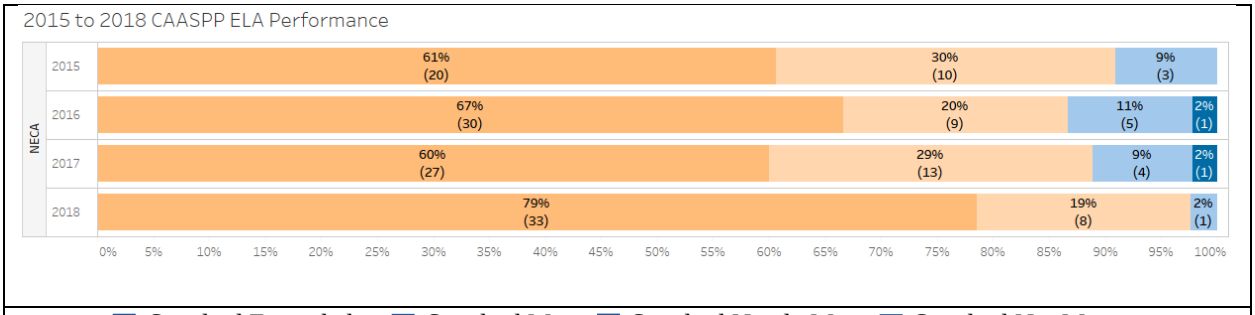
Chart 1.F 2015 to 2018 PUC Nueva Esperanza CAASPP ELA % for EL Students



Source: CAASPP Student Results Report

SPECIAL EDUCATION STUDENTS: PUC Nueva Esperanza's Special Education student subgroup has also shown progress from 2015 to 2017 in ELA. The school has maintained nine percent of students with disabilities scoring at the "Standard Met" performance level, and two percent of students with disabilities scored in the "Standard Exceeded" performance level in 2017. The 2018 CAASPP ELA SPED sub-group scores demonstrate an area of growth. The school will take a deeper dive into the 2018 CAASPP data and develop an action plan for this sub-group.

Chart 1.G 2015 to 2018 PUC Nueva Esperanza CAASPP ELA % for SPED Students

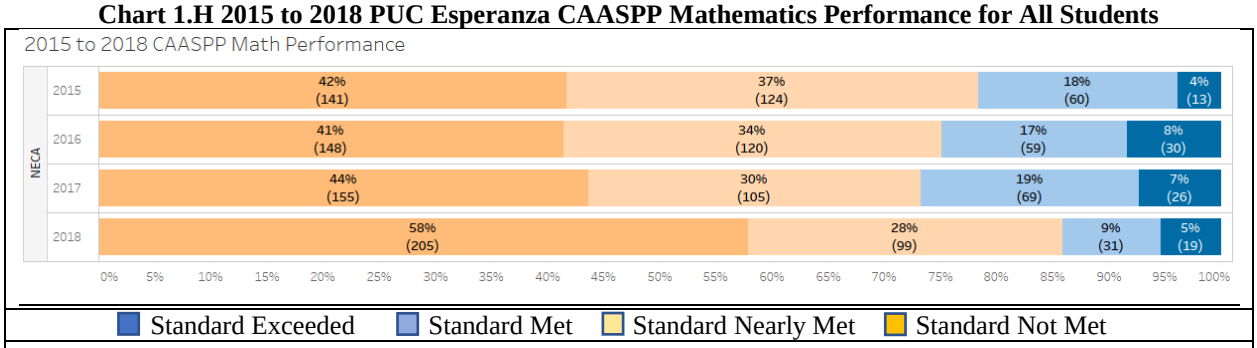


Source: CAASPP Student Results Report

Overall School Mathematics CAASPP Performance:

As indicated in Chart 1.H, PUC Nueva Esperanza's three-year data show overall progress in Mathematics. The performance levels are Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. Students scoring "Standard Exceeded or Standard Met" increased four percentage points from 2015 and 2017. The 2018 Overall CAASPP Math data also demonstrate an area of growth. Again, the school will take a deeper dive into 2018 CAASPP data, with a focus on the math school-wide data in order to analyze why there was an increase in students scoring at "Standard Not Met." Teachers will reflect on current pedagogy and how future professional development can be modified in order to provide the necessary training and supports needed.

Chart 1.H 2015 to 2018 PUC Esperanza CAASPP Mathematics Performance for All Students

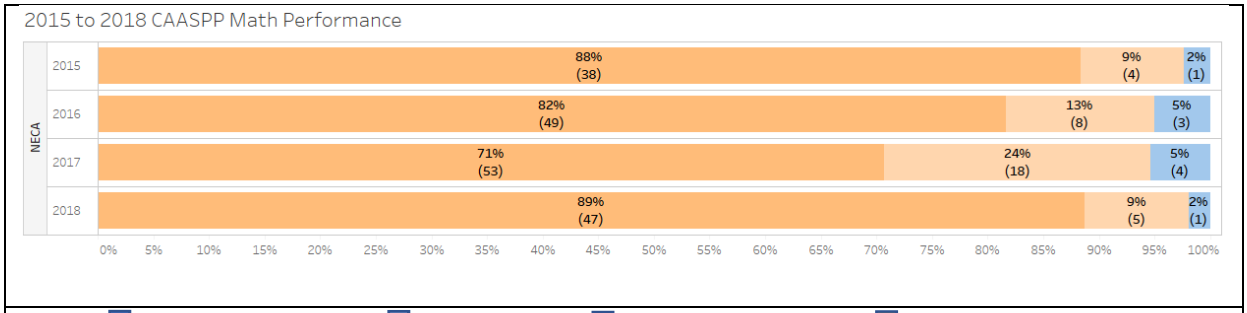


Source: CAASPP Student Results Report

Sub-group CAASPP Mathematics Performance:

EL STUDENTS: As seen in Chart 1.I below, data indicates progress amongst English Learners in Mathematics. There was a three-percentage point increase in students scoring at the "Standards Met" performance level from 2015 to 2017. In addition, in 2015, eighty-eight percent scored in the "Standard Not Met" and in 2017 that declined to seventy-one percent. That is a seventeen-percentage point drop. The upward trend the school was on for this sub-group stopped and actually reversed in 2018. However, the number of students scoring at "Standard Not Met" mirrors that of the 2015 scores. There is still overall growth when looking at the last four years of CAASPP assessments.

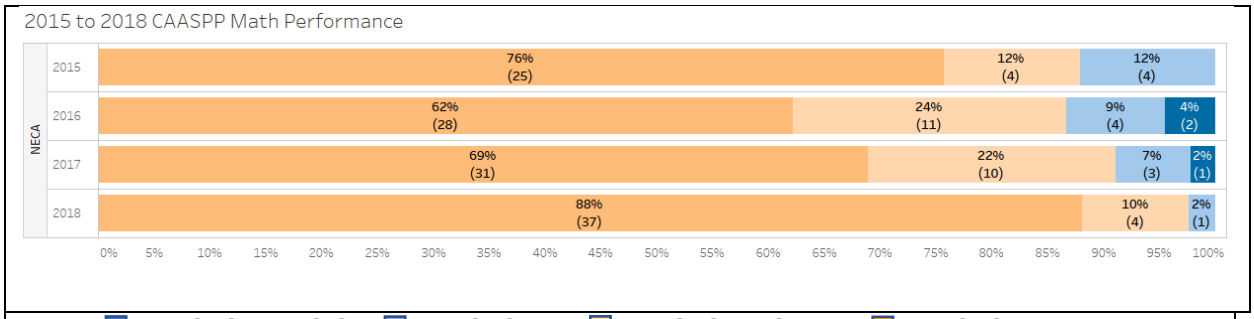
Chart 1.I 2015 to 2018 PUC Nueva Esperanza CAASPP Mathematics % for EL Students



Source: CAASPP Student Results Report

SPECIAL EDUCATION STUDENTS: Analysis of the data below (Chart 1.J) shows that Special Education students made minor improvement in mathematics achievement between 2015 and 2017. The percentage of students in the "Standard Not Met" performance level decreased seven percentage points during this time. The 2018 scores unfortunately continued this trend. The school will continue to work on increasing the percentage of students with disabilities scoring in the "Standard Met" and "Standard Exceeded" performance levels.

Chart 1.J 2015 to 2018 PUC Nueva Esperanza CAASPP Mathematics % for SPED Students



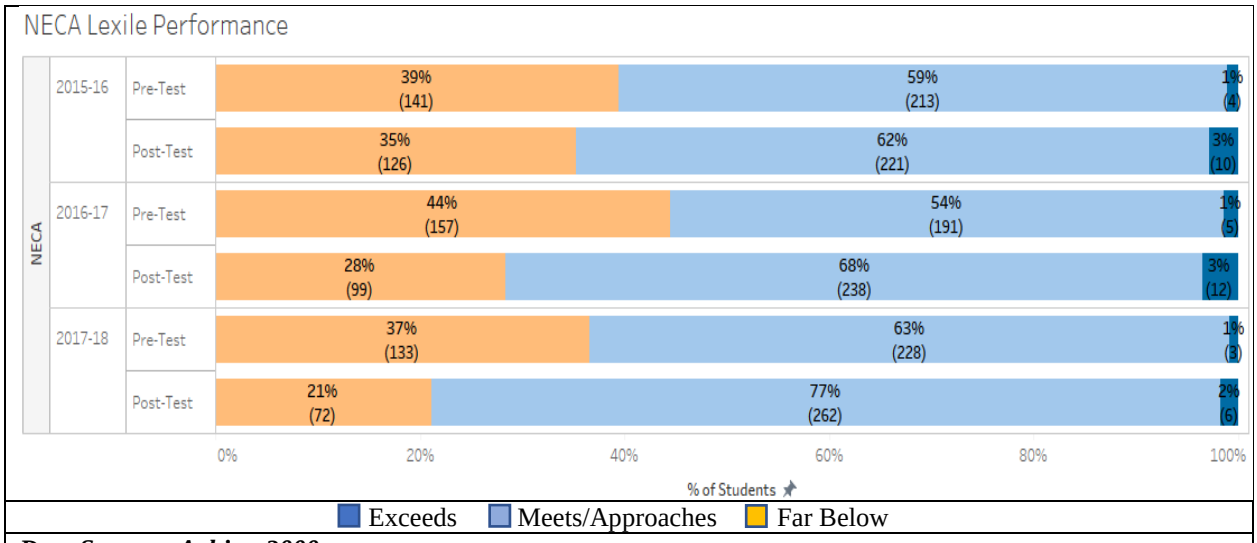
Source: CAASPP Student Results Report

PUC Nueva Esperanza Charter Academy Overall Lexile School Performance

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

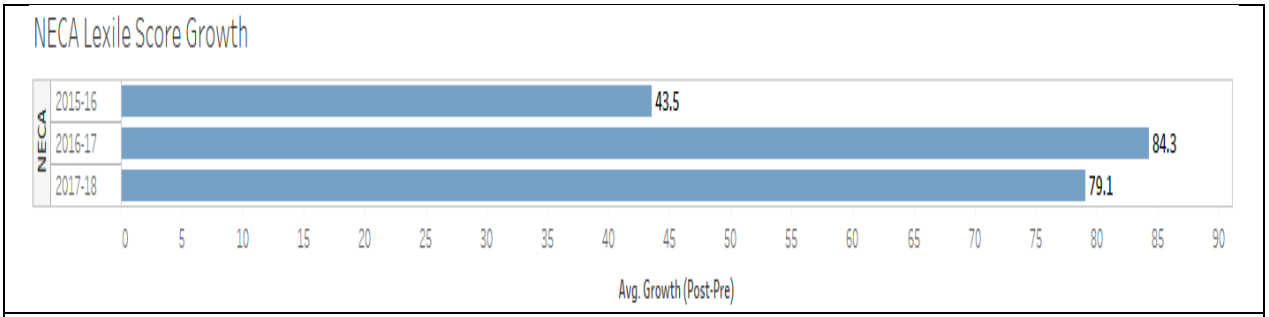
Analysis of this data indicates steady growth over the last three years. Lexile performance data in Chart 1.K below illustrates students increasingly moving into the "Meets/Approaches" or "Exceeds" band. In addition, steady growth is apparent during each school year between Pre- and Post- test results.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

Chart 1.K PUC Nueva Esperanza Lexile Performance Overall



Data Source: Achieve3000

Chart 1.L PUC Nueva Esperanza Overall Lexile Score Growth

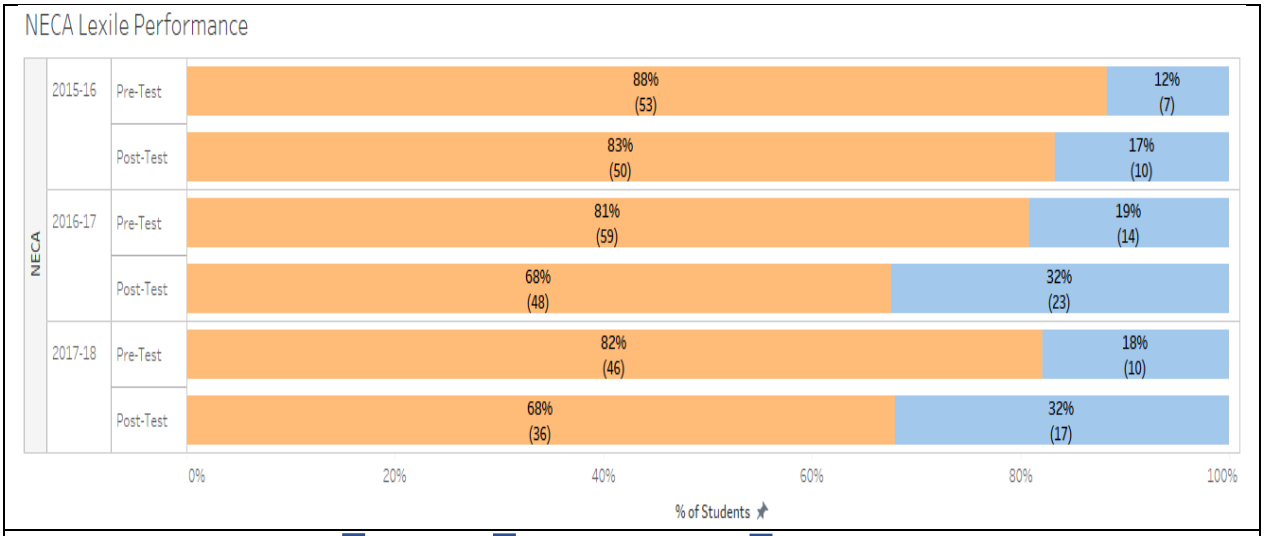


Data Source: Achieve3000

PUC Nueva Esperanza Charter Academy Sub-group Lexile Performance:

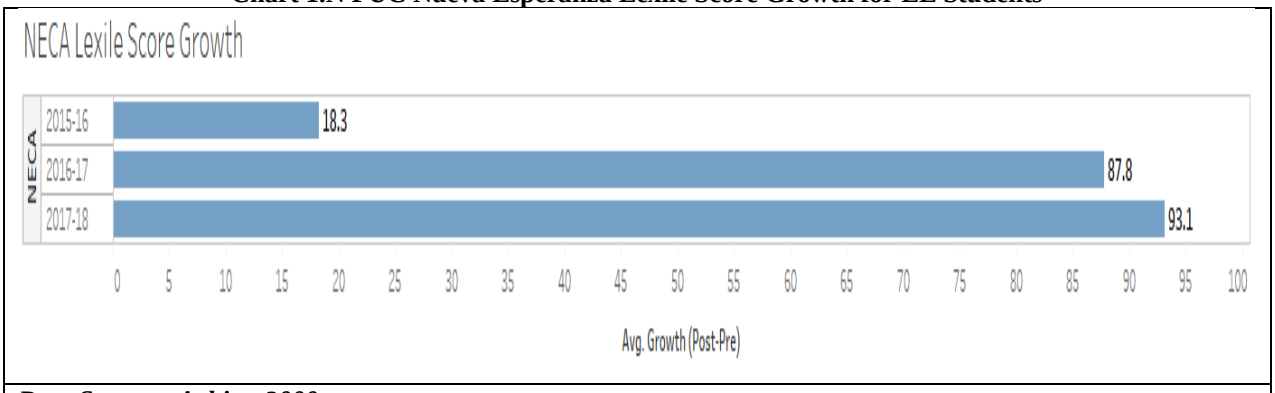
EL STUDENTS: The school's EL students have shown even greater Lexile growth. Analysis of data from Chart 1.M demonstrates the tremendous Lexile growth from year to year. There was a fifteen-percentage point jump from Post 2015-16 to Post 2017-18 in the percent of students scoring in the Meets/Approaches performance level.

Chart 1.M PUC Nueva Esperanza Lexile Performance for EL Students



Data Source: Achieve3000

Chart 1.N PUC Nueva Esperanza Lexile Score Growth for EL Students

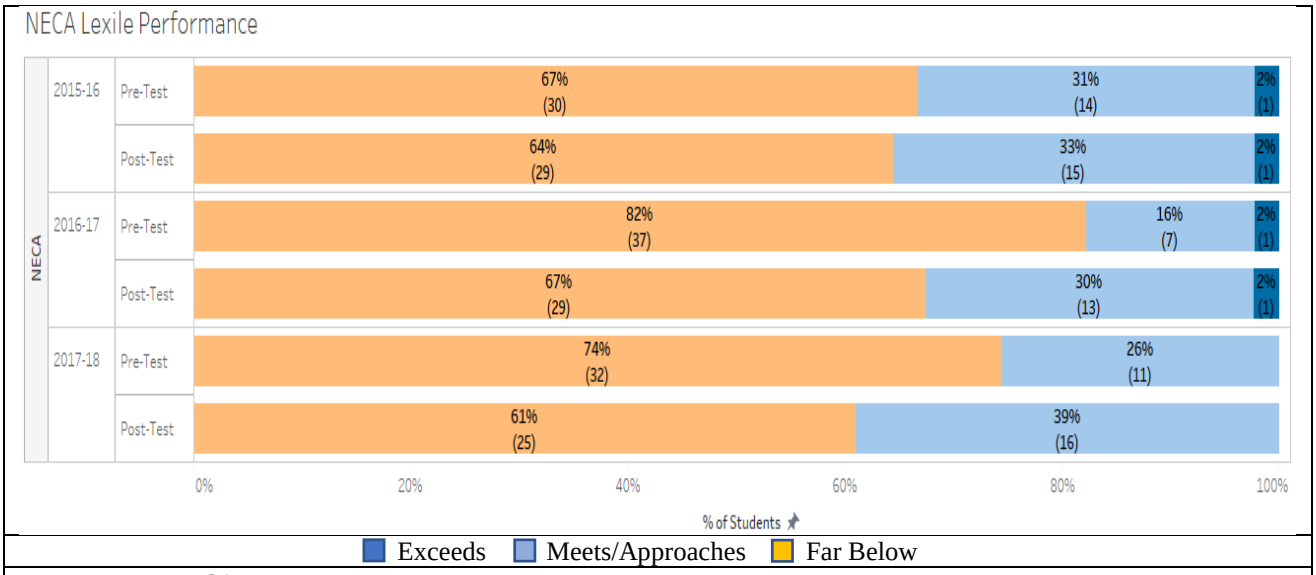


Data Source: Achieve3000

SPECIAL EDUCATION STUDENTS

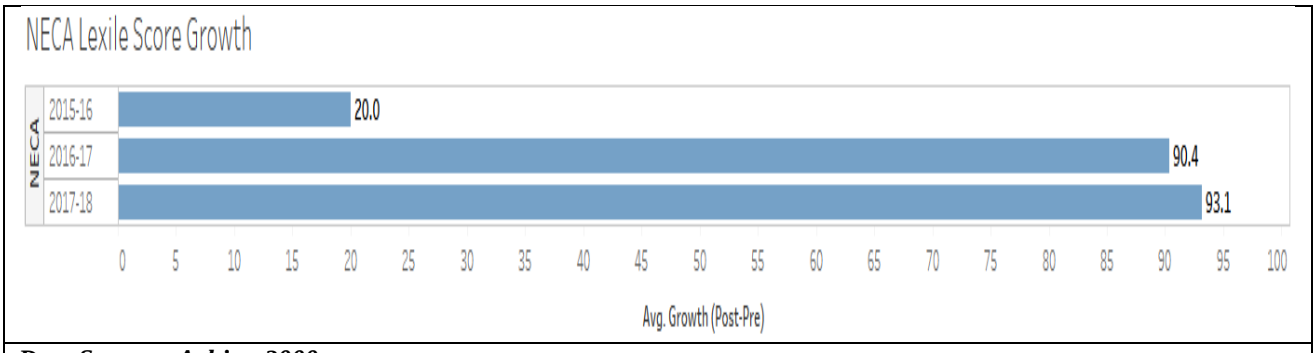
The data provided in Chart 1.O demonstrates consistent and substantial progress in Lexile performance and growth for Special Education students. Each year beginning in 2015-16, the number of students in the "Meets/Approaches" performance level increases, while the number of students in the "Far Below" performance level decreases. Chart 1.N. shows that average Lexile growth for students with disabilities has increased each year since 2015-16.

Chart 1.O PUC Nueva Esperanza Lexile Performance for SPED Students



Data Source: Achieve3000

Chart 1.P PUC Nueva Esperanza Lexile Score Growth for SPED Students



Data Source: Achieve3000

NORTHWEST EVALUATION ASSOCIATION MEASURES OF ACADEMIC PROGRESS (NWEA MAP)

The Northwest Evaluation Association Measures of Academic Progress (NWEA Map) is given three times per year in the Fall, Winter, and Spring. For the 2017-2018 school year, Nueva Esperanza's students showed consistent growth in both Mathematics and Reading. See chart below.

In the Fall 2017-2018 6th grade students scored a mean RIT score of 205.7 in mathematics and a mean RIT score of 201.0 in Reading. In the Spring administration of Map, 6th grade students scored a mean RIT score of 211.1 in Mathematics, a 5.4 point increase, and 205.0, a 4.1 increase in Reading.

7th grade students scored a mean RIT score of 209.7 in mathematics and 205.4 in Reading during the Fall administration of MAP. During the Spring administration, 7th grade students scored a mean RIT score of 214.8 in Mathematics, a 5.1 increase, and 207.9 in Reading, an increase of 2.5 points.

8th grade students scored a mean RIT score of 216.5 in Mathematics and 214.9 in Reading during the Fall administration of MAP. During the Spring administration 8th grade students maintained a mean RIT score of 214.9 in Reading. 8th grade students scored a mean RIT score of 222.6 in Spring, 6.1 points up from the Fall administration.

NWEA MAP Student Growth Summary Report 2017-2018 for Mathematics and Reading

map GROWTH

Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
District: PUC Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 32 (Spring 2018)
Grouping: None
Small Group Display: No

PUC Nueva Esperanza Charter Academy

Mathematics

		Comparison Periods								Growth Evaluated Against						
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	116	205.7	11.2	5	211.1	13.4	4	5.4	0.7	6.8	-0.63	26	116	46	40	38
7	112	209.7	15.5	5	214.8	18.3	5	5.1	0.9	5.2	-0.04	48	112	58	52	50
8	114	216.5	13.6	13	222.6	14.8	19	6.1	0.6	4.0	1.01	84	114	66	58	56

PUC Nueva Esperanza Charter Academy

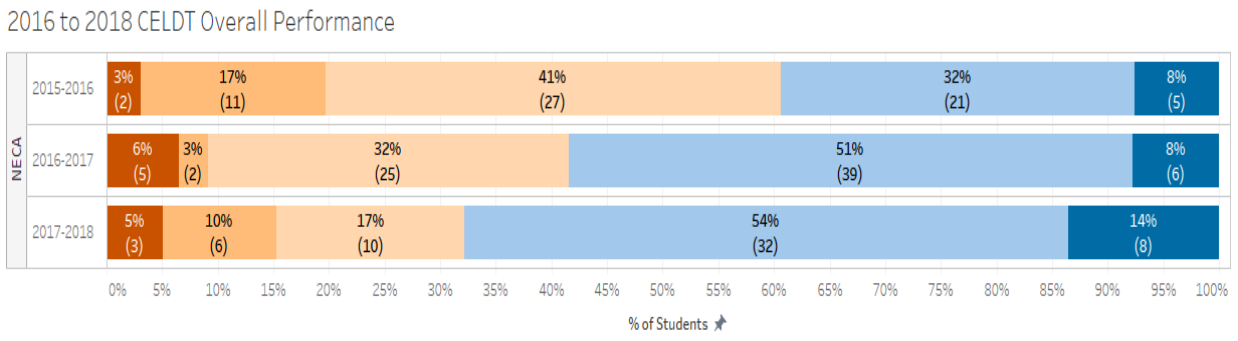
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	117	201.0	13.2	6	205.0	12.7	5	4.1	1.0	5.0	-0.53	30	117	51	44	38
7	108	205.4	14.8	8	207.9	16.5	6	2.5	1.0	3.9	-0.76	22	108	53	49	45
8	113	214.9	12.3	38	214.9	12.7	24	-0.1	0.8	2.9	-1.32	9	113	44	39	37

PUC Nueva Esperanza Charter Academy English Learner Progress:

Based on the data in Chart 1.Q students are advancing in overall language development as measured by the California English Language Development Test (CELDT). The school demonstrates it is making steady progress with EL students in overall "Early Advanced" or "Advanced," increasing from forty percent of students scoring "Early Advanced" and "Advanced" in 15-16 to sixty-eight percent scoring "Early Advanced" or "Advanced" in 17-18.

Chart 1.Q PUC Nueva Esperanza 2016-2018 CELDT OVERALL PERFORMANCE



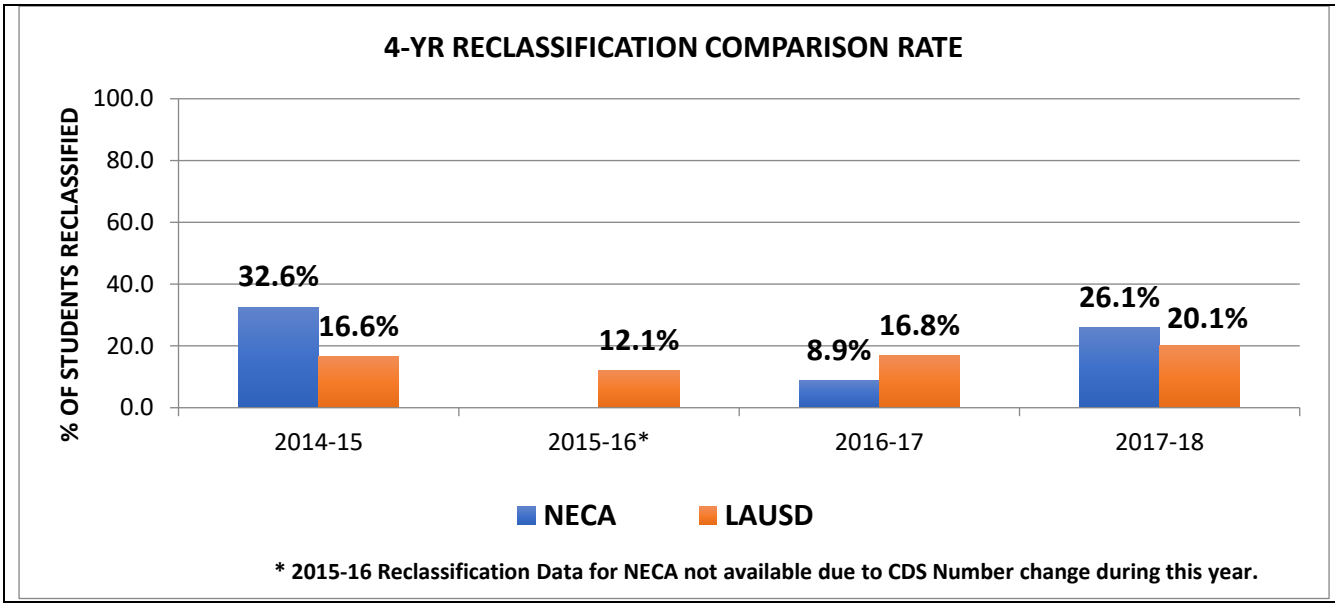
Advanced | Early Advanced | Intermediate | Early Intermediate | Beginning

Source: CELDT Monthly Student Score Files

EL Reclassification

PUC Nueva Esperanza's reclassification rate was above the district's two out of the four years noted in Chart 1.R. There was no reclassification data available for 2015-16 due to a change in CDS code. During the 2017-18 school year, PUC Nueva Esperanza surpassed the district's reclassification rate by six percent. The school will continue to work to ensure students who are ready to reclassify be provided support in obtaining their reclassification in a timely manner.

Chart 1.R RECLASSIFICATION RATE COMPARISON OVER FOUR YEARS

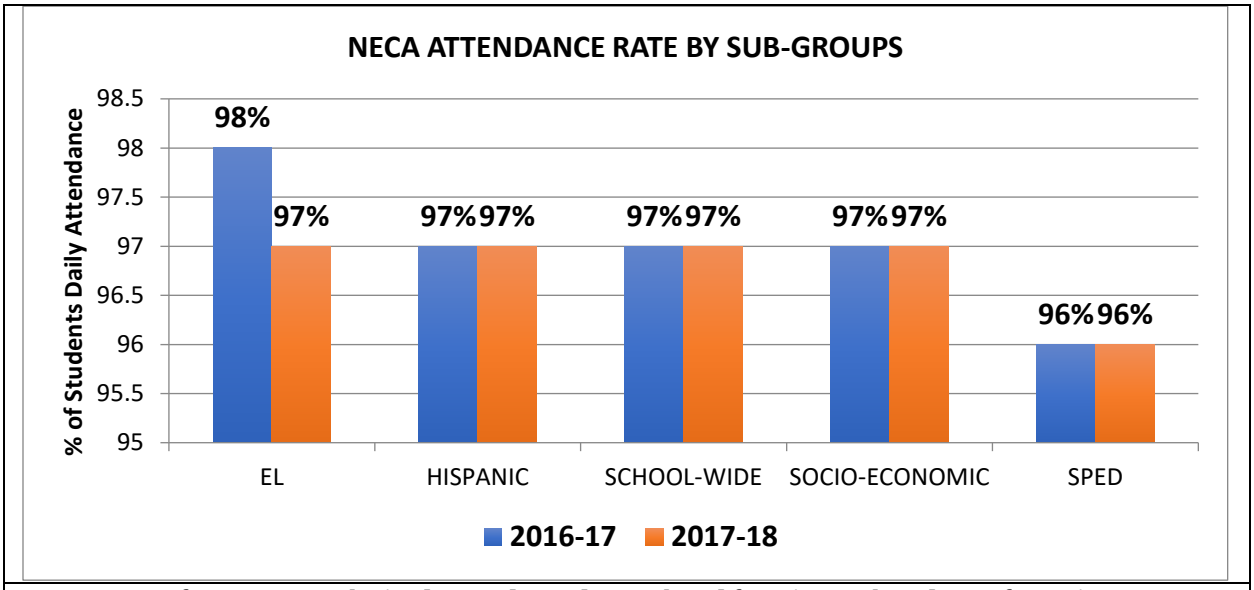


Source: CDE Data Quest

Analysis of Other Data:

Student Engagement: As indicated by Chart 1.S the school met its annual attendance rate goal of 97% for both 2016-17 and 2017-18 school-wide and for all sub-groups, indicating that the actions and services in the LCAP were very effective.

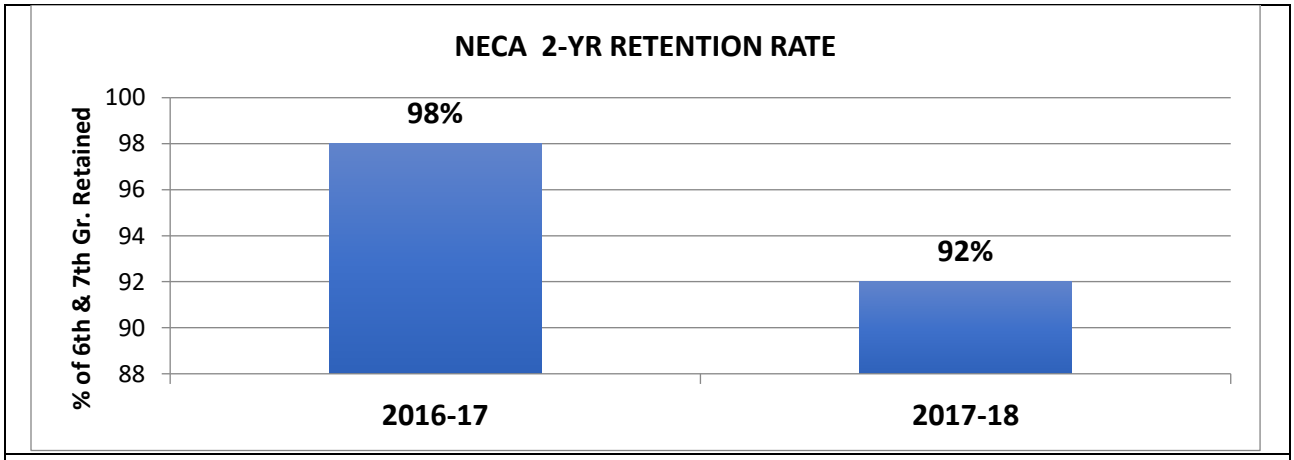
Chart 1.S



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

Student Retention: The school has met their goal for retention rate the two years reported. Chart 1.T shows that the school not only met, but also exceeded its goal of 90 percent retention rate for both reporting years. For 2016-17, the school was able to retain 98 percent of the continuing 6th and 7th graders. For 2017-18, the school was able to retain 92 percent of continuing 6th and 7th graders. The school continues to work on increasing its retention rate through increased communication and parent involvement.

Chart 1.T PUC NUEVA ESPERANZA 2-YR RENTION RATE



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

School Climate:

Chart 1.U below shows the suspension rate for PUC Nueva Esperanza has met the goal of a suspension rate less than 3 percent each for the last three school years. Additionally, the expulsion rate has consistently remained below the one percent threshold.

Chart 1.U PUC NUEVA ESPERANZA SUSPENSION & EXPULSION RATES

NECA	2014-15	2015-16	2016-17	2017-18
SUSPENSION	3.4%	0.9%	2.1%	3.0%
EXPULSION	0.0%	0.22%	0.0%	0.0%

Source: Source: 2014-15 to 2016-17 is from CDE Data Quest that is publicly available.

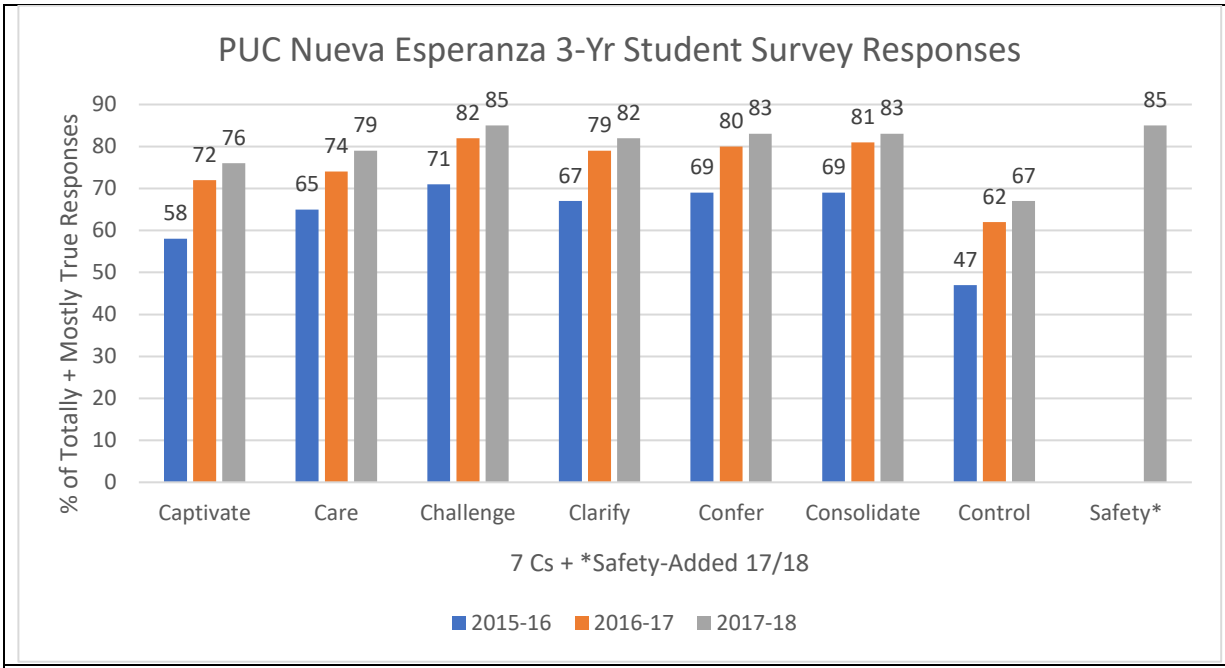
Stakeholder Surveys

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

The 7Cs framework groups components into three conceptual categories: personal support (care and confer), curricular support (captivate, clarify, and consolidate); and academic press (challenge and classroom management). Analysis of data as highlighted in Chart 1.V shows consistency and growth in each of the seven areas. Students mostly score their school in the high seventies or above. Survey data for the 2017-18 shows that "Challenge" as one of the highest areas with 85 percent of students responding "Totally or Mostly True." Students think that their school challenges them by pressing for rigorous thinking, quality work and being persistence.

Safety was added during the 2017-18 school year and scored high with 85 percent of responses indicating that the school is a safe environment. Overall, students felt they were safe from bullied and that their school provided a safe and nurturing environment.

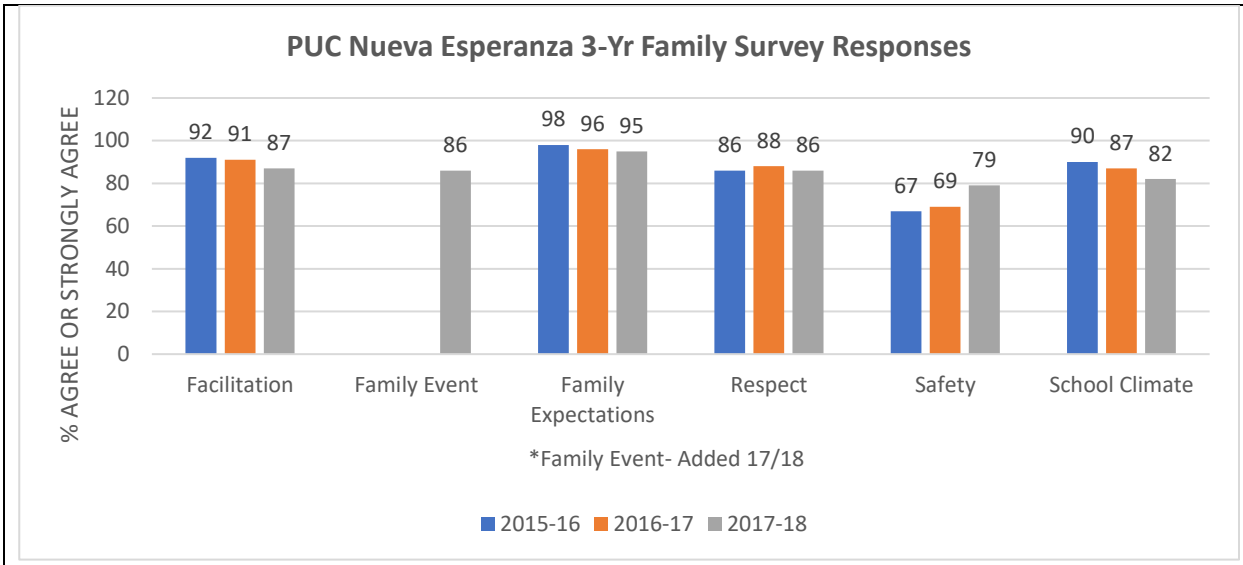
Chart 1.V



Source: PUC Internal Student Survey Results

The Family Survey is administered annually to our parents/guardians as a necessary part of our continuous improvement process and is broken into six different categories: Facilitation, Family Event, Family Expectations, Respect, Safety, and School Climate. Chart 1.W demonstrates that a majority of our parents/guardians are happy with the school. One key take away is that parents have high expectations when it comes to their child graduating from high school or going to college. This is evident with an average score of 95 percent of families responding either "Agree or Strongly Agree" when it comes to "Family Expectations."

Chart 1.W



Source: PUC INTERNAL FAMILY SURVEY DATA

Innovative Curricular Components of the Educational Program

Many factors support the success of PUC Nueva Esperanza including:

1. **Strong instructional leadership and support to teachers.**

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

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

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

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

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

Beyond academics, we have focused on implementing restorative justice practices for our students experiencing behavioral difficulties, focusing on activating student engagement and interest, and emotionally rehabilitating our kids. Students struggling with behavioral difficulties are flagged for intervention, and receive weekly counseling from PUC Nueva Esperanza administrators, from outside support staff (including our two Restorative Justice coordinators at PUC National), and from our developmental counseling staff members.

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

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

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

Every teacher at PUC NUEVA ESPERANZA, regardless of their time in the teaching profession, is called on to set ambitious growth goals, and to work with administrators and other teachers to meet them. A key part of that is coaching and support. Teachers at PUC Nueva Esperanza participate in four different layers of coaching and support:

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

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

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

4. Strong Staff that is committed to ensuring student success.

PUC Nueva Esperanza talented and energized staff that is allowed to utilize their talents in developing curriculum.

5. Strong School Culture:

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

6. **Standards and Data-Driven Culture:**

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

7. **Culture of Cohesion:**

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

8. **Ownership:**

All stakeholders take great pride in the success of PUC Nueva Esperanza, and take responsibility for any challenges faced.

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

The processes for data analysis at the student, classroom, and school-wide level has been a critical factor in creating a stronger culture of student achievement throughout the school and steadily raising student achievement at PUC Nueva Esperanza.

Some highlights of PUC Nueva Esperanza student achievement include:
We are proud of the accomplishments of our students, families and staff.

CHALLENGES:

<u>English Language Learners in the Context of PUC Schools</u>

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

In alignment with student performance results on the CAASP, we see a similar trend with our internal assessment data. At the close of the 2016-2017 school year, PUC students took the Lexile Benchmark Achievement Test. The table above shows that as an organization, we took a dip in our average Lexile growth points in the Spring of 2016. However, our 2017 Spring data shows that our growth has increased since then. The table below indicates that in the Spring of 2017, 76% of our students were approaching, at, or above grade level. However, just as the

CAASPP data showed, the Lexile results reveal that the majority of our English Learners are not meeting or approaching grade level expectations.

As apparent in the data, our students classified as English Learners are one of our most vulnerable populations. This is specifically true for PUC Nueva Esperanza for which we will take a deeper dive into their EL and other subgroup data below. We see the need to focus intensively on increasing the language and literacy skills of our EL students. As with supports for any sub-group, we believe that the effective teaching practices for ELs will also positively impact the general population. This is especially true in our case, during the 2017-18 school year our 'general population' included a significant number of reclassified ELs (55% of our students are Reclassified Fluent English Proficient). An additional 7% of our students were classified as Initial Fluent English Proficient. *(Data Source: CALPADS Fall 1 Survey 2017-18)* Thus, the vast majority of our student population are learners of the English language and need as many opportunities for language development as possible. Additionally, we recognize language learning and English Development as a life-long process. Thus, intentional language support and instruction will benefit all students of PUC regardless of their language classification.

To prepare to make decisions for the intentional Integrated and Designated ELD systems we will develop and instruction we will provide to our English learners, we looked at the following data both across PUC, within the primary and secondary context, as well as at the school site level. Below is a chart that shows the overall language proficiency breakdown of English Learners at PUC.

CHANGES:

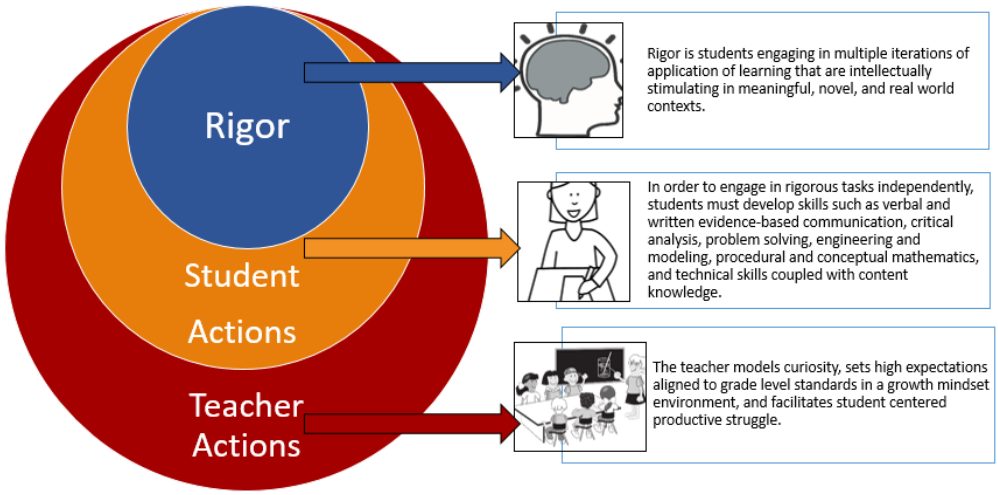
Recent Progress at PUC

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

PUC-wide Professional Development
As a data-driven organization, our Superintendents, Directors and School Leaders are constantly reflecting on our achievement, feedback from school leaders, and anecdotal data collected from school learning walks. The data from the 2014-2015 school year indicated that our organization needed to focus on developing our understanding and practices in Rigor, Cultural Responsiveness and Backwards Planning. During 2016-2017 school year all schools within the Partnerships to Uplift Communities network came together as an organization to develop our understanding of Rigor and Backwards Planning. We spent 4 full PD days throughout the year together and we referred to these as our "PUC-Wide" days of learning as well as our "Community of Practice" events. On those days, we engaged in learning experiences together

that would allow us to build common language and common understanding. We also provided choice sessions to teachers based on their interest, areas of growth, and content, to explore concrete strategies aligned to Rigor and Backwards Planning. Finally, our PUC wide days and Community of Practice days included planning time for teachers to meet with their content teams in order to apply their learning from the day. Our collective work as an organization speaks to our values around collaboration in order to support our student needs. Our vision for students, particularly English learners, to impact their community with their knowledge, begins with the educators in the organization taking ownership for learning and growing.

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



This image above shows rigor defined as "students engaging in multiple iterations of application of learning that are intellectually stimulating in meaningful, novel, and real world contexts." We know that rigor can be seen through teacher and student actions. "In order to engage in rigorous tasks independently, students must develop skills such as verbal and written evidence-based communication, critical analysis, problem solving, engineering and modeling, procedural and conceptual mathematics, and technical skills coupled with content knowledge." If students are expected to do this, it is expected that a "teacher models curiosity, sets high expectations aligned to grade level standards in a growth mindset environment, and facilitates student centered productive struggle." The language of this collective definition shows close alignment with the California ELA/ELD Framework and our vision for supporting our English Learners, which was also anchored in ideas from the Framework.

The following image reflects our understanding and beliefs about planning. We know that in order to achieve rigorous lessons and an intellectually stimulating learning environment, this means teachers must be intentional with their planning. First, it's important to identify the desired results of a unit or lesson- what will the students know, understand and be able to do? It is pivotal to anchor those results within the context of the standards and essential question. Next, teachers must determine the acceptable evidence that students have met the desired results. This

means that they've planned a summative assessment with clear success criteria and with opportunities to collect data formatively throughout the unit or the lesson. With this vision for results and evidence, teachers then plan instruction by thinking about the lesson cycle, objectives and the learning experiences in which students will partake. Again, if an intellectually challenging curriculum is what we expect to be facilitated within our learning environments, especially with our English Learners in mind, then we must be intentional with our planning. If we hope to grow the language development and proficiencies of our ELs then using data to inform this cycle of backwards planning is critical.

We recognized that in order for teachers to effectively backwards plan to implement a rigorous and

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

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

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

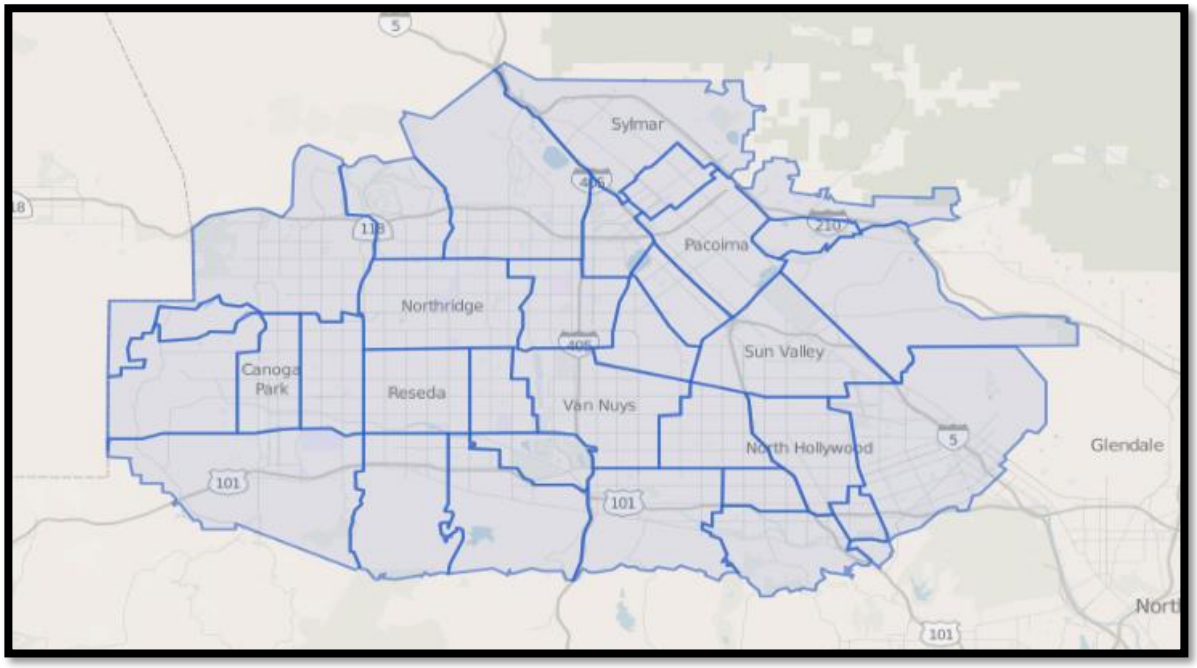
Based on the data shown throughout this section, we believe that our current PUC wide Professional Development efforts will impact learning and make progress toward the vision we have for our English Learners.

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

1.2 Student Population to Be Served

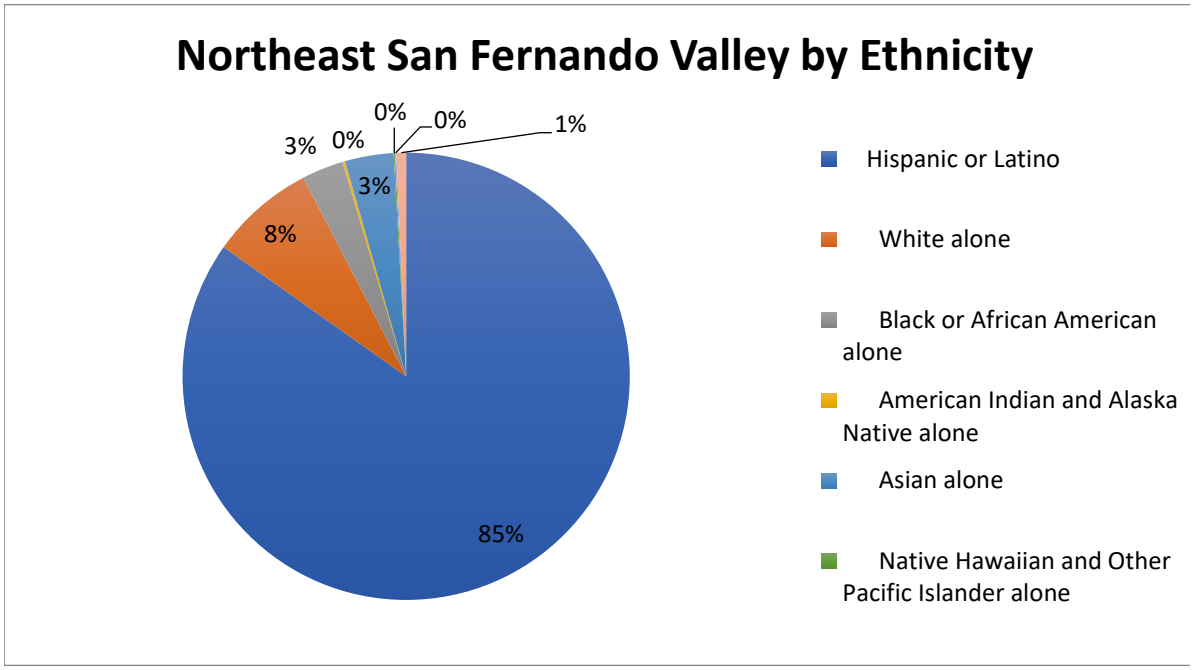
Key Demographic Data

PUC Nueva Esperanza currently serves **356** students in grades **6-8**. **PUC Nueva Esperanza** recruits the majority of its students from the Northeast San Fernando Valley cities of Lakeview Terrance, San Fernando, Sylmar, and Pacoima. See the map below to help visualize the neighborhoods of Northeast San Fernando Valley.



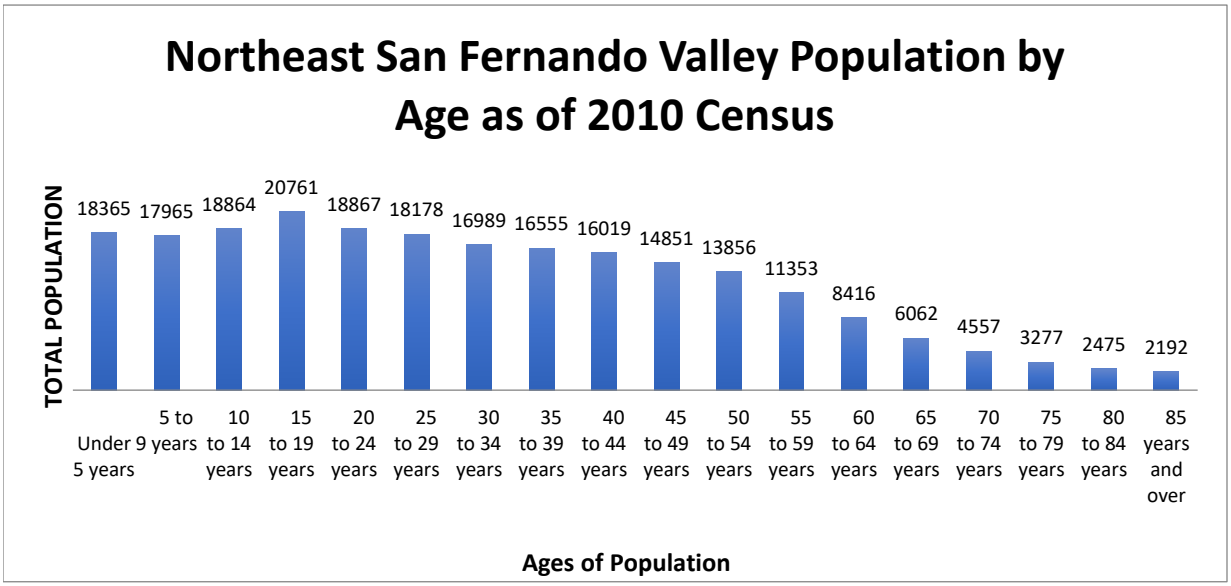
While PUC Nueva Esperanza will be open to any child who is eligible under the laws of California for admission to a public school, PUC Nueva Esperanza expects to serve a population that is representative of the Northeast San Fernando Valley (See Demographic Information). Given the high percent of Hispanics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

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



(Source: 2010 Census Demographic Profile Data)

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



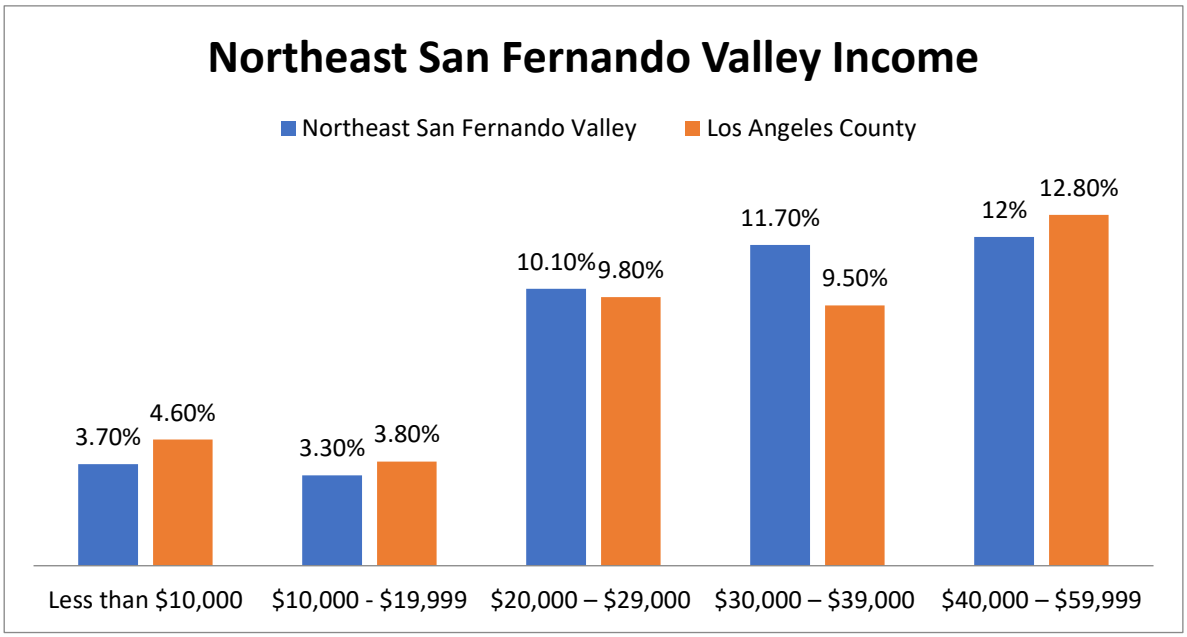
(Source: Census 2010: Demographic Profile Data)

Socio Economic Data

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

San Fernando Valley Residents' Income

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



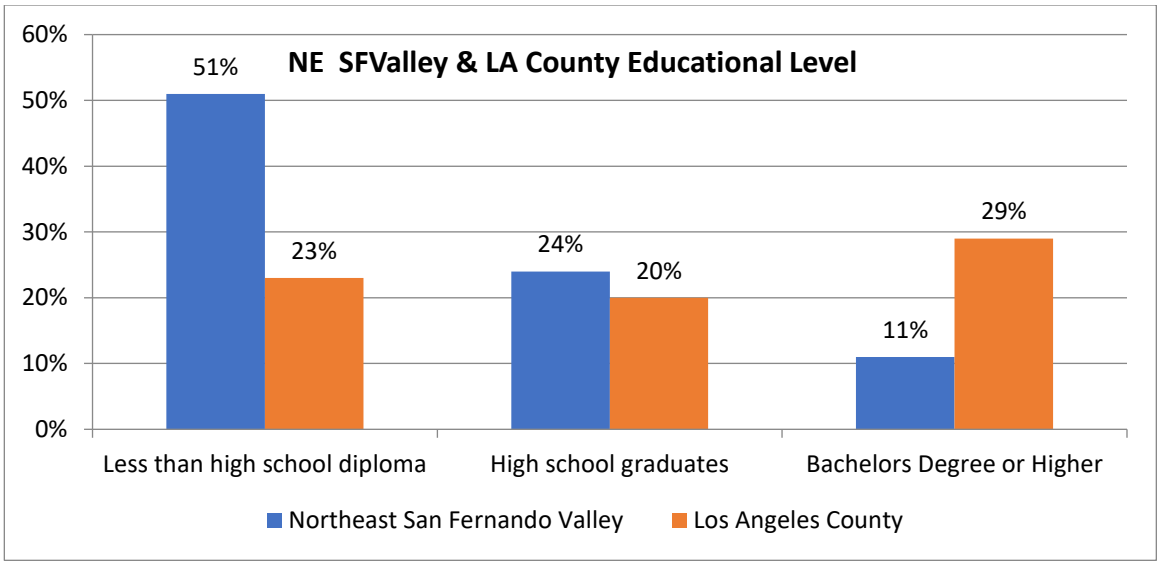
Data Source: 2010 US Census http://www.census.gov/ and https://en.wikipedia.org/wiki/San_Fernando,_California

Education Enrollment and Attainment

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

PUC Nueva Esperanza is needed in response to the continued high dropout rate in area we serve.

Education Attainment



Data Source: 2010 US Census

Current PUC Nueva Esperanza Enrollment Figures:

Grade	# of Students
6th	**117**
7th	**120**
8th	**119**
Grand Total	**356**

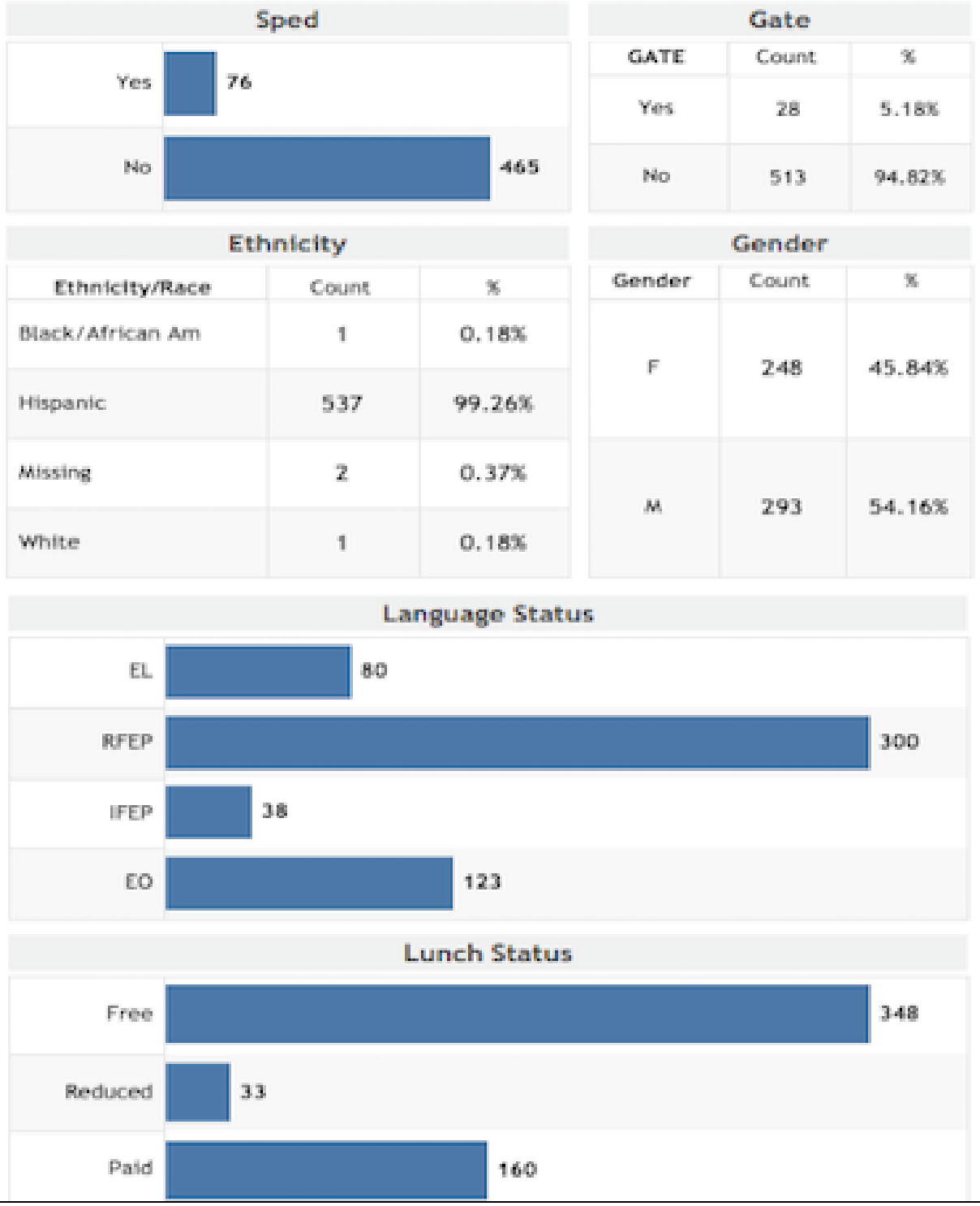
<u>School Demographics</u>

The graphs in Chart 1.V below highlight key data points underscore the need for PUC Nueva Esperanza Charter:

- The majority were at one time English Language learners.
- 70.4% of students receive Free or Reduced Lunch
- 14.0% have special education services.
- 14.8% of students are English Language Learners.

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

Chart 1.V PUC Nueva Esperanza Student Demographics



Source: CALPADS Fall 1 Snapshot 2017-18

1.3 Five Year Enrollment Plan

NECA MS-HS	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 6	120	120	120	120	120
Grade 7	120	120	120	120	120
Grade 8	120	120	120	120	120
Total Students	**360**	**360**	**360**	**360**	**360**

1.4 Surrounding Schools Demographic and Performance Data

The schools listed in Chart 1.Y below are located within 2 miles of PUC Nueva Esperanza. As the data indicates the student demographics of PUC Nueva Esperanza are very similar to the surrounding schools.

Chart 1.Y Surrounding Schools Demographic Data (2017-18 Fall 1)							
Address: 1241 Fourth St, San Fernando, CA 91340							
Schools	# of Students	% Free &	% of SPED	% of ELs	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
	2017-18	Reduced Lunch					
San Fernando Institute of Applied Media	410	93.20%	18.00%	14.10%	Hispanic or Latino; 98.0%	White; 1.2%	African American/Two or More Races/Filipino; 0.2%
Charles Maclay Middle	616	95.80%	16.90%	24.20%	Hispanic or Latino; 92.2%	African American; 4.9%	White; 1.9%
Pacoima Middle	1190	91.50%	13.30%	14.10%	Hispanic or Latino; 96.3%	White; 1.7%	African American; 1.1%
San Fernando Middle	747	94.40%	21.70%	23.40%	Hispanic or Latino; 95.0%	White; 2.4%	African American/Asian; 0.8%
Olive Vista Middle	1164	91.70%	17.50%	17.60%	Hispanic or Latino; 94.8%	White; 2.5%	African American; 0.9%
PUC Nueva Esperanza Charter Academy	541	70.40%	14.00%	14.80%	Hispanic or Latino; 99.3%	None Reported (Ethnicity); 0.4%	African American/White; 0.2%
Source: DataQuest/CDE Website							

1.5 Vision & Mission

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

The vision for **PUC Nueva Esperanza** is guided by PUC's 3 Commitments:

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

Our goal is to continuously improve the quality of the education that we provide to our students and families, so that we can better prepare middle school students to successfully matriculate into high school and then graduate from college career-ready.

Equipping students with the skills necessary to successfully graduate is essential to society. In a study conducted by the Annie E. Casey Foundation, researchers noted, "In 2007, nearly 6.2 million young people (16% of the 16-24 age group) were high school dropouts. Every student who does not complete high school costs our society an estimated $260,000 in lost earnings, taxes, and productivity".

1.6 Educated Person of the 21st Century

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

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

PUC NUEVA ESPERANZA defines a 21st century person as having the following foundational 21st century skills for college and career Readiness:

Academic Skills and Knowledge

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

Non-Academic Skills

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

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

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

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

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

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

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

1.7 How Learning Best Occurs

The assumptions underlying **PUC Nueva Esperanza** are that students at the middle school level are in the process of developing the power to reason and they are learning to become responsible and informed contributors to society. Much of what we believe around how learning best occurs comes from *Taking Center Stage; The CA Department of Education's 12 Recommendations for Middle Grades*
(*http://pubs.cde.ca.gov/tcsii/recsforsuccess/recsforsuccessindx.aspx*).
"Taking Center Stage builds on and extends *Caught in the Middle* by showing how to combine a rich student-centered middle grades philosophy with the rigors of a standards-based education". In addition, Moran clearly articulates the importance of meeting each child as an individual when he says "Learning best occurs when students are treated as individuals, with lessons tailored to their differences and taught in several ways. We believe that all children can learn, and that one child's potential is not simply higher or lower than another's, but rather expressed on different dimensions in different ways (Moran, 2009). The school believes that learning is best achieved in an environment that:

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

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

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

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 thinkers who are positive participating members of their community. To that end we have set goals that are aligned to achieve this vision. **PUC Nueva Esperanza**'s graduates will be able to think, read, write, speak and listen confidently and effectively. They will be fluent in technology, creative in problem solving, literate in scientific and mathematical reasoning, self-motivated and committed to lifelong learning. They will be able to participate in their lives and communities by addressing complex community issues and can communicate capably across race, gender, sexual orientation and class lines. **PUC Nueva Esperanza**'s graduates will be capable of making meaningful choices in their lives and in their communities. The following goals will support our students in becoming self-motivated, competent life-long learners.

They demonstrate independence.
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

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

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

They comprehend as well as critique.
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an

author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

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

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

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

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

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

They make sense of complex problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for the entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try

putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

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

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

1.9 Requirements of California Education Code § 47605(b)(5)(A)(ii)

Consistent with the California Charter Schools Act, these combined goals enable all students to become self-motivated, competent, and lifelong learners. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. See Chart 1.Z below:

Chart 1.Z LCFF STATE PRIORITIES

GOAL #1

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

Related State Priorities:

☒ 1 ☐ 4 ☐ 7

☐ 2 ☐ 5 ☒ 8

☐ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: CALPADS Annual Credential Report

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

GOAL #2

Students, including all significant student groups (Hispanic or Latino, Socio-economically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards aligned materials, literacy-leveled materials, and additional instructional materials as outlined in our charter petition.

Related State Priorities:

☒ 1 ☐ 4 ☐ 7

☐ 2 ☐ 5 ☒ 8

☐ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: SARC Report

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

GOAL #3

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

Related State Priorities:

☒ 1 ☐ 4 ☐ 7

☐ 2 ☐ 5 ☐ 8

☐ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: All school facilities are maintained and in good repair.

Metric/Method for Measuring: The three ways we will measure are as follows: 1. Monthly Site Repair Inspection Checklist, 2. Bi-Annual Facility Inspections Checklist, and 3. Identified Required Corrections Repair Log.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%	90%/90%/100%

GOAL #4

School will fully implement state-adopted ELA and Math academic content and performance standards for all students, including subgroups. School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state. Teachers will participate in annual professional development on the implementation of the Common Core State Standards All students will gain academic content knowledge through the implementation of state- adopted academic content and performance standards.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7

☐ 2 ☐ 5 ☒ 8

☐ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

- Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS.
- Dedicated Professional Development for the ARTs to achieve VAPA Standards in support of CCSS.
- Selected teachers will participate in outside professional development, trainings, and workshops anchored in CA CCSS.

Expected Annual Measurable Outcomes
Outcome #1: 100% implementation of the CA Common Core State Standards (CCSS) **Metric/Method for Measuring:** Instructional Scope and Sequences and Lesson Plan Documents

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

GOAL #5	
Parent access to opportunities for participation and input on decision-making.	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 ☒ 3 ☐ 6 Local Priorities: ☐: ☐:

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

Expected Annual Measurable Outcomes
Outcome #1: Parents will have access to opportunities for participation and input on decision-making. **Metric/Method for Measuring:** Family Meeting Agendas/Sign-Ins, Site Advisory Council Agendas/Sign-ins, Parent Engagement Workshop Agendas/Sign-Ins

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops

GOAL #6

Improve college access and college readiness through a rigorous academic program.

Related State Priorities:

☒ 1 ☒ 4 ☒ 7

☒ 2 ☐ 5 ☒ 8

☐ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

- Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.
- Implementation of intervention programs (after school, Saturday School, summer school) to meet individual academic needs of specific students.
- Students will utilize Newsela, Imagine Math, iReady, or other instructional technology resources to provide individualized instructional content to meet academic needs.
- Implementation of ELD Standards Professional Development and with materials to support teachers with Integrated and Designated ELD instruction.
- Creation of Student Master Schedule Course offerings Inclusion support for students with IEPs who are also EL and LI to ensure course access.

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: Lexile assessment growth between Fall and Spring of each school year.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	+79 Lexile	+80 Lexile	+81 Lexile	+82 Lexile	+83 Lexile	+84 Lexile
English Learners	+93 Lexile	+94 Lexile	+95 Lexile	+96 Lexile	+97 Lexile	+98 Lexile
Students with Disabilities	+93 Lexile	+94 Lexile	+95 Lexile	+96 Lexile	+97 Lexile	+98 Lexile

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

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

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

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

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

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

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

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

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

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

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

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

English Learners	26.1%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

GOAL #7

School will maintain a high ADA rate.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7

☐ 2 ☒ 5 ☐ 8

☐ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: The school will maintain ≥ 96% average daily attendance(ADA)

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

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	2017-18 97%	96%	96%	96%	96%	96%
English Learners	97%	96%	96%	96%	96%	96%

Socioecon. Disadv./Low Income Students	97%	96%	96%	96%	96%	96%
Foster Youth	*	96%	96%	96%	96%	96%
Students with Disabilities	96%	96%	96%	96%	96%	96%
African American Students	*	96%	96%	96%	96%	96%
Latino Students	97%	96%	96%	96%	96%	96%

Outcome #2: Students will have a minimum of 3 unexcused absences in any school year.

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

Metric/Method for Measuring: End of year report.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	2016-17 8.8%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
English Learners	1.1%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
Socioecon. Disadv./Low Income Students	7.8%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
Foster Youth	*	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
Students with Disabilities	7.3%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
African American Students	*	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline
Latino Students	8.7%	1% decrease from baseline	2% decrease from baseline	3% decrease from baseline	4% decrease from baseline	5% decrease from baseline

GOAL #8	
School will maintain a school culture conducive to student learning.	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☐ 3 ☒ 6
	Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- School will provide a variety of parent activities such as:

- Parent Orientation
- Back to School Night
- Student-led Conferences
- Celebration of Learning
- School Advisory Council
- Coffee with the Principal
- Parent Meetings/Committees
- Family Nights
- Content Nights

- School will provide trainings for Leaders on Parent Engagement
- School will provide trainings for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Social-Emotional Learning
- Social Emotional Counseling Services
- Social Emotional Interventions such as:

- Family Support Meetings
- Incentives
    - Student and Family Engagement

Expected Annual Measurable Outcomes

Outcome #1: Annual Stakeholder Satisfaction Surveys shows positive results for school safety, educational and enrichment opportunities, using the feedback from Family and Student surveys with a minimum response rate of 50%.

Metric/Method for Measuring: Student and Family Survey Favorable Responses

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
Student Survey	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses
Family Survey	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses

Outcome #2: School will reduce its suspensions to ≤ 3% of students.

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

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	1%	<3%	<3%	<3%	<3%	<3%
English Learners	2%	<3%	<3%	<3%	<3%	<3%
Socioecon. Disadv./Low Income Students	1%	<3%	<3%	<3%	<3%	<3%
Foster Youth	*	<3%	<3%	<3%	<3%	<3%
Students with Disabilities	0%	<3%	<3%	<3%	<3%	<3%
African American Students	*	<3%	<3%	<3%	<3%	<3%
Latino Students	1%	<3%	<3%	<3%	<3%	<3%

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

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

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

English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	*	<1%	<1%	<1%	<1%	<1%
Latino Students	0%	<1%	<1%	<1%	<1%	<1%

Outcome #4:

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

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

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2032	2023-2024
All Students (Schoolwide)	2017-18 MS: 92%	90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.	90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.	90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.	90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.	90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.

1.10 Instructional Design

The assumptions underlying the **PUC Nueva Esperanza** curriculum are that students at the middle school level are in the process of developing the power to reason and are learning to become responsible and informed contributors to society. First, the school believes that learning is best achieved when associated with students' individual needs, their natural curiosity, and their desire to be challenged. Second, learning encourages risk, requires self-examination, and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives. Third, learning manifests itself in the joy of discovery, the pride of accomplishment, and the satisfaction of personal growth. Finally, learning is fostered by supportive relationships with teachers and administrators. **PUC Nueva Esperanza** was developed with recommendations from the middle school educational reform documents, *Taking Center Stage*, and its predecessor, *Caught in the Middle*, to provide for every middle grade student a common, comprehensive, academically-oriented core curriculum.

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

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

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

The assumptions underlying the **PUC Nueva Esperanza** curriculum are that students at the middle school level are in the process of developing the power to reason and are learning to become responsible and informed contributors to society. We have developed our instructional framework with the end goal of laying the foundation so that students graduate from high school equipped not only to survive, but also to thrive in the 21st century. **PUC Nueva Esperanza** will base its curriculum on the CA Common Core State Standards (CA CCSS), not only because it is required but because we believe that they accurately reflect the skills of the future. *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (2010) reports that "…as a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century." The standards are:

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

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

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

PUC Nueva Esperanza will purposefully maintain a small school setting with a maximum of 360 students in which a strong sense of community will be fostered. Research, as well as practice, demonstrates the superiority of small schools. Small school researcher Mary Anne Raywid (1999) has written that the superiority of small schools has been established "…with a clarity and at a

level of confidence rare in the annals of education research." Evidence further indicates that small schools can narrow the achievement gap between White/middle class/affluent students and ethnic minority and poor students. **PUC Nueva Esperanza** agrees with findings from the Small Schools Project: "In small schools, student achievement increases, particularly for minority and low-income students. Student attendance improves, graduation rates rise, and college-going rates increase. Students are more engaged in their studies and are more likely to participate in extracurricular activities." (http://en.wikipedia.org/wiki/Small_schools_movement). "An extensive amount of research indicates that there may be many benefits from smaller learning communities (Supovitz & Christman, 2005; Howley, et al., 2000). The most important benefits include:"

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

> "Smaller schools may be especially important for disadvantaged students by more individualized attention and teachers being able to address different learning styles. Also, smaller schools may promote substantially improved achievement and higher graduation rates (Howley, et al., 2000)."

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

With the shift to the CA CCSS it is imperative that **PUC Nueva Esperanza** ensures effective reading instruction. According to Irene Fountas and Gay Su Pinnell (2006)[1], there are ten underlying principles of good reading instruction. These underlying principles, coupled with our mission to ensure PUC graduates are successful in college, guide our instructional methodologies.

1. **Students learn to read by reading continuous text.** It is essential that students spend the bulk of their "reading" time processing text without stopping, as this process allows them to practice orchestrating the systems of strategic actions needed to process text efficiently. They need massive amounts of practice reading for meaning. Additionally, research supports the conclusion that students need sustained exposure to expository text to develop important reading strategies (Afflerbach, Pearson, & Paris, 2008), as expository text makes up the vast majority of the required reading in college and the workplace (Achieve, Inc., 2007). PUC scholars have time built into their weekly schedule for sustained reading. Within their content classes, they are given time for reading texts closely, often reading a text several times to practice making meaning of complex texts.
2. **Students need to read high quality texts to build a reading process.** High quality texts can change the way children think and can greatly expand their language and thinking abilities. Moreover, students will not voluntarily read texts that are boring; instead, engaging texts, say Fountas and Pinnell, are "their own reward" (xxvii). Appendix A of the CA Common Core State Standards explicitly points out that opportunity and accountability for reading a great

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

deal of high quality texts is crucial to closing the achievement gap between upper income students and the students we aim to serve, who are typically from homes where literacy is not part of the equation: "The consequences of insufficiently high text demands and a lack of accountability for independent reading of complex texts in K–12 schooling are severe for everyone, but they are disproportionately so for those who are already most isolated from text before arriving at the schoolhouse door."[2] PUC teachers in all disciplines devote planning time to carefully selecting texts that are worthy in style and content to put in front of students.

3. **Students need to read a variety of texts to build a reading process.** Students need a steady diet of different genres of texts to help them learn to accommodate flexibly different kinds of texts well. To ensure that PUC students gain access to such variety, teachers' scope and sequences include fiction, non-fiction, poetry, drama, primary source documents, and literary non-fiction.
4. **Students need to read a large quantity of texts to build their reading process.** Students must do a lot of reading each and every day. Reading builds fonts of knowledge, and students will bring all of their information and knowledge to new texts. In addition to SSR, PUC students log many miles of reading by reading to learn in science, social studies, and even arts and PE classes and by being held accountable for reading at home and recording their reading on reading logs.
5. **Students need to read different texts for different purposes.** Effective readers know when they must read in order, when they can skip around, when they should slow down and notice how a writer has used language or presented information, and when they can skim to get the gist. To develop the ability to vary their reading process according to their purpose, PUC students are given the opportunity to practice reading for a variety of purposes. They are asked to read lab manuals prior to diving into hands on experiments; they read news articles to make connections to universal themes in social studies; they read plays in preparation for presenting them onstage in front of their families; and they read primary source documents to corroborate secondary source information.
6. **Students need to hear many texts read aloud.** Listening to texts read aloud frees students from decoding and processing at the word level and allows them to attend fully to meaning. During read aloud, PUC teachers model expressive reading and pause to invite students to talk about texts that might otherwise be inaccessibly challenging for them.
7. **Students need different levels of support at different times.** The staircase of complexity defined by the CA Common Core State Standards calls for students to learn how to read at different levels of sophistication as demanded by increasingly difficult texts. As they do this, students will need to learn new reading skills and expand on existing ones. For example, students may require small group instruction to help them navigate more difficult texts, or the opportunity to talk with peers and extend their thinking about other texts they may read independently. PUC teachers determine the most strategic level and type of support to build students' strategic actions as readers.

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

8. **Level means different things in different instructional contexts.** What makes a text complex varies according to the purpose for reading and the support students will get with the text. Ideas and issues can make a text more difficult just as easily as sentence length and vocabulary can. When determining what texts to assign students and how to organize instruction around those texts, PUC teachers consider the qualitative and quantitative aspects of a text as well as the complexity of the task students are being asked to complete and the schema of the students themselves.
9. **The more students read for authentic purposes, the more likely they are to make a place for reading in their lives.** PUC classrooms are structured to help students master knowledge called for in the adopted standards, so reading experiences are often contrived to help students master this body of knowledge. However, our teachers also aim to set up reading and writing experiences in the classroom that mirror those students will encounter in the real world, offering students the opportunity to select books according to their interests and to find information they are curious to learn. These experiences help students build lives as readers.
10. **Students need to see themselves as readers who have tastes and preferences.** PUC teachers select texts for students to read with intentional instruction in mind. However, they also incorporate choice, as it breeds engagement. As PUC students come to know themselves through the books they select, they develop an awareness of their tastes as readers.

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

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

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

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

Texts selected are at student's instructional level: Teachers select a particular text that provides opportunities for students to expand their powers to process text. The text is "just right"—they can read it successfully with the support of your teaching. It offers a small bit of challenge to allow the processing systems to expand. The text presents opportunities for the readers to learn more.

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

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

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

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

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

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

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

Instructional Context for Teaching Reading

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

Contexts for Teaching Reading	
Whole group teaching	• Interactive read aloud • Reading Mini-lessons • Word study lessons • Shared reading
Small group teaching	• Metacognitive strategies • Book clubs (literature study)
Individual teaching	• Independent reading • Reading conferences

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

PUC Schools Assessment System is designed to address instructional, evaluative, and predictive needs. At **PUC Nueva Esperanza,** we commit to ensure that all students are proficient within four years. To this end, we believe there is a need for internal measures in all content areas and to measure our progress toward this goal. Research indicates that when teachers use data to adjust their instruction, student learning is significantly impacted. "If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education" (Reeves,

2004). Further, in the case that a **PUC Nueva Esperanza** student is not progressing in a manner consistent with academic success, **PUC Nueva Esperanza** will rapidly modify instructional methods and will pursue an intervention model to address the student's specific needs.

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

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

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

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

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

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

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

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

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

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

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

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

PUC NUEVA ESPERANZA will work purposefully to inculcate in its students the core values of respect, caring, responsibility, and justice. Because community building is a necessary part of creating a positive school environment, PUC NUEVA ESPERANZA will use the Community Circle from the Tribes Program created by Jeanne Gibbs who, like PUC NUEVA ESPERANZA, believes that the classroom atmosphere impacts student learning. To create a Community Circle, each student sits with the teacher in an all-inclusive circle. Everybody in the circle then addresses the topic that has been introduced that day. The concluding portion of the circle includes reflection questions and statements of appreciation. The norms of the Circle are: active listening, mutual respect, no put-downs, and right to pass. Both the Community Circle and regularly held community meetings are deemed essentials of the Homeroom program in which students and teachers explore the meaning and enactment of the school's guiding principles and scholarly attributes. Evaluating the impact of these values is largely reliant on objective measures: pre-post comparisons of teacher perceptions of student behavior, as well as data from student and parent surveys while school climate is evaluated through suspension and retention rates. When the empirical research that has been collected at PUC schools is analyzed with a qualitative and quantitative lens, the positive findings include: increased empathy and compassion for peers, reduced disciplinary issues, as well as greater student engagement, reflection, and ownership of their learning.

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

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

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

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

PUC NUEVA ESPERANZA believes that professional development is the cornerstone for educational equity and academic achievement for all students. "Research shows that teachers account for one-third of a school's total impact on student achievement" (New NY 54). At PUC NUEVA ESPERANZA, professional development will be offered to enhance and improve staff's role as effective educators and will enhance their ability to implement the instructional program and to fulfill the school mission. Professional development will be designed and delivered in response to specific teacher and student needs, as informed by data analysis. It will span a broad range of job embedded learning opportunities, including: co-planning, observing, co-teaching model lessons, interactive application based workshops, and examination of student work. It will also seek partnerships with external providers. Further, PUC NUEVA ESPERANZA recognizes professional development as "…a proven method to recruit, retain, and develop a high quality teaching force." (New NY, page 21). The following principles, identified by Richard Elmore in "Investing in Teacher Learning: Staff Development and Instructional Improvement in CSD #2, NYC," as effective strategies for using professional development to bring about system-wide change in instruction, will guide all professional development opportunities:

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

1.11 CURRICULUM

ENGLISH LANGUAGE ARTS (Core)
READING, WRITING, RESEARCHING, SPEAKING AND LISTENING

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

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

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

Eighth grade language arts students will read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students strengthen readiness skills that prepare them for high school content. Students will analyze literacy elements and devices (character, plot, etc.). Students will read and think about a wide variety of literary selections and will extend their writing to construct their own arguments. To demonstrate a motivation to read, students engage in independent silent reading for extended periods of time and read voluntarily for a variety of personal and academic purposes. Writing requirements expand in length and depth. Students maintain a portfolio of writing that includes a

variety of genres. Communication with others demonstrates a respect for differences and an ability to express personal opinions. They also integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

MATHEMATICS (Core)

The core curriculum for students in grades 6-8 is designed by teachers aligned to the CA Common Core State Standards and provides students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of the designed curriculum are a focus on real-life problem solving, student communication of mathematical thinking and appropriate use of technology. The curriculum also emphasizes balancing different types of instruction, using various methods for skills, practice, and fostering parent involvement in student learning. Teachers will design and utilize various assessment tools that can be used both for planning instruction (formative assessment) and for assigning grades (summative assessment).

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

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

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

NGSS SCIENCE (Core)

As the world faces issues such as global warming and a lack of an adequate water supply, middle school students require exposure to scientific knowledge. PUC NUEVA ESPERANZA students will be trained to master the scientific skills and content that is imperative to participate effectively in today's global society. Teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Instruction will focus on understanding important relationships, processes, mechanisms, and applications of concepts. Less important is the memorization of specialized terminology and technical details. Our science classes will support student's ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. Each grade is exposed to a variety of science topics

and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, it is recommended that students have the opportunity to develop their skills of analysis, inquiry, and design through active laboratory work on a regular basis in grades 6, 7, and 8.

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

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

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

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

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

SOCIAL STUDIES (Core)

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

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

ARTS (Core)

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

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

Students in grades 6 - 8 will have experiences in the four core visual and performing arts forms; Theatre, Music, Visual Arts, and Dance.

DANCE, THEATRE, MUSIC, VISUAL ART

The curriculum at PUC NUEVA ESPERANZA allows 6th and 7th graders to engage in a trimester of a year in each of three major Arts forms. This provides them with an introduction to the history, influence, and skills of each in the 7th grade they continue to build on the knowledge that they received the year before. By the end of their 7th grade year, each student would have experienced each art form. Students also have arts classes in 8th grade.

THEATRE (GRADE 7)

The theatre program at PUC NUEVA ESPERANZA is designed to help the seventh grade students learn how to express themselves, improve their focus, build confidence and self-esteem, think critically and problem solve, and work collaboratively in a respectful environment. Utmost importance is placed on creating a safe, supportive, and positive community in which students can explore and share ideas without fear of criticism, courageously practice creative expression, and be productive. Students will learn theatre terminology and learn how to perform fundamental and foundational skills such as pantomime, improvisation, and tableau. They will engage in voice work and learn how to speak with effective projection, articulation and expression. Students will delve into story and learn about character, objective, motivation, conflict, resolution, setting, and plot. Most of the work done in theatre class will involve working in groups; therefore, a major focus will be on how to effectively collaborate. Playwriting will also be taught with students learning how to properly structure a stage play script. They will learn about the process of cold-reading, breaking down a script and analyzing character elements, the use of props, blocking, memorizing, and rehearsing. Stage blocking notations will be learned, as well as what it means to be "on-book" and "off-book."

MUSIC (GRADE 8)

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

VISUAL ARTS (GRADE 8)

The Visual Arts at PUC NUEVA ESPERANZA focus on making, looking at, discussing, and critiquing art. The courses help students learn how to think creatively and critically, problem solve, and express themselves. Students will develop artistic skill in a variety of materials and techniques such as contour drawing, perspective, charcoal and pastel blending, various painting techniques, composition, and color theory. Students will make connections to other contents such as language art, history, science, and math. Students will learn the language of the discipline and basic principles of visual arts. They will begin to understand the role art plays in different countries, communities, and among different individuals. Students are introduced to the history of art and potential careers in the arts field. Every art teacher administers a pre- and post assessment along

with performances and exhibitions throughout the year. All arts teachers document these performances in their on-line portfolios.

PHYSICAL EDUCATION AND HEALTH (Non-Core)

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

SSR (Non-Core)

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

HOMEROOM (Non-Core)

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

At **PUC NECA** the advisory program focuses on the following:

- **Social Emotional Learning**: Students will be provided space and opportunities to bond within an advisory group so that they feel accepted and valued by their teacher and peers. Students will learn about their community through lessons and discussions of current events. They will also learn about how they can uplift their community within the school and outside of the school through community service.
- **Community Service**: Students will learn about the theories and actions of community service and engage in multiple community service experiences prior to graduation.
- **College Ready Skills**: Students will build non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study

skills, work habits, time management, help-seeking behavior, and social problem solving skills. They will begin to develop the behaviors, problem solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of high school and college. These skills are based on PUC NUEVA ESPERANZA's Habits of a Scholar which are connected to the schools ESLR's. Through classroom instruction our students learn about each of these habits and learn to be an active member of our community.

- **College Knowledge**: Students will begin to gather the information and skills that will allow them to successfully navigate the complex college admissions and financial aid processes, as well as begins to develop an understanding of college norms and culture.

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

Intervention and Enrichment Programs

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

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

Common practices at PUC Nueva Esperanza are intervention classes based on a specific standard or bundle of standards, reading intervention classes to increase comprehension and fluency and previewing intervention to increase vocabulary comprehension and retention, this is called Strategic intervention. As a school, we use TeenBiz as an online intervention tool.

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

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

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

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

In PUC NUEVA ESPERANZA classrooms, sets of books provide basic reference materials for students. Teachers identify resource materials that best achieve learning through their curriculum design. PUC teachers choose resource materials based on recommendation by other PUC teachers (based on a track record of success with the same materials), researched by PUC National

Instructional team members, and acquisition is approved by the Principal or Assistant Principal. Rather than support a single textbook approach, PUC NUEVA ESPERANZA employs a variety of supplementary materials (books, articles, primary source, photos, video, etc.) to present the CA CCSS within its curriculum. The Principal or Assistant Principal will be responsible for approving acquisition and ensuring the supplementary materials align with the CA CCSS.

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

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

1.13 Instructional Methodologies and Strategies

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

Following is a brief description of the general instructional methods PUC NUEVA ESPERANZA teachers employ to engage students with the content.

METHODOLOGIES

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

STRATEGIES

- **Heterogeneous grouping**: PUC NUEVA ESPERANZA will provide all students with the same rigorous content and will scaffold support. Heterogeneous grouping has been shown to improve overall learning although some have called grouping at the middle level "the most important unresolved issue in education" (George 1988). In a review of research on ability grouping over a sixty-year period, Slavin (1987) concluded that "almost without exception, reviews from the 1920s to the present have come to the same general conclusion: that between-class ability grouping has few if any benefits for student achievement." (http://rer.sagepub.com/content/57/3/293.abstract). At PUC NUEVA ESPERANZA, all students, including students identified for special education as well as English Learners, will be active members of the classroom.

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

1.14 Student Mastery of CA CCSS and other State Content Standards

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

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

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

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

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

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

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

CA CCSS Focus in English Language Arts/Literacy	
Focus	**Description**
• Balancing Informational and Literacy Text	There is a focus on reading more rich, non-fiction texts in all grade levels across all disciplines. The balance between fiction and non-fiction ranges from 50%/50% in elementary to 30%/70% in High School.
• Knowledge in the Disciplines	Students build knowledge about the world through TEXT rather than the teacher or activities.
• Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
• Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
• Writing from Sources	Writing emphasizes use of evidence from sources to inform or make and argument.
• Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done by spiraling like content in increasingly complex tasks.

<u>Current Practices Aligned to ELA/Literacy:</u>

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

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

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

Current Practices Aligned to Mathematics Standards:

- PUC Math teachers in the middle-school grades utilize a process called a Math or Mad Minute, which is a timed skills drill conducted at the beginning of class. The teacher selects the underlying math skills/calculation students will need to build for the current unit and provide students with daily fluency practice. The teacher and students track their progress with these drills over time. This practice is an effective method to develop the procedural fluency required by the Standards for Mathematical Practice.
- PUC teachers provide Mental Math practice to develop procedural fluency, the efficient use of estimation, and strategies for calculating quickly.
- Mathematical Tools: PUC teachers give students practice with different representations and tools, such as algebra tiles, number lines, and graphs, to help students make sound decisions about when each of the tools might be helpful.
- All PUC teachers utilize the learning cycle (Accessing prior knowledge, extending prior knowledge, application and reflection) to organize instruction. By following this model, teachers limit direct instruction and provide structured and guided practice time prior to asking students to apply knowledge independently.
- To help students develop the modeling and representational skills required by the Standards for Mathematical Practice, PUC teachers provide students with rich, non-routine problems. Students must bring to bear all of the problem solving strategies in their toolkits (making charts, drawing pictures, creating formulas, guessing and checking, etc.) to solve the problems. They often have the opportunity to solve problems collaboratively, which gives them the opportunity to develop the ability to analyze problem solving approaches.
- Error analysis: PUC math teachers engage students in analyzing student errors. This practice helps students to uncover and correct misconceptions, use the language of the discipline to explain a problem solving process, and utilize procedural skill to solve problems accurately.

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

Professional Development for Leaders

- Leader Course of Study
    - Sessions at leader meetings approximately once per month on topics of greatest need; additional sessions on 3 early-out Tuesdays, and at 3 PUC-wide PDs
    - Differentiated into small groups as needed
    - May include book or topic study requiring outside reading

Professional Development for Teachers
- 4 Content-focused PDs
- Cross- site analysis of performance tasks after B1 and B2
- Performing arts teacher work on Common Core
- Inclusion specialist team work on Common Core

1.15 Development of Technology-Related Skills

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

In order to be ready to take CAASPP assessments PUC NUEVA ESPERANZA students will be well-versed in the use of computer hardware and software, including email, the Internet, educational software, keyboarding, and reference material. They will use these technologies to

locate, organize, manipulate, create, and present information as required when taking CAASPP assessments, In addition, all students:

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

As a result, technology use at PUC NUEVA ESPERANZA shall be guided by the following principles:

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

1.16 ACADEMIC CALENDAR

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

PUC NUEVA ESPERANZA CHARTER ACADEMY

School Year 2019-2020

Student # of Days =
(176 days during SY + 5 Summer)

Teacher # of Days =
(183 days during SY)

July / Julio 2019 (0)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August / Agosto (15)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Sept. / Septiembre (18)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October / Octubre (22)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Nov. / Noviembre (15)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Dec. / Diciembre (9)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Aug.5-11, 2019	Site Days/Bridge
Aug. 12	First Day of School
Sept. 2	Labor Day
Sept. 3	PUC Kick-off
Sept. 20	Staff Retreat
Oct. 4	PUC-wide PD
Nov. 11	Veteran's Day
Nov. 25-27	PD & Pupil Free
Nov. 28-29	Thanksgiving Holiday
Dec. 16- Jan. 10	Winter Recess
Jan. 20, 2020	Dr. Martin Luther King Jr. Holiday
Jan. 31	PUC-wide Community of Practice
Feb.17	President's Day
Feb. 3	PD & Pupil Free
Feb. 28	PD & Pupil Free
Mar. 13	PD & Pupil Free
Mar. 31	Cesar Chavez Day
April 13-17	Spring Break
May 25	Memorial Day
June 5	Last Day of School & Minimum Day
	STAFF MEETING / PD / EARLY RELEASE DAY!
	FIRST DAY / LAST DAY OF SCHOOL
	INTERSESSION / BRIDGE & SITE PD
	HOLIDAYS / RECESS
	REGULAR DAY OF ATTENDANCE
	PROGRESS REPORTS / REPORT CARDS
	NEW TEACHER/LEADER LEARNING LAB/PD
	TEACHER PD (NO STUDENTS)/PUPIL FREE
TBD	MINIMUM DAYS
	SUPER MINIMUM DAYS (TBD)

136 Regular Days

37 Early Release Days

3 MINIMUM DAYS (TBD)

January / Enero 2020 (18)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February / Febrero (17)

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March / Marzo (20)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April / Abril (17)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May / Mayo (20)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June / Junio (5)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1.17 Daily Schedules

6th Grade Student Schedule M, W, TH, F			
Time	**Period**	**Cohort**	**M, W, TH, F**
8:00-8:55 (55 MIN)			**DESIGNATED ELD**
8:58-10:03 (65 MIN)	1	UCLA	Math
		USC	Science
		CAL	English
		UC Davis	History
		PREP	**Dance**
10:06-10:21		**Nutrition**	**Nutrition**
10:26-11:31 (65 MIN)	2	UCLA	English
		USC	History
		CAL	Science
		UC Davis	Math
		PREP	**Art**
11:34-12:39 (65 MIN)	3	UCLA	Science
		USC	Math
		CAL	History
		UC Davis	English
		PREP	**PE**
12:42-1:17			**Lunch**
1:22-2:27 (65MIN)	4	UCLA	History
		USC	English
		CAL	Dance
		UC Davis	Science
		PREP	**Math & Art**
2:30-3:35 (65MIN)	5	UCLA	Dance
		TOTAL MINUTES	**380 + 25 MIN PASSING=405**

6th Grade Student Schedule TUESDAY		
Time	Period	**Tuesday**
8:00-8:55 (55 MIN)		**DESIGNATED ELD**
8:58-9:46 (48MIN) **1**	1	English
		Science
		History
		Math
		Dance
9:49-10:04		Nutrition
10:09-10:57 (48 MIN) **2**	2	Math
		English
		Science
		History
		Art
11:00-11:48 (48 MIN) **3**	3	History
		Math
		English
		Science
		PE
11:51-12:26		Lunch
12:31-1:19 (48 MIN) **4**	4	Science
		History
		Math
		Art
		English & Dance
1:22-2:10 (48 MIN) **5**	5	Learning Lab
		Art
		Dance
		English
		Math History, & Science
TOTAL MINUTES		**295 + 25 MIN PASSING= 320**

7th Grade Student Schedule M, W, TH, F		
Time & Period	**Cohort**	**M, W, TH, F**
8:00-8:05 (5 MIN)		ANNOUNCEMENT
8:05-9:10 (65 MIN) **1**	UC Riverside	Math
	Edinburgh	English
	Pepperdine	Science
	UC Irvine	History
	PREP	**Dance**
9:13-10:18 (65 MIN) **2**	UC Riverside	English
	Edinburgh	Science
	Pepperdine	Dance
	UC Irvine	Math
	PREP	**History**
10:21- 10:36 **Nutrition**	Nutrition	Nutrition
10:41-11:46 (65 MIN) **3**	UC Riverside	Dance
	Edinburgh	Math
	Pepperdine	History
	UC Irvine	English
	PREP	**Science**
11:49-12:54 (65 MIN) **4**	UC Riverside	Science
	Edinburgh	History
	Pepperdine	Math
	UC Irvine	PE
	PREP	**English**
12:57-1:32		Lunch
1:37-2:42 (65 MIN) **5**	UC Riverside	History
	Edinburgh	PE
	Pepperdine	English
	UC Irvine	Science
	PREP	**Math**
2:45-3:35 (50 MIN.)		**DESIGNATED ELD**
	TOTAL MINUTES	**380 + 25 MIN PASSING=405**

7th Grade Student Schedule TUESDAY

Time & Period	Tuesday
8:00-8:05 (5 MIN)	ANNOUNCEMENTS
8:05-8:53 (48 MIN) **2**	English
	Science
	Math
	History
	Dance
8:56-9:44 (48 MIN) **3**	Math
	History
	Science
	Dance
	English
9;47-10:02	Nutrition
10:07-10:55 (48 MIN) **4**	Science
	Dance
	English
	Math
	History
10:58-11:46 (48 MIN) **5**	PE
	Math
	History
	English
	Science
10:49-12:37 (48 MIN) **1**	History
	English
	PE
	Science
	Math
12:40-1:15	Lunch
1:20-2:10 (50 MIN)	**DESIGNATED ELD**
TOTAL MINUTES	**295 + 25 MIN PASSING= 320**

8th Grade Student Schedule M, W, TH, F

Time	Period	Cohort	**M, W, TH, F**
8:00-8:05 (5 MIN)			ANNOUNCEMENTS
8:05-9:10 (65 MIN) **1**	1	YALE	PE
		BROWN	Science
		HARVARD	Math
		MIT	Art
		PREP	**English & History**
9:13-9:28			**BREAK**
10:26-11:31 (65 MIN) **2**	2	YALE	History
		BROWN	PE
		HARVARD	Science
		MIT	English
		PREP	**Math**
12:14-1:19 (65 MIN) **3**	3	YALE	English
		BROWN	History
		HARVARD	Art
		MIT	Math
		PREP	**Science**
11:49-12:24			**LUNCH**
12:29-1:19 (50 MIN)			**DESIGNATED ELD**
1:22-2:27 (65 MIN) **4**	4	YALE	Math
		BROWN	English
		HARVARD	History
		MIT	Science
		PREP	
2:30-3:35 (65 MIN) **5**	5	YALE	Science
		BROWN	Math
		HARVARD	English
		MIT	History
		PREP	
		TOTAL MINUTES	**380 + 25 MIN PASSING=405**

8th Grade Student Schedule TUESDAY

Time	**Tuesday**
8:00-8:05 (5 MIN)	ANNOUNCEMENTS
8:05-8:53 (48MIN) **2**	History
	Art
	PE
	English
	Science & Math
8:56-9:11	**BREAK**
9:16-10:4 (48 MIN) **3**	Science
	History
	Math
	PE
	English
10:07-10:55 (65 MIN) **4**	Art
	Science
	English
	Math
	History
10:58-11:46 (48 MIN) **5**	English
	Math
	Science
	History
11:49-12:24	LUNCH
12:29-1:19 **(50 MIN)**	**DESIGNATED ELD**
1:22-2:10 (48 MIN) **1**	Math
	English
	History
	Science
TOTAL MINUTES	**295 + 25 MIN PASSING= 320**

6th, 7th, 8th Grade Student Schedule MINIMUM DAY

Grade Level(s)	**6th/7th**
Schedule Name	Minimum Day
Time Frame:	8:00 AM - 12:10 PM
Day of Week:	Special Schedule

Period	**Start Time**	**End Time**	**Minutes**
Period 1	8:00	8:45	45
Period 2	8:47	9:32	45
Period 3	9:34	10:19	45
Break	**10:19**	**10:34**	**15**
Period 4	10:38	11:23	45
Period 5	11:25	12:10	45
Total Minutes			**245**

Grade Level(s)	**8th**
Schedule Name	Minimum Day
Time Frame:	8:00 AM - 12:10 PM
Day of Week:	Special Schedule

Period	**Start Time**	**End Time**	**Minutes**
Period 1	8:00	8:45	45
Period 2	8:47	9:32	45
Break	**9:32**	**9:47**	**15**
Period 3	9:51	10:36	45
Period 4	10:38	11:23	45
Period 5	11:25	12:10	45
Total Minutes			**245**

1.18 Instructional Days and Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No	0						0	0	0	36000	0	-36000
1	No	0						0	0	0	50400	0	-50400
2	No	0						0	0	0	50400	0	-50400
3	No	0						0	0	0	50400	0	-50400
4	No	0						0	0	0	54000	0	-54000
5	No	0						0	0	0	54000	0	-54000
6	Yes	136	405	37	320	3	245	0	0	176	54000	67655	13655
7	Yes	136	405	37	320	3	245	0	0	176	54000	67655	13655
8	Yes	136	405	37	320	3	245	0	0	176	54000	67655	13655
9	No	0						0	0	0	64800	0	-64800
10	No	0						0	0	0	64800	0	-64800
11	No	0						0	0	0	64800	0	-64800
12	No	0						0	0	0	64800	0	-64800

1.19 Teacher Recruitment

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

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

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

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

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

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

RETAINING HIGH QUALITY TEACHERS

As described above, PUC NUEVA ESPERANZA 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 NUEVA ESPERANZA 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 NUEVA ESPERANZA 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 Nueva Esperanza 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 Nueva Esperanza 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 Nueva Esperanza will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, PUC Nueva Esperanza 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 Nueva Esperanza believes that professional development is the cornerstone for educational equity and academic achievement for all students. At PUC Nueva Esperanza, putting professional development at the center of the school culture is essential to developing a learning community for students, teachers, and administrators. The following principles guide all professional development opportunities:

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

PUC Schools has developed a teacher development system that:

- Defines effective teaching as a collaborative and reflective endeavor that engages peers,

students, and their families in ensuring student success. (College Ready Teaching Framework (CRTF))

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

SAMPLE MIDDLE SCHOOL PROFESSIONAL DEVELOMENT SCOPE & SEQUENCE:

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

PUC SCHOOLS TEACHER DEVELOPMENT SYSTEM

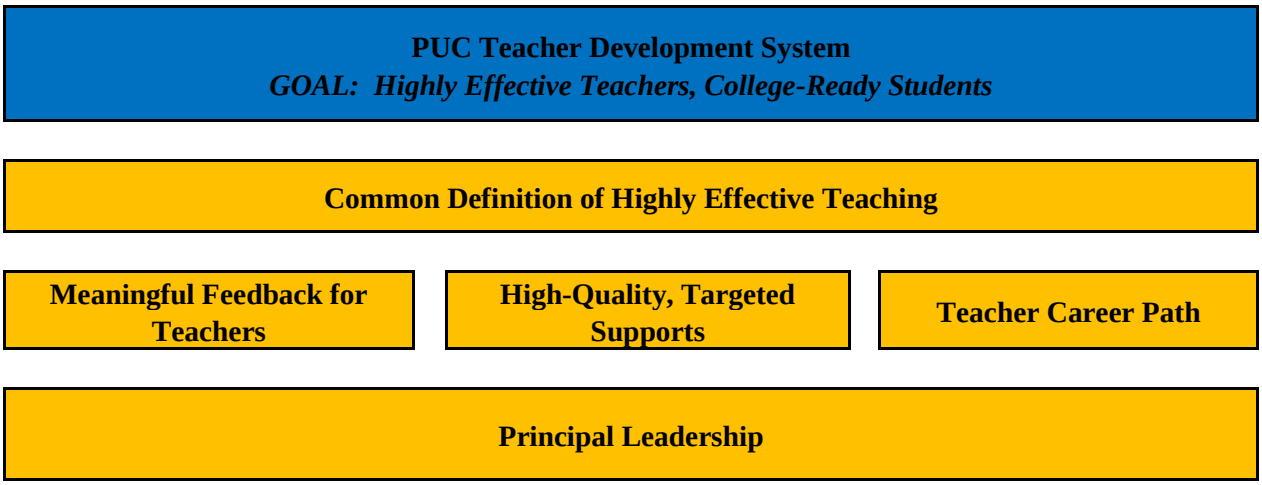
PUC's Teacher Development System provides a common language and definition for highly effective teaching in a college-ready culture – based on teachers' impact on student learning and teachers' practices – that sets clear performance expectations for all PUC teachers and a shared vision of excellence.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

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

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

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

Our TDS includes five components:



Common definition of highly effective teaching: Our College-Ready Teaching Framework incudes four domains for effective teaching practice. Informed by the work of David Conley on college readiness, it provides a roadmap for cognitively engaging instructional practices, and a rubric for observations.

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

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

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

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

PUC Nueva Esperanza provides frequent opportunities for teachers to receive professional development in order to ensure they are up to date on instructional content, methodology and the use of technology in the classroom. Teachers meet with their content colleagues from across PUC Schools throughout the year to engage in professional development and collaborate on creating instructional plans. Teachers also have an opportunity to present at PUC wide professional development sessions. PUC Nueva Esperanza teachers have shared their expertise on building

relationships with students, facilitating rigorous text-based writing in science class and using technology to build listening skills in history class.

The professional development is initiated based on student need/ teacher effectiveness as is outlined in the teacher development system. A plan for the year is created in the summer and modified as data is collected and needs arise. In addition to the site-specific professional development, PUC Nueva Esperanza participates in numerous network-wide professional development opportunities. Examples include Teacher Learning Lab (in summer for new or identified teachers), Community of Practice (a mini-conference offered twice annually wherein teachers present sessions to their peers), Content Collaboration, and Data Analysis Days.

In order to achieve this vision for our school, PUC Nueva Esperanza's professional development plan will leverage PUC's Teacher Development System to strengthen Cognitive Engagement (3.2b in PUC's Teaching Framework) in our classrooms. In order to do this, PUC Nueva Esperanza will hold professional development on the following topics prior to and during the school year: 1. differentiating for students to be pushed at different cognitive levels, 2. planning intervention so that select students receive additional support, 3. creating scaffolded lessons so that students are expected to reach higher levels of Depth of Knowledge that build on foundational skills and; 4. backwards planning lessons that allow ample time for application tasks to allow students to dig even deeper into the content.

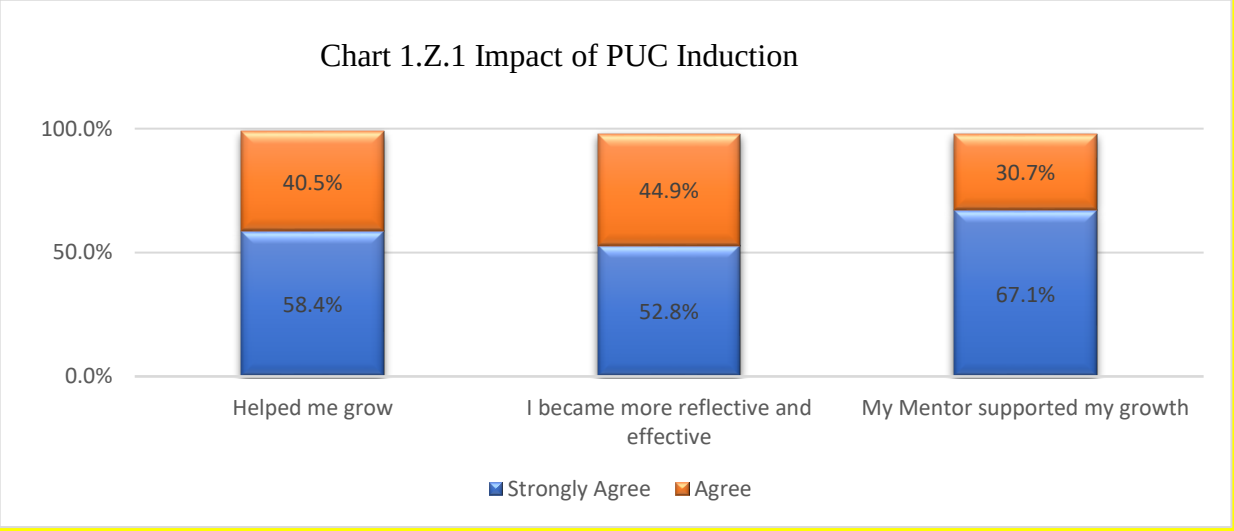
PUC SCHOOLS INDUCTION PROGRAM

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

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

Beginning teachers hone their skills by learning about promising practices through their weekly collaboration with their mentor on their Individual Learning Plan, a document that tracks weekly learnings, reflections, and data. Teachers act as action-researchers to develop an inquiry question on the Individual Learning Plan that is focused on their Growth Goals. Growth Goals are developed collaboratively between the teacher, the mentor, and their principal. They are goals based on school and teacher needs and are tied to indicators in our teaching framework.
Induction mentors observe and give feedback five times throughout year to collect data on the Growth Goals. This is another example of seamless integration between Induction and school site teacher development work. Through their Induction work, teachers' research practices and strategies that will help them meet their individual Growth Goals.

PUC Induction Program has contributed to the growth of each teacher who has completed the program. Survey data taken at the end of the year from stakeholders show that all stakeholders value Induction as a support for beginning teachers. 99% of Induction candidates agreed in a survey that stated "Induction supported my growth." See Chart 1.Z.1 below.



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

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

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

Domains, Standards, and Indicators

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

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

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

College Ready Teaching Framework (Sample)

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

Four Levels of Performance

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

Levels of Performance

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

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

Table # 3 Priorities

Teacher delivering information **Low cognitive engagement** **Limited knowledge and skills**	→	**Teacher facilitates students' construction of knowledge** **High cognitive engagement** **College-ready knowledge, skills, and attributes**

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

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

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

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

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

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

1.21 Meeting the Needs of English Learners

PUC Nueva Esperanza 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 Nueva Esperanza will follow the existing PUC Nueva Esperanza 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 Nueva Esperanza 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 Initially Classified as EL	**Students Initially Classified as IFEP**
6th gr.-8th gr.	Overall 1- Low Level 3 or Overall 4-5 with 1 or 2 on at least on subset) CELDT*	Overall High Level 4 -5 CELDT* (with at least all subsets level 3 or higher)

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

Initial Parent Notification Letter

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

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

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

Schools will remain responsible for:

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

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

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

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

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

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

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

PUC Schools' instructional program for ELs is:

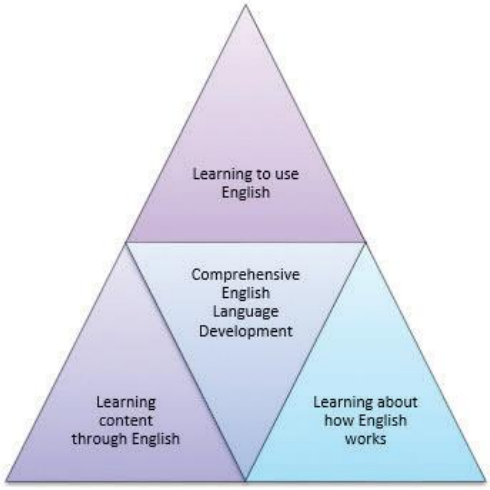
- Researched based
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards, and California ELA/ELD Framework
- Designed to address the needs of each EL subgroup.
- Effectively monitored

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

Top Priorities for all PUC Schools' Comprehensive English Language Development Instructional Program for ELs

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

Three Interrelated Areas of Comprehensive ELD*



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

Designated and Integrated ELD

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

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

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

ELD Proficiency Level Continuum

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

Newcomer Support

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

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

Instructional Resources

All instructional resources used at PUC Nueva Esperanza 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.

STUDENT PROGRESS MONITORING

The ELPAC will be administered, in grades 6 – 8 every fall to all students who are identified as ELs. Students will be required to complete the assessment each year until they re-designated. Students are tested in the areas of listening, speaking, reading, and writing. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed. PUC CCES's staff will examine the results from this test alongside other assessments since the school will be focused on providing quality English language development instruction to all LEP students at the school at their proficiency level. The ELPAC is one of the measures used to determine whether students are able to be re-designated. Re-designation will be one of the school's primary goals and measures of success. Long term English learners (LTELS) will be targeted for intensive support, after school and throughout the school day, with the target of getting them to reclassify. The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications.

PROGRAM EVALUATION

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

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

PROCESS FOR MONITORING RFEP PROGRESS

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

benchmarks, the LAT will maintain a record of RFEP student progress that will include, but is not limited to, data on SBAC scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

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

PROCESS FOR MONITORING THE PROGRESS AND SUPPORTS FOR LTELS

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

1.22 Meeting the Needs of Gifted Students

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

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

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

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

The school will meet the needs of GATE students through the following strategies as suggested in the "Inclusive Classroom: Meeting the Needs of Gifted Students: Differentiating Mathematics and Science Instruction (Source: https://educationnorthwest.org/sites/default/files/12.99.pdf):

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

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

The instructional program components, services, and/or supports will be provided by each subject matter teacher. PUC NUEVA ESPERANZA teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students.
In addition, the instructional program will be provided through various strategies such as:

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

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

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

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

1. Student Level:
    a. Set individual student target
    b. Individual Student Profile used to track performance
    c. Analyze individual work against key criteria
    d. Records kept of student performance
2. School Level:
    a. Coordinator has an overview and list of cohort
    b. Action Plan that aligns with individual student targets
    c. Coordinator monitors differentiation, planning and teaching
    d. Teacher monitors student progress toward targets through lessons and observations
3. LEA Level:
    a. Regional Superintendent monitors the Action Plan
    b. Superintendent helps school set additional targets for school
    c. Transition profile is also used to assure continuity of learning activities for students transferring to another school within PUC Schools.

1.23 MEETING THE NEEDS OF STUDENTS ACHIEVING BELOW GRADE LEVEL

PUC Nueva Esperanza truly believes that sound instructional planning can support the needs of diverse students. We do not track our students, therefore teachers always plan their lessons to ensure all students, whether they are identified as GATE, ELL or students with IEPs can be successful. Professional development over the summer and throughout the school year focuses on the use of Universal Design elements such as graphic organizers, and mind maps, as well as group work structures, and common reading and writing strategies across all content areas to ensure all students are set up for success. Weekly lesson plan feedback, provided by the administration to all teachers, ensures teachers are growing in their ability to use essential questions, hands on learning, academic discourse and checks for understanding to engage and ensure mastery of content by all.

The PUC Nueva Esperanza program has been designed to provide a personalized learning environment in which students work for, and achieve, the most rigorous academic standards while discovering and cultivating their unique gifts and talents. Our entire school community collaborates to ensure that student outcomes are met. Further, PUC Nueva Esperanza staff and

educators are committed to school-wide student achievement and work to actively engage parents. We firmly believe that learning is best achieved when associated with students' individual needs, their natural curiosity, and their desire to be challenged. When teaching is supportive and purposeful, students meet or exceed grade-level expectations: academic, social, and behavioral.

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

It is also likely that PUC Nueva Esperanza will continue to enroll students who have not yet been identified as having a special need. Accordingly, PUC Nueva Esperanza will follow child-find procedures to identify all students who may require assessment to consider special education eligibility, as well as special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. As discussed above, PUC Nueva Esperanza will utilize a three-tier Response-to-Intervention (RtI) model that will help identify students who may require special education and related services.

DETERMINING AND IDENTIFYING STUDENTS WHO ARE STRUGGLING

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

begin to track interventions.

Academic support systems are strategic and embedded throughout the school day and across the school calendar to ensure maximum support. Teachers identify students by analyzing course grades at every progress report (every six weeks) and after every benchmark (in January and again in April). Teachers use the RTI model to identify tiers of students and interventions that are appropriate to each tier. Teachers start by planning in class intervention strategies meant to support all learners. These strategies can include focus on vocabulary, multiple modalities of learning, and embedded partner think-pair-shares. Teachers also plan for small group instruction to pull student groups based on their data. Outside of class, teachers also invite students to participate in after school intervention classes. Teachers identify a focus standard and focus students based on their data, and work with the office staff to notify families of the opportunity. Pre-and post-tests measure the effectiveness of the intervention program.

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

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

MONITORING THE PROGRESS OF STRUGGLING STUDENTS

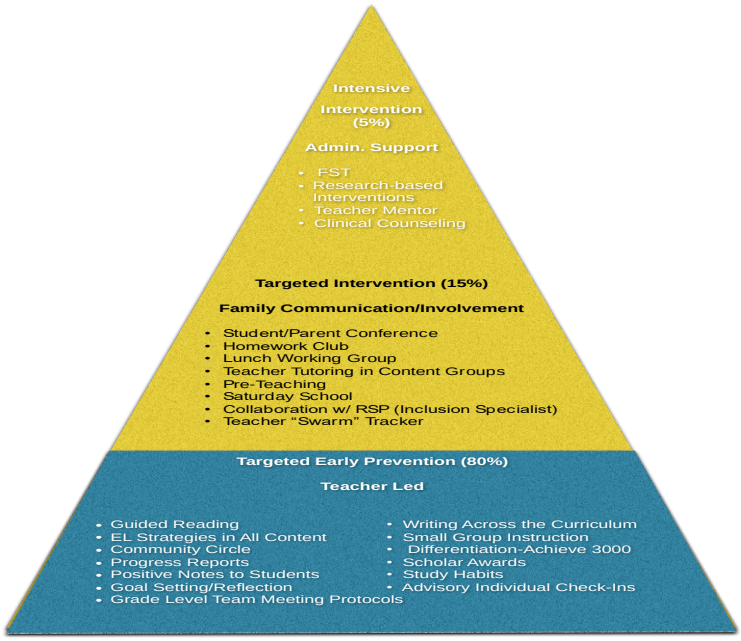
Monitoring is vital and will be done at two levels: 1. School-wide and 2. Classroom-level:

1. School-wide: All subject area teachers meet by grade-level on a regular basis to discuss school-level progress of all students, highlighting those student who are struggling or who are not at grade-level. Teachers analyze school-level data from both State and Local assessments that informs them of overall progress and trends that will help determine future

planning. Teachers discuss ways that each subject area teacher can support all struggling students, creating a cross-subject support plan.

2. Classroom-level: Teachers in all subject areas will monitor the progress of struggling students or students achieving below grade level. Monitoring is done through the following: (Source: School Improvement Research Series article, "Monitoring Student Learning in the Classroom." https://educationnorthwest.org/sites/default/files/monitoring-student-learning.pdf):
    a. Monitoring Seatwork: Systematic approach when noting individual students while moving or looking around the classroom, while addressing individuals frequently, usually privately, to keep students accountable and on-task.
    b. Monitoring Homework: Consistency with checking assignments regularly, and then individually questioning students who make low grades or are struggling.
    c. Monitor for completion and accuracy. In addition, provide timely and specific feedback to students as to content as well as a review or further explanation of concepts and processes.
    d. Monitor as a Part of Classroom Reviews: Daily, weekly, and monthly reviews through questioning and other learning probes, that call attention to areas where reteaching is needed.
    e. Classroom Testing: Classroom assessments are administered regularly and frequently and are an integral part of the instructional approach. Assessments are collected, scored, recorded, and returned to students in a timely manner.
    f. Reviewing Student Performance Data: Teachers review student performance data on a consistent basis to determine student progress and whether teaching methodology needs to be realigned.

PUC Nueva Esperanza Academic Pyramid of Intervention



TIER 1

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

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

Tier	Elements	Staff Involved	Family Support Team (FST)
1	Whole Class Grouping Screening Measures: 3x/year Frequency: per school schedule Duration: School year	• Classroom Teacher	• Not Applicable

TIER 2

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

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

- Change of seating or cohort
- Peer support
- Graphic Organizers
- Lecture Notes

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

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

Tier	Elements	Staff Involved	Family Support Team (FST)
2	Small group instruction Progress monitoring: No less than 1x every 2 weeks Frequency: Varies, no less than 3x/week for a minimum of 20-30 minutes/session Duration: 9-18 weeks	• Classroom teacher • Classroom teachers across grade level • Resource Specialist • After School Staff	• FST Checklist is completed. • Research-based interventions are implemented.

TIER 3

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

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

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

assessment results indicate that students have made necessary growth, they will exit Tier 3 interventions, unless the request is made directly from parent.

Tier	Elements	Staff Involved	Family Support Team (FST)
3	Individualized or small group (1-2 students) Progress Monitoring: Continuous; no less than 1x/week Frequency: Varies, more frequently than Tier 2 for a minimum of 30 minutes/session Duration: A minimum of 12-24 weeks	• Clinical Counselors • Classroom teacher • Classroom teachers across grade level • Resource Specialist • Tutor	• FST meeting is convened • FST Summary Document is created. Interventions increase in intensity

There are several other layers to our school-wide academic support system. Our expanded day program, as well as teachers, offer tutoring hours and homework club before and after school. This program was implemented to help students complete their homework and also provides support to help fill learning gaps in math and language arts. The weekly bell schedule was also designed to provide daily (except on Tuesdays) 40-minutes of built-in targeted intervention class called "fluency". These cohorts rotate as two days a week we focus on literacy and two days a week we focus on numeracy. The learning experiences are based on data and can include mini lessons, computational fluency practice, online tutorials through the use of iReady and iMath and small group, problem-based learning. To help reinforce the instructional focus of the day, PUC Nueva Esperanza has partnered an after-school program called, "Youth Policy Institute" (hereinafter "YPI). During YPI, the first hour is dedicated to reading and homework support. Afterwards students are provided with a snack to help provide the basic needs according to Maslow's Hierarchy of Needs. Towards the end of program students are then able to participate in extra-curricular activities such as, Football, volleyball, etc. It is important that students have a place to feel safe and be able to participate in school activities to continue to build school spirit and a positive culture.

AT-RISK

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

change the situation" (View Park Prep Charter High School, 2003). PUC NUEVA ESPERANZA will provide every student and, in particular, those who are placed in at-risk situations and those identified as gifted and talented with a powerful, engaging, and accelerated curriculum that will enable them to succeed.

Additional layers of support are added for students with IEPs and students who are English Learners. In class, students with IEPs are given one on one support via our Inclusion Specialists and Inclusion Assistants as well as the use of in class accommodations. Students who are English Learners also receive in class support through the use of vocabulary instruction and structured reading, writing, speaking and listening opportunities. Because Fluency is embedded in the school day for all students, students who are ELs and students with IEPs can be pulled in targeted small groups to ensure they receive support at their instructional level. English Language Learners are pulled into a small group with their ELA teacher and Inclusion Specialist for Designated English Language Development. This ensures they have dedicated language development time.

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

- The educational program will enable pupils to become self-motivated, confident, and lifelong learners.
- Pupils will master the basic and augmented skills in context, develop concepts, and become critical thinkers and problem solvers.
- Pupils will receive an enriched curriculum in language arts, mathematics, science, social studies, technology, health, physical education, and performing and visual arts.
- Pupils will develop an attitude of self-respect, respect for others, and an appreciation for the strength of diversity.
- Pupils will demonstrate cooperative pro-social behavior with a sense of responsibility to their school, home, and community. Students will display this sense of responsibility by being of service to their school and community.
- Pupils will be exposed to career and post-secondary opportunities to develop personal and professional life goals.
- Pupils will begin to establish long-term, post-secondary goals and identify strategies, resources and support to help them achieve these goals.

STRATEGIES, PROGRAMS, and RESOURCES

CURRICULUM AND INSTRUCTION

As stated previously, the PUC NUEVA ESPERANZA curriculum, including instructional goals, methods, assessment, and materials, is customized to not only address, but to embrace, the diversity within its anticipated classrooms. Based on the Common Core Standards, the curriculum is designed to ensure that all students, including those with and without special needs, are provided with the same rigorous content. PUC NUEVA ESPERANZA's vision of high expectations will drive curricular decisions, as research provides "compelling evidence that when children of color

are given a challenging academic curriculum and supported by high expectations, they can and do achieve at high levels" (Education Trust. (2006). *Yes We Can: Telling Truths and Dispelling Myths about Race and Education in America*. Washington, DC: Author.). PUC NUEVA ESPERANZA will work tirelessly toward its goal of moving each student over the high bar.

Teachers are also trained through PUC common teaching practices to develop the learning experiences and projects to ensure they are connected to standards and have clear outcomes. For example, in each of our science classes students are constantly faced with the tasks of completing a lab, developing their own hypotheses and identifying quality evidence through Claim, Evidence and Reasoning (CER) writing. In Math, our students confront challenging word problems that require multiple levels of knowledge to devise the solution through EngageNY's standards-based mathematics curriculum. Our social science classes encourage students to analyze primary and secondary sources through the use of Document Based Questioning (DBQ) in order to articulate their perspective on essential questions. Students are presented with probing questions and challenges that go beyond surface connections and force them to engage in meaningful inquiry. English courses highlight socially relevant texts, both fiction and nonfiction, to encourage students to delve deeper into analyzing themes and applying this knowledge to their lives in multiple modalities including oral presentations, poetry, narratives and argumentative writing through EngageNY's standards-based English Language Arts curriculum.

Teachers are encouraged to use a variety of instructional materials to support this level of cognitive engagement. While we do have textbooks, teachers glean articles from a variety of print and online sources to ensure students are analyzing events from multiple perspectives. Students frequently complete online writing assignments that may be augmented by Google Slide presentations or online portfolios. In order to make time for this level of performance mastery, teachers have shifted their role from instructor to coach. It is the expectation that students are investigating and researching in small groups and/or individually and teachers are actively circulating to ask probing questions and provide individualized feedback. Because this has been a shift for teacher thinking, our school wide instructional goals for the past two years have focused on questioning and the use of academic discourse in the classroom.

Teachers augment content classroom instruction through the use of cross-content projects. Examples include using sources from ELA (*Esperanza Rising* by Pam Munoz Ryan) to compare the impact of individuals on a community to that of Alexander the Great from history class. Teachers also use our homeroom time to analyze current events through the use of CNN student news so that students are making connections between their content students and the modern world. Grade levels have also used this time to investigate colleges and careers, with students having created websites dedicated to personal skills inventory, career interest surveys and implications for higher education and future life earnings.

PUC Nueva Esperanza teachers frequently use technology as a tool to differentiate instruction. Because we have a one to one computer ratio at PUC Nueva Esperanza, teachers can use online teaching tools and programs to organize learning for students. All teachers have access to Google

Classrooms within the PUC network and have been trained in the use of Google Classrooms and use this system to post links to online resources, simulations/demonstration, videos, and practice problem sets for students to utilize. Students who do not have access to technology out of the school environment are provided alternatives, such as access to a computer during afterschool program or hard copies of resources need for research assignments. Using data, teachers will assign specific resources to specific students or use independent online learning to allow them to instead pull a small group for re-teaching opportunities. For example, math teachers use Kahn Academy and iReady to assign individualized pathways to students based on their current mastery of math content. While students work independently, the teachers then pull small groups of students to re-teach or provide extended practice on grade level standards.

STRONG STAFF AND FACULTY

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

CLASSROOM MODIFICATIONS AND INSTRUCTIONAL METHODS

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

ACADEMIC

Instructional Strategies:

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

Modifications and Accommodations:

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

BEHAVIORAL AND SOCIAL

Classroom-based strategies:

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

Cueing, Prompting, and Praising systems:

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

Reinforcements:

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

ORGANIZATION

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

ATTENTION

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

MISCELLANEOUS

- Set reasonable goals and expectations

1.24 MEETING THE NEEDS OF SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

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

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

IDENTIFICATION PROCESS

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

PROGRESS MONITORING

With an overwhelming majority of PUC NUEVA ESPERANZA's students identified as socio-economically disadvantaged (79.67% per CALPADS Fall Survey 2017), progress monitoring for this particular group of students falls in line with the process by which all PUC NUEVA ESPERANZA students are supported, namely through our robust instructional program, access to social and emotional support services through our Family Support Team (FST), a clear RTI process, and consistent parent/family engagement. All members of the Administrative, Curriculum, and Student Support services team collaborate with teachers and support staff to monitor student progress. Universal screeners are administered periodically to measure student progress and identify students that may be in need of further support or intervention. The FST process is used as a vehicle for teachers and support staff to initiative a referral if a particular student demonstrates need.

DEDICATED TIME

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

EFFECTIVE PROFESSIONAL DEVELOPMENT

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

- **Supporting At-Risk Students**: organizational, regional, and school-based PD that is based on PUC Schools Teacher Development System (TDS) Teacher Framework.
- **Data Driven Planning & Assessment to Best Meet the Needs of Your Students**: knowing our students through qualitative and quantitative data analysis. Teachers learn how to collect and utilize data to inform instruction.
- **Conveying Positive and High Expectations to Students**: This occurs in several ways. One of the most obvious and powerful is through personal relationships in which teachers and other school staff communicate to students, "This work is important; I know you can do it; I won't give up on you" (Howard, 1990). The literature on resiliency repeatedly confirms the protective power of firm guidance, challenge, and stimulus – plus loving support (Garbarino et al., 1992; Werner, 1990). Youth who are succeeding against the odds talk of being respected and of having their strengths and abilities recognized (McLaughlin et al., 1994; Mehan et al., 1994).

Successful teachers of poor children refuse to label their students at risk; they look at each child and see the gem that is inside and communicate this vision back to the child (Ashton-Warner, 1963; Ayers, 1993; Carini, 1982; Curwin, 1992; Heath, 1983; Kohl, 1967). They look for children's strengths and interests, and use these as starting points for learning. In *Among School Children*, Kidder (1990) describes the power that teachers have to motivate children: "For children who are used to thinking of themselves as stupid or not worth talking to or deserving rape and beatings, a good teacher can provide an astonishing revelation. A good teacher can give a child at least a chance to feel, 'She thinks I'm worth something; maybe I am'"" (p. 3). Thus, a relationship that conveys high expectations to students can internalize these beliefs in students and by doing so, develop the self-esteem and self-efficacy that Rutter found in the successful schools in his study.

- **Creating a Classroom Learning Environment**: Based on the premise, "If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely that they will create the conditions necessary for social competence and academic success of students." (Young, Marchant, & Wilder, 2003). Our goal is to collaboratively create positive school environments that nurture the social, emotional and academic well-being of all students through the use of Positive Behavior Support (PBS) practices. Resources may include the following
  - *Tribes* Community Circle
  - *Advisory*
  - *Discipline with Dignity*
  - *How to Talk so Students Can Learn*
- **Rigorous Engaging Instruction**: Students identified as being <u>at risk</u> of educational failure often receive a watered-down curriculum that emphasizes the acquisition of basic academic skills. All students – especially those at risk – need to be engaged in interesting and challenging learning that goes beyond basic proficiencies. One of the best ways to ensure meaningful, engaged learning for all students is by developing whole-school programs in which classroom teachers, specialists, administrators, and support staff collaborates to provide improved school-wide instruction. Supportive instruction within the regular classroom can be provided for those students who need additional help in meeting high academic standards. Research findings also are helping educators recognize the need for students to take an active role in the learning process. When students are responsible for their own learning, they actively plan, organize, and evaluate their progress. At-risk students can become more active, strategic learners when they develop metacognition, or the ability to think about their own thinking and learning. With metacognitive awareness, students can actively plan how to learn, monitor their progress, and evaluate their own achievements. Cooperative learning allows students of varying abilities and interests to share responsibility for learning as they work together in small groups to research topics, solve problems, and improve their understanding of subject matter. Peer tutoring, which can help both tutor and student to take an active role in learning, encourages the development of academic and social skills as students teach other students.
- **Engaging Students**: based on the indicators of engaged learning, as presented in "Students Are Responsible For Their Own Learning," Jones, Valdez, Nowakowski, and Rasmussen (1995), "In engaged learning settings, students are *responsible for their own learning*; they take charge and are self-regulated. They define learning goals and problems that are

meaningful to them; have a big picture of how specific activities relate to those goals; develop standards of excellence; and evaluate how well they have achieved their goals. They have alternative routes or strategies for attaining goals--and some strategies for correcting errors and redirecting themselves when their plans do not work. They know their own strengths and weaknesses and know how to deal with them productively and constructively. Engaged learners are also able to shape and manage change." (p. 8)

- Engaging Families: understanding the importance of parent and family involvement as a way to improve learning for at-risk students. Menacker, Hurwitz, and Weldon (1988) state: "The power and authority of the school alone are insufficient to ensure the good discipline and motivation necessary for acceptable educational outcomes. Parental support and involvement are needed. "We must recognize the value of the resulting new synthesis, supported by both research and common sense, that the home and school are interdependent and necessary factors for educational improvement in schools serving the urban poor." (p. 111) Additional research by Comer and Haynes (1992) indicates that parental involvement contributes to improved academic performance, behavior, and self-esteem of at-risk students. (Refer to the Critical Issues Supporting Ways Parents and Families Can Become Involved in Schools and Creating the School Climate and Structures to Support Parent and Family Involvement.)

1.25 Meeting the Needs of Students with Disabilities

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

1.26 Students in Other Subgroups

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

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

IDENTIFICATION OF SUB-GROUPS

PUC NUEVA ESPERANZA will identify these sub-group of students through the following:

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

PROGRESS MONITORING OF STUDENTS IN OTHER SUBGROUPS

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

1.27 TYPICAL DAY

In a typical PUC NUEVA ESPERANZA day, school begins at 7:40 am. Students begin their day in Advisory and teachers will take attendance. During advisory students, will either engage in activities that reinforce academic readiness, college ready skills, and/or social emotional learning. Academic activities include, but are not limited to setting goals, reflecting on grades, and using adaptive technology to support grade level learning. Social emotional learning will take place through explicit lessons and community circles. The tradition of community circle comes from the Tribes Program. The Community Circle builds positive relationships between the students and the students and their teachers. The topics addressed in the circle will support the students' social and emotional learning as well build understanding of the PUC NUEVA ESPERANZA's vision and values.

Following Advisory, students will go to their first period. A visitor will note that students are on task immediately as they enter their classroom because all teachers will have a "Do-Now" or Warm-up ready. The teacher will deliver lessons that are standards based and rigorous. A visitor will see teachers accessing students' prior knowledge, extending this knowledge, providing opportunity for students to apply the knowledge and reflect on their learning. Students will be engaged in the classroom as both teachers and students use inquiry to have in-depth conversations of the content they are learning. Students that finish assignments early will be engaged in opportunities for extension and enrichment; every minute of instruction is used to its fullest.

In the classroom, a visitor will see student work posted with criteria such as rubrics or task lists that display various modes of communication (written, oral, and artistic). This work will display students' understanding of complex ideas and concepts in all content areas including integration of math vocabulary in an English class and persuasive essays in a math class.
In a day, the student will take an English, math, history, and science class. In addition to the four traditional content courses, all students will take an art class and physical education. In these classes, a visitor will see the same rigor in instruction.
On a typical school day, even during breaks (nutrition break, lunch, and after-school), teachers engage students in informal conversation that contribute to developing character and guide students to display and promote the schools values.

ELEMENT 2- MEASURABLE STUDENT OUTCOMES AND

ELEMENT 3- METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Local Control Accountability Plan ("LCAP")

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

2.2 Summative Assessment Performance Targets

See Element I, Chart 1.Z, titled, "LCFF State Priorities" that is "consistent with the way information is reported on a school accountability report card", EC § 47605(b)(5)(C)), identifying and describing specific targets that align with the eight (8) state priorities identified in California Education Code § 52060(d).

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

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

2.3 Measuring Student Progress: Formative Assessments

PUC Schools Assessment System

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

The chart(s) below shows the Assessment Plan for 2018-2019.

Middle School

Content	Assessment	Description	Frequency
Reading	MAP Growth IReady Diagnostic	Norm-referenced assessment that indicates students' growth within and across the school year and provides predicted achievement levels on the SBAC tests. An adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.	Pre, Mid, and Post
Writing	On Demand Writing	Students plan and write either a persuasive or explanatory/informational essay from sources within one class period.	Twice per year
Math	MAP Growth IReady Diagnostic	Norm-referenced assessment that indicates students' growth within and across the school year and provides predicted achievement levels on the SBAC tests. An adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.	Pre, Mid, and Post
Science	Fluence Assessments	NGSS-aligned assessments	Twice per Year
Visual and Performing Arts	Performance Exhibitions	Performances or exhibitions of student art work.	Throughout the Year
PE	Physical Fitness Test	Several components of the CA Physical Fitness Test administered to indicate growth between and across school years.	Pre and Post

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, **PUC Nueva Esperanza** shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the District and state, and provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education ("CDE"). The following types of assessments will be utilized to supplement the PUC-wide Assessments indicated in the above chart(s).

- **Standardized Tests**: **PUC Nueva Esperanza** will administer all state required standardized tests including Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics, the California Science Test (CAST), and the Physical Fitness Test (PFT) to students in the required grade levels during the designated testing windows. All students who are English Learners as indicated on their Home Language Survey will also take the English Language Proficiency Assessments for California (ELPAC). The school will also administer any additional assessments required by the state during the period covered by this petition. Results from these tests will be analyzed prior to the beginning of the subsequent school year to create school-wide, grade-level, and department-level instructional goals. These goals will drive professional development at the site.
- **Performance Assessments**: Performance assessments include projects, papers, or tasks that require students to produce a product. **PUC Nueva Esperanza** emphasizes authentic performance tasks or real-world application whenever possible through this articulation, we can ensure that our students are not only ready to perform well on end of the year summative assessments, but also will be prepared to enter high school.
- **Ongoing Classroom Assessment (in each content area):** Ongoing, periodic assessment is an integral part of the learning process for both teachers and students. Assessment of student progress will occur at the end of units of study, before, during, and after individual lessons, and as needed to check for understanding and to measure the internalization of new concepts and skills. In addition to measuring student growth, these assessments will serve as an important reflection tool for teachers to use in assessing the effectiveness and impact of their instruction.
- **Rubrics and Criteria Charts:** Teacher- and student-generated rubric and criteria charts will be used to evaluate student work. Rubrics may be tailored to a classroom assignment, to a grade level benchmark assessment, or a school-wide assessment. **PUC Nueva Esperanza** places a high priority on the utilization of these tools to ensure that students have clear criteria for producing quality work and work to become self-regulated evaluators of their own performance.

ASSESSMENTS NOT YET SELECTED

Assessments that have not yet been selected or created by **PUC Nueva Esperanza** will be scrutinized to ensure they:

- Are in alignment with the CA Common Core Standards and Next Generation Science Standards (NGSS)
- Will provide data to support the full range of learners, those demonstrating the need for

remediation, as well as those demonstrating the need for acceleration.

- Are valid and reliable.

2.4 Data Analysis and Reporting

PUC Nueva Esperanza firmly believes that "using data separates good schools from mediocre schools. Schools that are increasing student achievement, staff productivity and collegiality, and customer satisfaction use data to inform and guide their decisions and actions. Data use essentially sets a course of action and keeps a staff on that course to school improvement and student success." (J. Killian & G. T. Bellamy, 2000) Additionally, the Regional Alliance for Mathematics and Science Education at TERC has placed a strong emphasis on the use of data and has identified the top 10 uses of data (see below) as a lever of change. **PUC Nueva Esperanza** concurs with each of the ten uses and is committed to establishing and maintaining a data driven culture.

1. Data can uncover problems that might otherwise remain invisible.
2. Data can convince people of the need for change.
3. Data can confirm or discredit assumptions about students and school practices.
4. Data can get to the root cause of problems, pinpoint areas where change is most needed, and guide resource allocation.
5. Data can help schools evaluate problem effectiveness and keep the focus on student learning results.
6. Data can provide the feedback that teachers and administrators need to keep going and stay on course.
7. Data can prevent over-reliance on standardized tests.
8. Data can prevent one-size-fits-all and quick solutions.
9. Data can give schools the ability to respond to accountability questions.
10. Data can build a culture of inquiry and continuous improvement.
    (Love, 2000)

ANALYSIS

Research indicates that when teachers use data to adjust their instruction, student learning is significantly impacted. "If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education."[3]

PUC Nueva Esperanza 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 Nueva Esperanza** will be equally invested in the success of its students and will always seek the road of improvement.

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[3] See http://www.nassp.org/portals/0/content/49859.pdf.

All team members at **PUC Nueva Esperanza** take responsibility for student achievement. **PUC Nueva Esperanza** believes that frequent assessment of student progress is a major contributor to success in student achievement. The macro-study described in Goodwin's Changing the Odds report from McREL supports the practice as a critical factor in cases where schools drastically outperformed schools with similar demographics. PUC places a high emphasis on continuous data analysis. PUC assessments will be analyzed following each administration and utilized to drive student performance.

PUC Nueva Esperanza will administer the MAP Growth assessment, or another norm-referenced equivalent, in the Fall, Winter, and Spring to monitor student growth and progress towards mastery of the standards. Teachers use individual, class, and grade-level data to inform instructional groupings, instructional materials, and intervention strategies at the beginning and mid-points of the school year. Data for individual students is communicated to each student and their family during parent meetings/conferences at the beginning of the year. At PUC, we commit to ensure all students are proficient within four years. The data allows us to communicate to families their child's predicted performance levels on the state test and the degree to which the child has progressed within and between school years. This information is used to create a plan with the family to accelerate their child's progress.

The school also uses MAP data, or another norm-referenced assessment, to determine the degree of student academic gains and/or losses both within and between school years to inform instructional materials, instructional methods and sequencing, and professional development for areas in need of improvement. The PUC National Data Team will disaggregate school-wide MAP, or other norm-referenced equivalent, data by gender, race, English Learner status, Special Education status, socioeconomic status, and other relevant subgroups and leaders and teachers will analyze those data to make any needed adjustments to the instructional program. Any substantial disparities in improvement across subgroups may result in modifications to curriculum, schedule, school staffing, or provision of support services. **PUC Nueva Esperanza** will use data as a tool to drive instructional decisions, and as such aggregate grade level data will be shared with other PUC Schools and the PUC Board on a regular basis.

Customized dashboards created by the PUC Data Team, and Illuminate and other vendor specific reports are a critical component of the **PUC Nueva Esperanza** /PUC National Assessment system. The dashboards and reports provide teachers and leaders with actionable data that drives quality instruction.

Pre-Assessment: teachers have access to reports that indicate current student performance in reading and mathematics, as well as reports that indicate the necessary skills students need to develop in order to progress to the next level. Grade level teams will use these reports to group students for instruction and scaffold instructional activities appropriately to provide opportunity for all students to meet and exceed grade level standards.

Interim Assessments: teachers analyze data for assessments to identify strengths and opportunities to re-teach. Data is available in Illuminate and the PUC Dashboards, as well as from the individual test vendor websites. Teachers use this data to inform instructional content and

strategies and to group students for instruction. Leaders use this data to inform individual and school-wide professional development.

TEACHERS

Teachers will be responsible for collecting and maintaining organized files and to effectively document and share student outcomes. These are carefully analyzed with the goal of revising pacing and offering strategic, differentiated support to ensure that all students master the standards. The teachers' roles and responsibilities within **PUC Nueva Esperanza**'s data driven community include the following:

- To continuously modify, differentiate, adjust, and drive classroom instruction.
- To identify which standards they need to re-teach.
- To provide differentiated, individualized instruction for specific students.
- To alter their scope and sequence for the upcoming year, therefore, preventing similar short falls from reoccurring.
- To engage students in analysis of their own achievement data in order to drive goal setting and personal achievement.
- To authenticate results across assessments (example: a class/course grade and proficiency on a test).
- To use a variety of tools and combine classroom level data with school wide assessment data to test how well students have mastered material taught in the classroom.

PRINCIPAL

The school leader will be a key player in ensuring the school's data practices are conducive to student achievement. The roles and responsibilities of the principal, particular to data include:

- Analyze classroom and grade level assessments to guide dialogue among teachers around improving instruction and increasing student performance.
- Ensure that assessments are given on schedule.
- Ensure that data is analyzed in a timely manner.
- Track student mastery of content across the curriculum.
- Facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized.
- Make recommendations to the Board of Trustees for reallocation of resources in the areas of money, time and personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments.
- Make recommendation to the Board of Trustees as school priorities are followed and set.
- Monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught; Evaluate instruction.
- Ensure tests (and administration of) are valid and reliable.
- Determine focus of and provide professional development.
- Compile a school-wide dashboard showing the recent data along with previous year's data.
- Encourage ongoing reflection of student performance.

BOARD OF TRUSTEES
Students' academic progress will be shared with the **Partnerships to Uplift Communities Valley** 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 Nueva Esperanza Academy** 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 in 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 Esperanza students will be trained to value assessment. Students will become advocates of their own success as **PUC Nueva Esperanza** believes that learning must encourage risk, requires self-examination, and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives. Students will be taught to use self-reflection as a tool to identify strengths and weaknesses and as a tool to manage self-identified behavioral and academic goals. They will be walked through their assessment results in small groups, individually, and as a class so they understand how they are scoring, what they have accomplished, and what they need to work on. As objectives are met, students are guided through understanding what action they took to accomplish a goal, and are then empowered to take responsibility for that action. Likewise, when students are not meeting expectations, they are counseled through how their actions led to that shortfall and how to adjust their efforts accordingly in the future.

COMMUNICATION OF ACADEMIC ACHIEVEMENT AND PROGRESS TO PARENTS

The parents of each child will be cultivated as critical partners in the education of their child and will be fundamental in supporting the child's progress. Parents will learn what is expected of them as partners in their children's education at parent meetings and workshops, which will begin at the onset of each school year and continue throughout the year. Parents will support the school in monitoring students' progress on an ongoing basis, through ongoing dialogue with the child, regular review of his/her class work and homework. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts. In addition, **PUC Nueva Esperanza** will provide parent workshops and education classes, some of which may address data analysis.

SCHOOL SUCCESS PLAN (SSP)

PUC's School Success Plan (SSP) is an instructional and operational practice that serves as the foundation for the alignment of all school wide goals. Rooted in PUC's three commitments, each school uses the SSP to articulate goals pertaining to student academic proficiency, college readiness and student and parent engagement so that our students achieve our mission by graduating from high school prepared for college success. Goals are crafted by the site leadership team using data and feedback from the previous school year. This data comes from a variety of sources including reflections from school wide professional development days, internal assessment scores, state assessment results and parent and student surveys in order to provide a robust depiction of the culture and context of the school.

Once articulated, SSP goals serve as a strategic road map that guides all decisions at the school site. Each goal contains key results that serve as formative assessments during the year so that the school can evaluate if they are on track to achieve each goal. Additionally, each key result has an action plan that describes the steps it will take to meet the outlined goal. From teacher professional development foci to intervention strategies, all school goals, key results and action plans are tied to the language and the outcomes as defined in the School Success Plan and truly serve as the structure for data driven decision making.

Site leaders engage stakeholders in periodically reflecting on data that informs progress towards the SSP goals stipulated by the key results. Leaders analyze student achievement data and update their SSP after each assessment so that they can reflect on areas of strength and areas needing increased focus in order to meet the end of year goals. The SSP creates a snapshot of progress towards goals and also facilitates communication both with teachers and with Regional Superintendents who in turn share this information with the schools Board of Trustees. This periodic and systematic reflection across schools serves two purposes: first, it ensures an accurate snapshot of student achievement to date, and secondly, it ensures a platform for sharing best practices across school sites. Leaders share their quarterly SSP updates with each other in a community of practice so that schools can learn from each other's areas of strength.

Over the summer, Regional Superintendents meet with site leaders to reflect on the previous year's data and discern what elements of their school led to success in their SSP and which areas need to be strengthened if any SSP goals were not attained. This data then becomes the baseline for the

following year's SSP, thus creating an endless loop of reflection, goal setting and data collection that fuels student-driven decision making at the school site.

In addition to the SSP the plan involves several levels: 1) maintain complete data so that we can aggregate and disaggregate student achievement data; 2) maintain data on specific students and groups of students identified for increased student achievement; 3) maintain data for teacher evaluations; and 4) collect qualitative data. All data will be shared with parents to ensure academic success through a partnership with parents, teachers and the school.

Because ongoing program assessment is a key to maintaining the integrity of our mission and vision, we utilize both a formative and summative approach for the evaluation and integration of our education capacity.

Each year, the principal and **Partnerships to Uplift Communities Valley** Regional Superintendent will be responsible for preparing and presenting an annual report to the Board of Trustees which will detail the school's overall progress toward meeting the above listed measurable pupil outcomes. The **Partnerships to Uplift Communities Valley** Board can take immediate action based on this report to ensure that the school is consistently making progress toward meeting these outcomes. For example, the Board can assign an ad hoc committee made up of parents, teachers, administrators, students and Board Members to evaluate the school's progress and to make appropriate recommendations.

2.5 Grading and Progress Reporting

GRADING

Student passing grades will consist of A through C-, any grade below a C- will be considered a failing grade of F. Teachers across the school will agree on a grade book to include, but not be limited to: Assessment, Classwork, Homework, and Effort.

PROGRESS REPORTING

Parents shall be informed regarding progress of students through student led and parent/teacher/student conferences, progress reports at least every 4-5 weeks, graded report cards at the conclusion of each semester, ad hoc meetings and access to their child's grades via PowerSchool.

MATRICULATION

Students must pass all courses in 6th and 8th grade with a grade of C- or better to matriculate to the next grade. The school and family will work together to determine how students will earn any missing credits or determine if a student should be retained. In addition, regular school attendance is mandatory for matriculation, as per guidelines in the "Family Compact"; students are to have no more than 16 absences over the course of 2 semesters. The school will provide all students every

opportunity to meet the matriculation requirements. The students and families are also responsible to take advantage of the opportunities provided in order for the student to matriculate.

GRADUATION

Students must pass all courses in 8th grade with a C- or better to graduate. The school and family will work together to determine how students will earn any missing credits or determine if a student should be retained. An 8th grade student will not participate in graduation ceremonies if he/she receives an F at the end of 8th grade. Students are expected to complete at least 35 hours of community service by the conclusion of 8th grade. The school will ensure that for all students with disabilities accommodations are followed based on each student's IEP. The student will regularly attend school as per guidelines in the "Family Compact;" with no more than 16 absences over the course of two semesters. The school will provide all students every opportunity to meet the graduation requirements. The students and families are responsible to take advantage of the opportunities provided in order for the student to graduate. The school will convene a Family Success Team for those students who have exceeded 16 absences in order to provide support and assistance, if needed. This includes students who are considered "Homeless."

PROMOTION/RETENTION APPEALS PROCEDURE

Challenges or objections to retention may be addressed directly with the PUC NUEVA ESPERANZA's Principal. Students who are recommended for grade retention have a right to a hearing before the Principal makes the final decision to retain. If the decision is not mutually agreed upon, a parent can appeal the decision to the Regional Superintendent. If the request is not resolved to the satisfaction of the parent with the Regional Superintendent, the parent has the right to take their concern to the Partnerships to Uplift Communities Valley Board of Directors, which will make the final decision. The same procedure is followed in cases where parents think it in the best interest for their child to be retained.

ELEMENT 4- GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[4]

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

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

interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter

School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

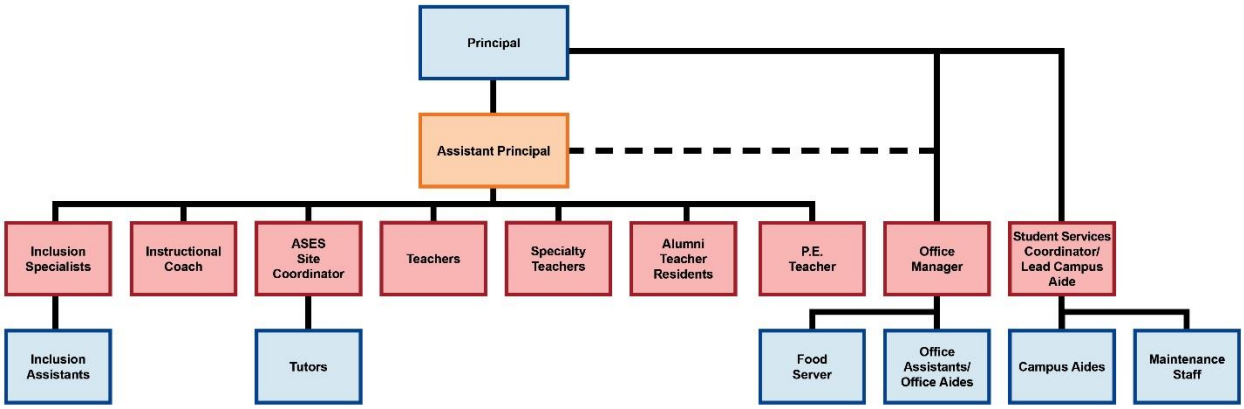
FEDERAL PROGRAM COMPLIANCE

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

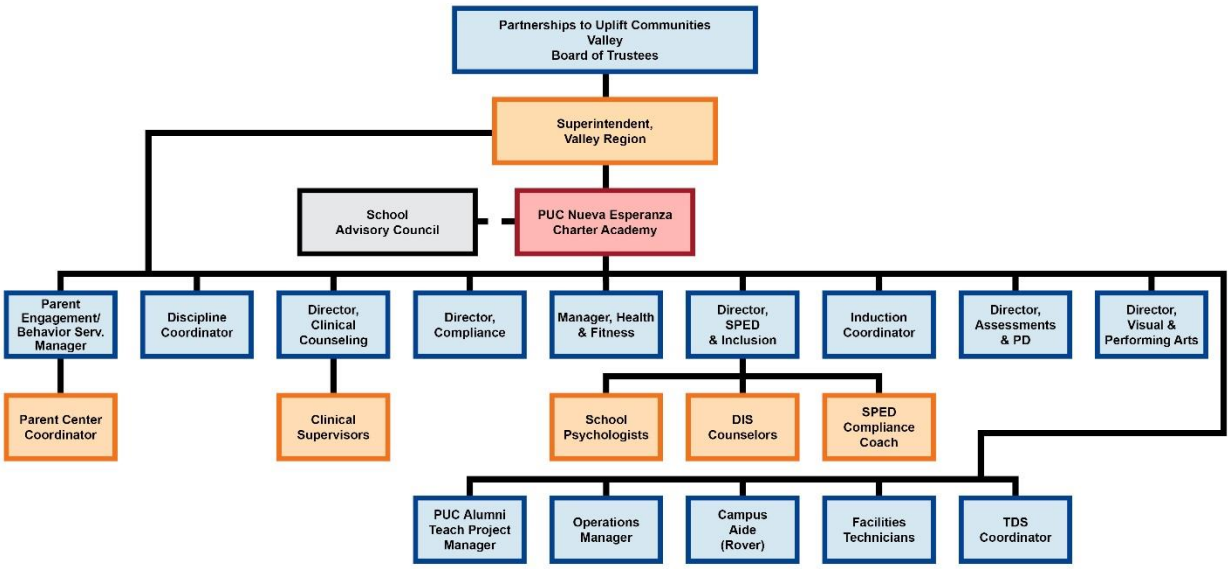
4.1 Governance Structure

The organizational chart below indicates how **PUC Nueva Esperanza Charter Academy** became and remain a viable enterprise. The organizational chart below shows how the Partnerships to Uplift Communities **Valley** 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 Nueva Esperanza Charter Academy** 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 Nueva Esperanza Charter Academy Organizational Chart



Partnerships to Uplift Communities Valley 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
The records shall be available at any time to any trustee. Shall ensure that operating statements are presented at each regular board meeting.

In addition, the specific responsibilities of the Board are:

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

- **Enhancing the organization's standing**. The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization's standing in the community.
- **Ensure legal and ethical integrity**. The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- **Fundraising**. The Board assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Strategic planning**. The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **Selecting, evaluating, and holding the Regional Superintendent accountable.** The Board is responsible for selecting, evaluating, and dismissing the **PUC-VALLEY** Regional Superintendent. The Regional Superintendent oversees a cluster of schools for **PUC-VALLEY**. 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,
  - fiscal policies and procedures
  - conflicts of interest policies/ethics,
  - 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-VALLEY**. 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 Nueva Esperanza Charter Academy**. 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 Nueva Esperanza Charter Academy** 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 Nueva Esperanza Charter Academy**/PUC-VALLEY 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-VALLEY and PUC National, must be approved by the PUC-VALLEY Board in a lawful, open and transparent manner. PUC-VALLEY shall maintain records with verifiable documentation of such transactions. Any such transaction shall be and remain subject to District oversight.

PUC-VALLEY 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-VALLEY 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 Nueva Esperanza Charter Academy'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-VALLEY agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight.

4.2 Governance Board Composition

The **Partnerships to Uplift Communities Valley** 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 Nueva Esperanza Charter Academy** 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 Nueva Esperanza Charter Academy 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 musts be approved in accordance with the following:
            - $0-$4,999- Principal
            - or Superintendent,
            - $5,000-$24,999-School Leader and Superintendent
            - >$25,000-School Leader, Superintendent and PUC National CEO who will confirm that the expenditure is in alignment with the Board approved budget.
            - >49,999-Requires Board approval
- The approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- The approval of the principal terms of a merger of the corporation with another organization;
- The approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- The approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and
- The approval of any borrowing of money.

The current membership is as follows:

Board President/Chair
Board Vice-Chair
Board Treasurer
Secretary
Member
Member

Partnerships to Uplift Communities Valley encourages all stakeholders to participate in and share responsibility for the educational design in a manner that will ensure that there will be active and effective representation of interested parties, including but not limited to parents (or guardians). This is accomplished in a number of ways that include the formation of School Advisory Councils (SAC) at each of the **Partnerships to Uplift Communities Valley** 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 **P**artnerships to Uplift Communities Valley ***and*** its **PUC Nueva Esperanza Charter Academy**, 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 **Partnerships to Uplift Communities Valley** school site (in locations where it is visible to parents, visitors, students, and staff).
- An e-mail is sent to all **Partnerships to Uplift Communities Valley** 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 Valley Bylaws and is in compliance with the Brown Act.

4.5 Governance Board Decision Making Process

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. The Board will follow abstention procedures per Robert's Rules of Order. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn

to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)

To the extent permitted under and in conformance with the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as the address from which the board member will be calling is published in advance on the agenda, and the board agenda is posted at the location from which the board member is calling at least 72 hours prior to a regular board meeting and at least 24 hours in advance for a special board meeting. In addition, the board member cannot be considered present if calling from a vehicle. The rules for teleconferencing are as follows:

In accordance with the Brown Act (Gov't Code § 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 Nueva Esperanza Charter Academy believes that parent involvement translates into increased student achievement. The philosophy of **PUC Nueva Esperanza Charter Academy** is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

- In order to develop, refine, and revise the LCAP each year, PUC Nueva Esperanza Charter Academy 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 Valley board for approval. Consequently, PUC Nueva Esperanza Charter Academy will hold stakeholder meetings throughout the school year to monitor progress and continue to gather feedback. These stakeholder meetings the school year to monitor progress and continue to gather feedback. These stakeholder meetings will include parents, students, teachers and administrators during School Advisory Committee, Coffee with the Principal and Professional

Development meetings. The data and feedback from these meetings will be collected and analyzed in preparation for the revision and development of the forthcoming LCAP.

- School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.

- Parents will be encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.

- The school 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 opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will volunteer in order to support he educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to volunteer to spend at least one full day per school year in the classrooms with the child. Whether or not parents choose to volunteer, has no impact on the students' enrollment and attendance.

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

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

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

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

School Advisory Council

The School Advisory Council consists of, at minimum, 1 administrator, 2 teachers, 2 parents, 1 community member, and 1 student (student body president, or ASB, or Student Leadership). The Council is led by the PUC Nueva Esperanza Principal. Volunteers serve on the council and commit to a one year term. Those who volunteer are welcomed on to the council. The council members for PUC Nueva Esperanza's council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. This will provide representation for all stakeholders. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns.

The school site administrator (Principal or Assistant Principal) or Regional Superintendent will be responsible for communicating all Council policy meeting notes and policy recommendations to the **Partnerships to Uplift Communities Valley** Board of Trustees. The Site Advisory Council meet **quarterly** and reports from the meetings and policy recommendations from the Site Advisory Councils are forwarded to the **Partnerships to Uplift Communities Valley** Board of Trustees. School Advisory Council members are encouraged to attend the Board meetings.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

5.1 Positions

The following list represents the employment positions in the Charter School:

- Principal
- Assistant Principal
- Classroom & Specialty Teachers
- Physical Education Teacher
- Special Education Teachers(Inclusion Specialist)
- Inclusion Assistant
- Office Manager
- Office Assistant
- Campus Aides/Supervision
- Athletic coach
- Food Server
- Maintenance
- Inclusion Coordinator
- Teacher Development System (TDS) Coordinator
- Student Services Coordinator
- Alumni Teacher Resident
- Afterschool (ASES) 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 Nueva Esperanza** must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds.

PRINCIPAL JOB DESCRIPTION AND QUALIFICATIONS

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

Responsibilities:

<u>School Culture</u>

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

Staff Leadership & Development

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

Scholarly Rigor & Academics

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

School Operations

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

Qualifications:

- 5+ years teaching experience at the middle or high school level, with a history of improving urban schools, increase student achievement and a passion for education reform.
- California teaching credential, Master's degree, and/or Administrative credential preferred but not required.
- Previous leadership experience strongly preferred (department chair, Assistant Principal, Dean, etc.).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.
- Excellent interpersonal communication and writing skills.

ASSISTANT PRINCIPAL JOB DESCRIPTION AND QUALIFICATIONS

The ideal Assistant Principal wholeheartedly believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through supporting the Principal with student & parent relations, managing classified staff, supporting instruction, successfully implementing testing and school operations.

Responsibilities:

Students & Parents:

- Plan and attend school events, such as back to school night, parent meetings, etc.
- Collaborate with respective parties (parents, students, etc.) to coordinate school events such as dances, fundraisers, etc.
- Manage all student discipline matters, such as coordinating parent meetings ensuring the procedures are in compliance with district, legal and PUC policies.
- Coordinate field trips.
- Coordinate student support systems.
- Coordinate the student recruitment process.
- Actively engage and collaborate with parents to ensure parent participation.

Classified Staff:

- Supervise the classified staff.
- Evaluate classified staff, set and monitor growth plans.

Supporting Instruction:

- Collaborate and participate in classroom "Learning Walks" and observations.
- Assist with facilitation of staff meetings.
- Collaborate with the Principal on the design and delivery of PD.
- Assist with preparation of school schedule.
- Oversee the Special Ed and After School program.
- Attend IEP meetings in the absence of the Principal.

Testing:

- Ensure all demographic data is accurately entered into Power School.
- Ensure all testing materials are ordered.
- Coordinate internal assessment including the MAP and Math Assessments.

Finances:

- Ensure all purchases and decisions are made within budget.
- Advise the Principal on purchases.
- Review the status of the budget on a regular basis. Approve all invoices prior to sending them to the office for payment.
- Lead all fundraising events.
- Attend budget related meetings and trainings.
- Ensure an adequate number of supplies are maintained.
- Ensure staff works budgeted hours.

Operations:

- Ensure attendance procedures are adhered to and lunch counts are accurate.
- Attend all meetings and trainings related to operations.
- Ensure the school is clean and safe of any hazards.
- Work with the Operations team to address any facility needs such as repairs or new equipment.
- Work with the IT team to address any technological needs or repairs.
- Ensure the school is in compliance with risk management rules.
- Ensure timesheets are accurate and turned in on time.
- Work with HR for all new hires and terminations.

Other:

- Regular attendance, dependability and punctuality in conformance with the standards are essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Qualifications & Skills:

- 5+ years teaching experience at the middle or high school level, with a history of improving urban schools, increase student achievement and a passion for education reform.
- California teaching credential, Master's degree and/or Administrative credential preferred.
- Previous leadership experience strongly preferred (department chair, Assistant Principal, Dean, etc.).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.
- Excellent interpersonal communication and writing skills.

CLASSROOM AND SPECIALTY TEACHERS

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Develops and maintains IATs (lesson plans)
- Establishes an environment where students are excited about learning and preparing for college
- Develops lesson plans according to the CA CCSS and CA State Content Standards
- Prepares lesson plans for substitutes
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a weekly basis
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes.

- Conducts both student and teacher lead parent conferences
- Collaborates with the Inclusion Specialist to meet the needs of all students
- Attends and participates in Academic Success Team, Parent/Teacher Advisory Council, and other school-based meetings and activities
- Performs disseminated leadership duties
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the principal and assistant principal to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education & Skills Qualifications:

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Must possess a current California teaching credential or be enrolled in a credentialing/internship program at a college/university
- Solid knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

PHYSICAL EDUCATION TEACHERS

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Develops and maintains IATs (lesson plans)

- Establishes an environment where students are excited about learning and preparing for college
- Develops lesson plans according to the CA CCSS and CA State Content Standards
- Prepares lesson plans for substitutes
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a weekly basis
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes.
- Conducts both student and teacher lead parent conferences
- Collaborates with the Inclusion Specialist to meet the needs of all students
- Attends and participates in Family Success Team, Parent/Teacher Advisory Council, and other school-based meetings and activities
- Performs disseminated leadership duties
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the principal and assistant principal to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience & Qualifications:

- Bachelor's degree from an accredited college or university
- Master’s degree in subject matter field or Education is strongly preferred
- Possession a current California Physical Education teaching credential or be enrolled in a credentialing/internship program at a college/university is preferred but not required.
- Solid knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms

at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

SPECIAL EDUCATION TEACHER (Inclusion Specialist)

- Instruction and services for pupils whose needs have been identified in an Individualized Education Program (IEP) developed by the IEP team
- Information and assistance to students with disabilities and their parents
- Consultation, resource information, and material regarding students with disabilities to parents and to general education staff members
- Coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource program.
- Monitor pupil progress on a daily basis
- Co-Planning/ Co-Teaching/Direct Service Model
- Supports shall include (but not limited to): behavior support, basic academic skills, organization and study skills, social skills, and use of cognitive strategies

In addition, the **Inclusion Specialist** will be responsible for:

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning and preparing for college
- Prepares lesson plans for substitutes, if needed
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a weekly basis
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes.
- Collaborates with the teachers to meet the needs of all students
- Attends and participates in Academic Success Team, Parent/Teacher Advisory Council, and other school-based meetings and activities
- Performs disseminated leadership duties
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the principal, assistant principal, and the director of professional development to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year

Experience & Qualifications:

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Candidate must possess a current California credential in Special Education or be currently enrolled in a Special Education credentialing program
- Must possess a current California Education Specialist credential or be enrolled in a credentialing/internship program at a college/university
- Solid knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

INCLUSION ASSISTANT

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

Experience, Education, & Qualifications

- Will have a willingness to learn, patience, and detail oriented
- Must be in college or possess a BA/BS degree
- Must have prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish strongly preferred
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required

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

OFFICER MANAGER

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone using a professional and courteous manner.
- Ensure that the semi-monthly timesheets are collected and submitted to the Home Office by the designated date on the payroll schedule to the Payroll Administrator. Ensure the timesheets are signed by the Principal.
- Record daily attendance for all School Staff in the attendance book. Submit monthly attendance report to the Office Manager of the Home Office.
- Coordinate Substitute teacher coverage by first communicating with teachers, then assistant principal and lastly principals.
- Supervise and delegate duties to Office Assistants.
- Oversee and record facility maintenance.
- Responsible for vendor quotes and relations.
- Maintain accurate record of all keys and assets that have been distributed.
- Responsible for processing Purchase Orders and Employee Reimbursement Check Requests.
- Responsible for ensuring timesheets and time off are reviewed and approved on the payroll system.
- Sort through mail and distribute accordingly.
- Arrange for timely delivery of manual checks, deposits and supporting documents to home office.
- Work with Site Principal, Assistant Principal, Teachers and Home office regarding any project or special requests.
- Take responsibility for initiation through completion of all tasks.
- Oversee the maintenance of all office equipment and school facility.
- Adhere to all policies, practices and procedures established by PUC Schools.
- Understand goals of PUC Schools and assist in achieving them.
- Responsible for developing the monthly school newsletter on a monthly basis.
- In charge of parent correspondence and mailings.
- Assist with translations (English to Spanish).
- Maintain petty cash.
- Provide the Home office with school pictures and activities as needed.
- Responsible for the maintenance, storage, and security of all student files.
- Responsible for inputting and maintaining student data into PowerSchool and CUM files.
- Student meal applications.
- Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.

- Responsible for daily attendance books for statistical and classification reports at the end of the month. The daily attendance books should be submitted the Home Office by week prior to week due. Schedule for reports due will be given to each school site.
- Responsible for count, call-in, counting money, making list, and keying lunch counts into MealTime by 4pm each day.
- Assist teachers with photocopying and appointment set-up with parents.
- Oversee all fundraising funds collection including student store (if applicable).
- Responsible for checking school voicemail periodically on a daily basis.

Qualifications & Skills:

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

OFFICE ASSISTANT

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- Answer phones using a professional and courteous manner. Route calls appropriately. Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Attendance: Assist Office Manager with proper documentation and accuracy
- Fax and make copies. Assist with typing and composing correspondence and letters.
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Flyer distribution.
- Supervision during lunch and recess (policy and procedures).
- Assist with the preparation of parent meetings.
- Sort and distribute mail.
- Translate for teachers, parents and counselors.
- Make student files. Organize student CUM files.
- Other general office duties/projects as designated and needed.

Qualifications & Skills:

- Enrolled in college or possess a BA/BS degree strongly preferred
- Must have prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook

- Must be flexible, positive, detail-oriented, team player patient and willing to learn.

CAMPUS AIDE/SUPERVISION

- 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.
- Check restrooms in the morning, during breaks, lunch, and after school.
- Constant movement throughout the school, i.e. eating area, bathroom area, playground.
- Performs cleaning duties of school grounds at multiple intervals throughout the day to ensure that campus is free of trash at all times, including the vacating of trash receptacles as assigned.
- 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
- License:
  - Valid first aid certificate issued by the Red Cross desired.
  - 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.

ATHLETIC COACH

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

- League paperwork: league letters, release letters, letters of intent
- Manage and coordinate practice and game schedules. Attend all practices and games
- Understand and possess knowledge of the rules and regulations of the sport according to the school and league standards
- Demonstrate respect and goods sportsmanship at all times for officials, opposing coaches, visiting teams, parents, students, fans, and athletes
- Develop and encourage teamwork, sportsmanship, courtesy, fair play, academic excellence, and adherence to rules of training and conduct
- Supervise the issuance, return, and care of all equipment, supplies, and uniforms
- With the Athletics Director, develop and communicate guidelines and expectations for student athletes
- Report all injuries to the School and Athletics Director appropriately and promptly;
- Provide supervision to student athletes at all times Ensure that student athletes are signed inappropriately and signed out at the end of practices/games to their parents/legal guardians, or other approved adult
- Meet with Athletics Director as needed
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education & Skills Qualifications

- Excellent communication skills, with demonstrated ability to work with students, parents, school staff and administration
- Current CPR/First Aid card
- Prior coaching experience and knowledge of the sports rules and regulations Prior playing experience is preferred
- Ability to motivate and provide leadership that promotes positive attitudes and good sportsmanship
- Bilingual in Spanish preferred but not required
- Ability to work cooperatively with teachers and other staff personnel
- Ability to establish good relations with individual students and groups
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

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.
- 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.
- Oversees food service program, food ordering, pre-packing, and delivery operations.
- Analyzes and maintains cycle menus for all programs to meet nutritional requirements.
- Ensures adherence to meal regulations and control food costs.
- Prepares detailed production records and reports pertaining to production; prepares site preparation and serving instructions, forms and schedules.
- Orders small wares and non-food supplies as needed.
- Performs annual physical kitchen inventory.
- Coordinates equipment repair; maintains records.
- Maintains 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.
- Provides on-going training for new employees.
- Assures quality control standards at site kitchens are maintained and in compliance with nutrition analysis.
- Apply federal, state and local laws, regulations and procedures as they pertain to the feeding and nutritional needs of public school students.
- 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 Work; 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.

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.

INCLUSION COORDINATOR

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

- Schedule and facilitate monthly Inclusion Team meeting
- Review and provide feedback on weekly inclusion schedules
- Schedule weekly GLT Inclusion Team meetings at the direction of school leaders
- Schedule quarterly family meetings and create agenda
- Ensure compliance with timelines by reviewing IEP due dates and ensure scheduling of meetings accordingly
- Utilize reports to ensure compliance with timelines.
- Maintain a professional code of conduct, including but not limited to professional language, actions and attire
- Maintain professional confidentiality of personal and private matters pertaining to students, parents, and coworkers
- Acknowledge and accept direction from school leaders
- Demonstrate willingness and desire to work and collaborate with students, parents and coworkers
- Communicate effectively, both verbal and written
- Maintain positive and proactive customer service in all aspects of communication, both internally and externally
- Prioritize work and handle multiple tasks while working independently
- Display excellent planning and organizational skills
- Work under pressure, pay attention to detail, meet deadlines and deal with difficult situations while maintaining composure, professionalism and a positive attitude.
- Take initiative to look at data analytically, showing excellent reasoning and problem solving skills as it relates to continuous improvement for professional and personal growth
- Demonstrate awareness and willingness to understand personal role and how to contribute to the success of school's Grade Level Teams
- Embrace a culturally diverse environment
- Adapt to change while conveying professionalism
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.

- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education & Skills Qualifications

- Knowledge of PUC Schools and school site general policies, procedures and mission statement (acquire within a reasonable amount of time).
- Knowledge of and competency with MS Office products such as MS Word, Excel and Outlook.
- School office operations.
- Bilingual in Spanish – read, write, speak – preferred but not required.
- Ability to communicate clearly and effectively in verbal and written forums.
- Ability to interact effectively with others using excellent interpersonal skills.
- Ability to handle a variety of tasks and to set priorities among them.
- Ability to complete assigned tasks and projects in a timely and effective manner.
- Ability to exercise discretion in the dissemination of information.
- Must be flexible, positive, detail-oriented, team player patient and willing to learn
- A minimum of 1 year in an administrative support capacity in an office environment is preferred.
- Prior experience within a school setting is desired
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

TEACHER DEVELOPMENT SYSTEM (TDS) COORDINATOR

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

- Annual revisions to *College-Ready Teaching Framework*
- Responsible for observer certification
- Support site leaders across the network with TDS observations
- Help lead the transition to Common Core State Standards across PUC.
- Provide professional development and training focused on Common Core instruction.
- Support teachers in the effective implementation of the *College-Ready Teaching Framework* and Common Core.
- Engage teacher leaders in developing and sharing effective teaching strategies and curriculum.
- Conduct classroom observations and coaching conversations to support teacher growth and student learning.
- Design and conduct demonstration lessons that model effective instructional strategies for a variety of student groups including Special Education and English Language Learners.
- Serve as support provider for teachers participating in the Induction program.
- Assist site leaders in observing for and supporting effective teaching.

- Work with the PUC Instructional Team to exchange information, coordinate activities, develop teacher support resources, resolve issues or concerns, and receive ongoing professional development.
- Organize and maintain required records.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education & Skills Qualifications

- Knowledge of Common Core standards and instructional strategies.
- Knowledge of curriculum and instruction practices, research, and methodologies.
- Ability to implement secondary literacy development and literacy strategies across content areas.
- Experience implementing standardized and performance based assessment practices.
- Experience with adult learning theory, facilitation skills, and the cycle of inquiry.
- Experience in instructional coaching skills.
- A passion for improving education to help all children prepare for college
- Holds a valid secondary mathematics teaching credential
- 4+ years teaching experience with evidence of high student growth
- 2 years school leadership experience (coaching, department head, BTSA support, etc.)
- Ability to travel between Northeast Los Angeles and Northeast San Fernando Valley (must possess a Valid Driver's License)
- Interpersonal skills using tact, patience, and courtesy
- Excellent verbal and written communications skills
- Problem solver and solution oriented
- Ability to work independently
- Reflective learner and self-starter.
- Able to multi-task and follow through on projects from start to finish.
- Pays attention to detail.
- Adept with Microsoft Word, Excel, and PowerPoint.
- Working knowledge of SharePoint (Intranet) and learning management systems for teachers.
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

STUDENT SERVICES COORDINATOR

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

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, 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.
- Flyer distribution.
- Supervision during break, lunch, and after school dismissal. (policy and procedures).
- Assist with the preparation and communication of parent meetings, assemblies, and campus events.
- Assist supervisor with scheduling of campus aide team members.
- Manage and monitor campus aides.
- Assist in maintaining proper environment and student control at the school.
- Enforce activity and safety rules in school buildings, on school property, and off campus field trips (if needed).
- Report problems of a serious nature, including recurring behavioral problems and safety hazards to the Principal, or another designated certificated employee.
- Assume responsibilities in inclement weather as assigned by the Principal or other certificated employee.
- Check restrooms and campus security throughout the day.

Discipline / Event Planning:

- Perform 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.
- Walkthrough of classrooms to support student behavior.
- Support substitutes with classroom management and responding to student behavior.
- Maintain student discipline and follow-through with communication and recordkeeping relating to discipline with support of Admin. Documenting in PowerSchool as needed.
- Assist in making phone calls to parents in regards to student behavior.
- Manage and coordinate No Bully Team.
- Mediate peer conflicts to promote positive school culture and relationships among students.
- Work with the school staff in alleviating behavioral problems.

- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education & Skills Qualifications

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

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

ALUMNI TEACHER RESIDENT

Responsibilities

Essential Duties and Responsibilities:
In collaboration with mentor teacher:

1. Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
2. Establishes a culture of high expectations that includes college preparation for all students
3. Develops and implements lesson plans and classroom activities consistent with Common Core standards and PUC instructional guidelines
4. Assesses students regularly in accordance with PUC guidelines, examines student assessment data, and refines classroom activities to differentiate instruction for each student
5. Collaborates closely with PUC team members (grade-level, school-wide, and across sites) to align curriculum across subjects, improve own and others' instructional practices and share best practices
6. Actively participates in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches
7. Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students' education
8. Tracks critical student information and maintains accurate student records, including attendance, in accordance with PUC procedures
9. Identifies unique student needs and collaborates with other team members and outside service providers, diagnoses and address learning challenges
10. Demonstrates knowledge of, and supports, PUC Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
11. Performs other related duties as required and assigned such as after-school intervention, inclusion minutes, or Saturday School.
12. This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Qualifications

Desired Qualifications:

- Strong planning skills
- Ability to relate to students and build relationships
- Willingness to learn and try new strategies
- Proven track record of collaboration, teamwork and achievement results
- Passion for improving education to help all students prepare for college and beyond
- Ability to attend professional development trainings or meetings outside the regular school day

Skills:

- Time-management: balancing work, school, and personal life
- Interpersonal skills using tact, patience, and courtesy
- Excellent verbal and written communications skills
- Problem solving skills and solutions orientation
- Ability to work collaboratively
- Ability to reflect critically on practice and "think aloud" reflection process
- Ability to multi-task and follow through on projects from start to finish
- Attention to detail
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

AFTERSCHOOL (ASES) SITE COORDINATOR

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

- Develop and implement the ASES Afterschool program.
- Responsible for coordinating the three components of the program: academic tutorial, homework and enrichment recreation.
- Review, assist in developing, and maintaining the Tutor's IATs (lesson plans).
- Manage the Tutors as they implement teaching methods and ensure they are directed towards meeting and surpassing the standards.
- Develop and utilize assessments and data to help the Tutors drive instruction.
- Fosters a safe and nurturing learning environment.
- Assists the Tutors with organizing classroom systems/procedures and managing student behavior to ensure all students are in attendance and fully engaged in learning.
- Help create an effective classroom environment conducive to learning and student achievement.

- Collaborates with the Resource Specialist and other professionals to meet the diverse needs of all students.
- Utilize and execute school wide and content specific common practices.
- Create and implement enrichment activities (i.e. athletics, arts)

Culture

- Communicates effectively and appropriately with all stakeholders (parents, students, staff, community)
- Builds strong relationships with students, parents, and school staff.
- Demonstrates support and knowledge of school's vision and mission

Professional Educator and Leadership

- Continuously builds professional knowledge.
- Attends professional development training and applies learning to curriculum and instruction as requested by Principal and Instructional leader.
- Reflects on teaching practice, assessing professional progress and identifying developmental opportunities to professional growth.

Student Achievement

- Demonstrates student achievement growth and or provides evidence of student learning

Operations: Time Management, SIS, and Attendance

- Sets and communicates to all stakeholder's academic and behavioral expectations.
- Demonstrates a capacity for time management in regards to preparation for class and personal time off
- Is detail oriented and manages time appropriately when tracking students' grades, attendance, etc. (comments, intervention, behavior, phone calls home)
- Attends and participates in school-based meetings and activities
- Take daily attendance according to guidelines
- Adhere to scheduling and program design elements
- Adhere to safety policies to ensure a safe and organized program for all students

Additional Duties

- Work with Administrators, Tutors, and Teachers as assigned to enhance the afterschool extended day program.
- Maintain professional attitude and relationships with students, faculty, and staff.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education & Skills Qualifications

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

TUTOR

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

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

Experience, Education & Skills Qualifications

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

ELEMENT 6- HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

6.1 Custodian of Records

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

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive, **PUC Nueva Esperanza** 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 Nueva Esperanza** that:

- **PUC Nueva Esperanza** will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in the development of school-wide nutrition and wellness activities and policies.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans and the CDE NSD*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, **PUC Nueva Esperanza** 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 Nueva Esperanza** 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.
- **PUC Nueva Esperanza** provides universal free breakfast through the School Nutrition Program (SNP) and in compliance with AB 1871(effective July 1, 2019), which states that

California charter schools provide needy students with one nutritionally adequate free or reduced price meal each day.

TO ACHIEVE THESE POLICY GOALS:

Nutrition and Physical Activity Promotion and Food Marketing
Meals served through the National School Lunch and Breakfast Programs will:

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

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

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

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

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

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

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

Nutrition Education and Promotion

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

PUC Nueva Esperanza 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 Nueva Esperanza

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

Physical Education and Physical Activity Opportunities.

Daily Physical Education (P.E.) 6-8

All students in grades 6-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 200 minutes for every 10 school days for students in grade 6
- A minimum of 400 minutes for every 10 school days for students in grades 7-8
- **PUC Nueva Esperanza** will annually administer the physical fitness test designated by the State Board of Education to students in grade 7

Physical Activity Opportunities Before and After School

PUC Nueva Esperanza will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. The school will offer when feasible a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school enrichment programs will be provided and will encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

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

Safe Routes to School

PUC Nueva Esperanza 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 Nueva Esperanza** will work together with local public works, public safety, and/or police departments in those efforts. **PUC Nueva Esperanza** will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. **PUC Nueva Esperanza** 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 Nueva Esperanza 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 and 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. As indicated in the LWP of PUC Schools, all PUC Schools will provide sexual health education and human immunodeficiency virus (HIV) prevention education to students in grades 7-12.

ELEMENT 7- MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

7.1 Annual Outreach Efforts

In pursuit of our mission and our commitment to serve *all* students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. **PUC Nueva Esperanza** is committed to serving all students, including those more likely to "slip through the cracks" for lack of adequate support at home or school. We, therefore, will recruit an ethnically and academically diverse population from the area immediately surrounding the school site which includes: **Sylmar, Lakeview Terrace, and Pacoima**. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community-based organizations such as MEND and Northeast Health Services by the Regional Superintendent and Recruitment team.

It is the objective of **PUC Nueva Esperanza** 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 Nueva Esperanza** principal will contact principals of the local elementary schools to make arrangements to drop off flyers during normal office hours.
    - **PUC Nueva Esperanza** will provide copies of the flyers to each school.
- **PUC Nueva Esperanza** 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 Nueva Esperanza** principal will contact principals of the local elementary schools to coordinate meeting dates/times and align them with regularly scheduled parent meetings. This will minimize the necessity to have the school provide additional personnel that would need to be present at these meetings.
    - Meeting dates and times will not be made at inconvenient dates and times.
- **PUC Nueva Esperanza** will utilize SchoolMint, a cloud-based enrollment management software for PreK-12 school systems. SchoolMint will maintain current information about the school. The website will include enrollment period and lottery information (location, date, time).
- All outreach efforts will be completed in both English and Spanish.

7.2 Racial and Ethnic Balance

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

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

ELEMENT 8- ADMISSION REQUIREMENTS

***"Admission requirements, if applicable."* (Ed. Code § 47605(b)(5)(H).)**

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

HOMELESS AND FOSTER YOUTH
Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.
Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

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

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

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-

enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

8.1 Specific Admission Requirements

PUC Nueva Esperanza will admit all pupils who wish to attend the school up to enrollment capacity. There will be no specific admissions requirements for the Charter School. Parents and students admitted to the school are requested to attend an orientation session to review the policies and expectations of the school, but their attendance is not required and will not impact their student's admission.

8.2 Outreach and Recruitment

The following efforts will be employed by PUC Nueva Esperanza in order to recruit low-achieving, economically disadvantaged students and students with disabilities:

- Students will be recruited from the Northeast San Fernando Valley where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers in English and Spanish announcing the enrollment period will be distributed to the local schools under the guidance of the school administration in order to avoid disruption, at least six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).
- Announcements will be posted to the school's website and social media accounts to advertise the enrollment period for the school

The following measures will be taken to minimize any disruption to LAUSD schools:

- PUC Nueva Esperanza's principal or designee will contact principals of the local schools to make arrangements to drop off flyers during normal office hours.
- PUC Nueva Esperanza will provide copies of the flyers to each school.
- PUC Nueva Esperanza will participate in presentations to local schools at the discretion of the local school administration as to avoid disruption. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).
- PUC Nueva Esperanza's principal or designee will contact principals of the local schools to coordinate meeting dates/times and align them with regularly scheduled parent meetings. This will minimize the necessity to have the school provide additional personnel that would need to present at these meetings.
    - Meeting dates and times will not be made at inconvenient dates and times.
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to PUC Nueva Esperanza.

8.3 Admission Preferences

The school will give admissions priority to the following students in the following order so as to follow charter law and meet the needs of the community:

1. Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)
    1a. Siblings of students currently enrolled in PUC Nueva Esperanza, 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 Nueva Esperanza, not to exceed 10% of the school population. This will conform to guidelines in the LAUSD Founding Parents policy. 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 have priority for enrollment in the school any subsequent year after the school has been opened.
    1c. Pupils who reside in the Northeast San Fernando Valley area
    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 Nueva Esperanza, 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 Nueva Esperanza, not to exceed 10% of the school population. This will conform to guidelines in the LAUSD Founding Parents policy. 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

8th grade students from PUC Nueva Esperanza Charter Academy are guaranteed seats in PUC Nueva Esperanza Charter Academy's 9th grade class and will be exempt from the lottery process.

8.4 Implementation of a Public Random Drawing

As per Education Code 47605(d)(2)(B), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated above). PUC Nueva Esperanza uses

SchoolMint, an online enrollment platform, to manage applications, to run the school's lottery, and to manage wait lists.

Following the open enrollment period each year, the school will check the application count in SchoolMint to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing, which will be advertised through the online enrollment request and in direct messaging to parents through the SchoolMint platform. Additionally, the lottery date will be included on all flyers. Current 6th, 7th, 8th, 9th, 10th, and 11th grade students of PUC Nueva Esperanza are guaranteed enrollment in the following school year and therefore will be exempted from the lottery.

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

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

Application to PUC Nueva Esperanza should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are requested to attend an information session to learn more about the educational program of the school. The content of materials in the admissions process will not be used as a factor of admission, but this helps assure that parents and students are seriously interested in attending PUC Nueva Esperanza.

PUC Nueva Esperanza will use the SchoolMint platform to run the lottery. SchoolMint uses an industry standard randomizer to run PUC Nueva Esperanza'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 Nueva Esperanza's office staff.

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

After all grade levels have reached capacity, a wait list will be established based on the order of the enrollment requests picked during the lottery. Within one week of the lottery, a public

posting on the school's parent information bulletin board will list the names in order of those students who secured a space and parents will be notified of their status on the wait list. When spaces become available, the school will make offers to students on the wait list for each respective grade level. The offer notification will be sent by email and/or SMS message and parents will need to respond to the offer by clicking "Accept" or "Deny" upon login to SchoolMint via the website or SchoolMint app.

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

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

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

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

When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. An email and/or SMS notification will be sent to the applicants via SchoolMint.

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

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

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

If the slot is accepted, an email and/or SMS notification will go out to parents to provide information and instructions for the online enrollment packet. The parent/guardian will have four weeks to complete the enrollment packet from the time they receive notification about the enrollment packet.

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

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

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

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

ELEMENT 9- ANNUAL FINANCIAL AUDITS

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

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

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

9.1 Annual Audit Procedures

PUC Nueva Esperanza 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 Valley Board.**
4. The **Partnerships to Uplift Communities Valley 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 Nueva Esperanza**'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 Valley Board** of Directors with recommendations on how to resolve them. The **Partnerships to Uplift Communities Valley Board** will provide the report in writing to the LAUSD Charter Division within 15 days after the first **Partnerships to Uplift Communities Valley 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 Nueva Esperanza** annually. The **Partnerships to Uplift Communities Valley Board** of Trustees will be responsible for approving the selection of the auditor each year.

PUC Nueva Esperanza and **Partnerships to Uplift Communities Valley Board** shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, **PUC Nueva Esperanza** and **Partnerships to Uplift Communities Valley 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 completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education

between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

Per changes to EC 47605 by AB 1360 and in accordance with E.C. 47605(J), the following are procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

10.1 Discipline Foundation Policy

Traditionally, positive behaviors (e.g., compliance with classroom rules and expectations, interest and engagement in class activities, and mastery of subject matter) have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). A key design that drives all PUC schools is our positive school culture. PUC NUEVA ESPERANZA will strategically cultivate a positive school environment that is characterized by mutual respect. Students are introduced to the school's core values on opening day.
Through consistent modeling and regular practice, the entire school community (students, teachers, administration, families, and community members) adopts them as their own.

At PUC NUEVA ESPERANZA, we believe "high, clear, and consistent expectations support students' self-confidence, their belief that their efforts will lead to success and their engagement in school" (Eccles et al. (1983); Gambone, Klem, Summers, and Akey (2004); Wigfield and

Harold (1992).). A substantial body of evidence demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (19Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). PUC NUEVA ESPERANZA takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The school proactively shares with students and families the behavior expectations that all students will meet. We keep these behavior expectations simple: for example, the **4 Ps: Prompt, Polite, Productive, and Prepared**. These expectations are broad and apply to most behavioral situations. In addition, each grade level, with approval from the principal, defines important routines that students will follow. These routines are shared with students and families, are proactively taught, and are consistently reinforced in all classrooms.

Further, we recognize that each student is an individual. Therefore, correction of student misconduct and replacement behavior is handled on an individual basis. To best meet the individual needs of our students, PUC NUEVA ESPERANZA takes a targeted approach to behavior management and discipline.

PUC NUEVA ESPERANZA's foundational beliefs and practices align with the District's Discipline Foundation Policy, requiring every school in the District to adopt and implement a school-wide positive behavior support discipline plan. Under the new policy, "all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences." PUC NUEVA ESPERANZA aligns its discipline plan with the **"Guiding Principles for the School Community"** identified by LAUSD-which require all students and school staff to model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion and defending the rights of others.

Alternatives to Suspension and Expulsion

Except for the Suspension from Class procedure described below, PUC NUEVA ESPERANZA does not give students in-school suspensions. Instead, PUC NUEVA ESPERANZA 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.

Alternative to suspension and expulsion interventions may include the following:

Alternatives:	***Description/Examples:***
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: 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 *outside of regular school hours* for community services in the school community setting; for example: 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 student time to examine their behavior, how it affected others, and how they can improve their behavior the next time they face a similar situation.
Loss of Privileges at School	Student "preferred" activity/privileges should be identified prior to this becoming a choice (participation in clubs, sports, dances, leadership opportunities, incentives, etc.) Students can complete a "reinforcement survey" to figure out preferred activities.
Mentoring/Counseling	Adult assigned to support the student. This could be: 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: o Create their own courses (such as the "Friday Academy" model) o Use behavior training software or curriculum that teaches alternatives to behavior o Use videos, readings, research, etc.

Alternatives:	***Description/Examples:***
Parent Support	School communicates and collaborates with parents about the behavior(s) of concern and possible solutions. Parents are invited to be part of the mentoring/counseling/brainstorm process, they are also invited to visit the school or classroom(s) of concern, and to collaborate on a Coordinated Behavior Plan.
Peer or Adult Mediation	Trained peers or staff hear and review both sides of a situation and decide the outcome(s) based on parameters set by the school; or staff work on conflict resolution with the student(s).
Positive Contingency Contracts (Scholar Success Contracts)	Use negotiation/problem solving approaches to assist student to identify alternatives to negative behavior(s). The school will develop a contract with the student and the family that includes reinforcers/acknowledgements for success and consequences for continuing behavior concerns/challenges.
Programming/Scheduling	Changes in the student's schedule/classes (permanent, not just for the day/week). Should be based on the student's needs and monitored to determine progress.
Referral to a Service/Agency/Team	As appropriate, based on student behavior of concern and need: o FST Team o IEP Team o School Discipline Team o PUC's Discipline Review Team o COP SELPA Behavior Support Team o Clinical Counseling Team o DIS Counseling / ERICS Counseling Assessment o Community Mental Health* o Community Agencies* o Department of Child & Family Services
Reflective Activities	Student is provided guidance through worksheet, assignment, graphic organizer that asks student to reflect on what happened, to decide what could be done differently (next time) and to develop a plan as well as reflect on how to ask for help (when appropriate).
Restitution	Financial or "in kind" (by actions) restitution for behavior. This permits the student to restore or improve the school environment, fix, repair, replace, or clean up the "problem." For example: o Cleaning or painting over graffiti o Paying to replace broken items (due to student behavior) o Community service cleaning of school property (disturbed due to student behavior)
Restorative Practices	The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Trained educators facilitate students' understanding of the impact of their behavior and the harm done to others. Students work together to "make it right." Participants are given a turn to express thoughts and feelings while others listen respectfully. For example:

Alternatives:	*Description/Examples:*
	o Peer led Restorative Justice o Class Meetings o Group or Conflict Mediation o Social Skills group support

The school will implement the following professional development plan for teaching, communicating and modeling to the school community the school's discipline policy to ensure school practices are consistent:

- Administrators will communicate the school's discipline policy at the beginning of the school year with school staff, and
- Administrators will periodically teach and model the school practices to staff through professional development meetings, which are conducted every Tuesday, and
- PUC-wide professional development sessions will be provided to include information and training regarding social-emotional learning.

Whenever possible, restorative justice principles will be utilized. In the face of school violations and conflict, restorative justice (RJ) is a philosophy and an approach that views violations and conflict principally as harm done to people and relationships. It strives to provide support and safe opportunities for the voluntary participation and communication between those affected (victims, offenders, and community) to encourage accountability, reparation, and a movement towards understanding, feelings of satisfaction, healing, safety and a sense of closure. RJ is a non-adversarial, non-retributive approach to justice that emphasizes healing in victims, meaningful accountability of offenders, and the involvement of citizens in creating healthier, safer communities.

While there is no single universal definition for RJ, common elements are shared between those that exist. These common elements, often referred to as RJ values and principles, are fundamental to ensuring that RJ values and principles remain consistent with the founding philosophy of this approach. These common elements, or values, are fundamental to ensuring that restorative justice approaches remain consistent with the philosophy underpinning it. The following is a list of common elements found among many restorative justice writings:

- **Harmful Behavior**: At the core of restorative justice is an appreciation of the full effects of harmful behavior. Restorative justice views violations primarily as damage to individuals, their property, their relationships and their communities. As such, any appropriate response requires a principal focus on the harm caused by the violation.
- **Inclusion**: Restorative justice is driven by an engagement of all people affected by the violation, who are most often identified as the victim, offender, their individual support people (family, friends, others) and the community. This requires elevating the roles of those traditionally excluded from the process, particularly the victim and the community. Inclusion involves the important elements of giving voice, accessibility, ownership of the process and support.
- **Accountability**: Restorative justice is about creating processes that allow offenders to take responsibility for the harms created by their actions, directly to those harmed. As well, it is

an opportunity for community to see its role in contributing to the violation. This requires, to the degree possible, an ability to hear all points of view and understand the "truth" of what occurred. In all cases, accountability involves not only accepting responsibility for the violation, but also accepting responsibility for addressing the harms and needs arising from it. For many, accountability also represents the opportunity to denounce the violation and reinforce social rules and laws.

- **Safety**: A complicated element, safety has two primary folds. First, safety is identified as the need to restore a sense of security to those impacted by the violation. Second, safety refers to the need to create processes for restorative justice that are safe (physically, emotionally, psychologically) for those participating. This often involves creating support structures within and around the restorative intervention. In cases of power imbalances among the participants, these dynamics can be powerfully destabilizing to the creation of a safe environment for restorative justice. Safety also involves ensuring that the rights of participants are respected.
- **Transformation**: Another complicated element, transformation implies restorative justice's forward looking aspects. The potential outcomes of restorative justice interventions typically include healing, personal growth, reparation of harms, restoration of positive relationships, and creation/re-creation of enhanced personal and communal situations. These goals apply equally to all parties involved but are not always possible within the scope of all circumstances. While these long-term goals are essential, restorative justice interventions foster movement towards these goals.
- **Voluntary**: Many authors identify the need for choices among the participants - these choices range from choices about participation, to process design, to limitations, to timeframes. As restorative justice is designed to fully engage the range of needed participants, the degree to which the processes reflect their needs, wants and desires becomes essential.
- **Humanistic**: This refers to a wide subset of values that describe the nature of interactions between those involved. These include respect, compassion, dignity, honesty, openness, and growth. Fairness and equality/equity are essential. Multicultural issues are important in ensuring the processes are balanced for all those involved.
- **Interaction**: Communication, either direct or indirect, between those impacted by the violation is typically required. This communication is most often facilitated and supported and can take many formats from face-to-face meetings, correspondence and video exchanges, shuttle communication, online discussions and multi-party representation.
- **Holistic**: These processes take into consideration and value the full breadth of each individual participant as well as the larger context in which they function. This includes appreciation of the physical, psychological, mental, emotional, spiritual and social context surrounding each person as well as the environment. It is important to note that the spiritual component is important for many participants and a restorative experience connects deeply to their belief systems.

Multi-Tiered Support System (MTSS)
The PUC NUEVA ESPERANZA's MTSS is to implement a system where multiple levels of behavior supports are provided based on student need. The goal of the school's MTSS, through a team approach, is to provide a coordinated system of support that facilitates the success of all students and ensures that students receive the prevention and exact intervention services that promote academic success.

Response to Intervention (RtI) at PUC NUEVA ESPERANZA is based on a continuum of behavior supports that reflect the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. These tiers are not used to describe categories of students or specific instructional programs.

Tier 1: *Core Universal Instruction and Supports* – General behavior systems and support designed and differentiated for all students in all settings.

Tier 2: Targeted Supplemental Interventions and Supports – Focused, targeted instruction/intervention in addition and aligned with the core behavior system and supports

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduce group size, etc.) instruction and intervention based on individual student need in addition to and aligned with the core behavior systems and supports.

Throughout the continuum of support and intervention, problem solving is used to match supports to the student's behavioral/social emotional need. The four parts of the on-going problem-solving cycle are:

- Define the Need: determine the difference between what is expected and what is occurring.
    - *What specifically do we want students to know and be able to do when compared to what they do know and are able to do?*
    - *What exactly is the need?*
- Analyze the Need: use data and other relevant information to determine how to respond.
    - *Why is/are the desired goal(s) not being met?*
    - *What are the barriers to the student(s) doing and knowing what is expected?*
- Develop and Implement a Plan: use results of analysis to establish performance goals and develop a plan to achieve those goals.
    - *What are we going to do?*
- Measure Response to Instruction/Intervention: use data gathered from progress monitoring to evaluate the effectiveness of the instruction/intervention plan based on the student/group of students' response to intervention.
    - *Is it working?*
    - *If it is not working, how will the instruction/intervention plan be adjusted to better support student progress?*

Corporal punishment shall not be used as a disciplinary measure against any pupil.

10.2 General Discipline Policies

PUC Nueva Esperanza will implement a discipline policy that will be printed in the school's Student/Parent Handbook. The discipline policy will be communicated to all stakeholders- administrators, students, parents/guardians, and teachers- through distribution of the Student/Parent Handbook. The Student/Parent Handbook will be developed prior to the onset of the opening school year. The Student/Parent Handbook design process will not be discriminatory, arbitrary or capricious. The process will follow general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the Student/Parent Handbook. Students who do not live up to their responsibilities and who violate the school rules ~~may~~ should expect some consequences for their behavior. PUC Nueva Esperanza'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 Nueva Esperanza'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 Nueva Esperanza'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 Nueva Esperanza'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 Nueva Esperanza takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. When a student‘s actions violate the school’s values there are consequences aligned to the offense. The matrix below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at the administrator’s discretion.

At the time of enrollment in PUC Nueva Esperanza, 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.**
Education Code (*EC*) 48915(c) Act **must** be committed at school or school activity. 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 *Health and Safety Code* Section 11053 et. seq. e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of *EC* 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.	Act **must** be committed at school or school activity. *EC* 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. a. Causing serious physical injury to another person, except in self-defense. *EC* 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. *EC* 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 *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. d. Robbery or extortion. *EC* Section 48915 (a)(1)(D). e. Assault or battery, or threat of, on a school employee.	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. 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 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

	The recommendation for expulsion shall be based on one or both of the following: 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)].	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 § The recommendation for expulsion shall be based on one or both of the following: 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)]. † Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 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. ‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases. § Grades 4 through 12 inclusive

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

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

language. If not possible, the school will contract for this service but will redact any personally identifiable information from the language that requires translation to maintain confidentiality. In this circumstance, personally identifiable information will be added to the notice after translation services have been provided.

If the Principal recommends an O.T. without an Opportunity Transfer Hearing, the written notice must inform the student of his or her basic rights including the right to initiate an Opportunity Transfer Hearing to be heard and decided by a neutral officer. A neutral officer is a PUC school administrator or PUC school personnel with administrative credential who is not a current employee of PUC Nueva Esperanza nor has ever been a teacher or administrator of the student. If the parent/guardian does not initiate a hearing, the student is entitled to remain enrolled in the school throughout the five (5) school day notice period. If the parent/guardian initiates a hearing, the student is entitled to remain enrolled in the school through the duration of the hearing, and cannot be removed until the school issues a final hearing decision. An Opportunity Transfer Hearing will occur within ten (10) school days of the parent initiating an Opportunity Transfer Hearing. However, if the parent chooses to waive the five (5) school days' notice period, the hearing may occur within five (5) school days of the Principal's recommendation for an O.T.

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

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

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

An O.T. may be initially imposed for one or two full semesters. When the O.T. term ends and if the student adhered to the rehabilitation plan, the student and parent or guardian shall have the option to return to the sending school or stay in the current school. If the student has not completed or adhered to the rehabilitation plan, the O.T. will be extended until the student has completed or adhered to the rehabilitation plan. The O.T. process does not apply to students with an Individualized Education Program (IEP). An O.T. shall not be used to remedy low academic achievement, attendance issues or for being a victim of a fight.

To avoid academic disruption, the PUC-Valley Board passed a Standard of Operating Procedure stating when a student is issued an O.T. during the last three (3) weeks of a semester, the student

will be placed at an Alternative Placement for the final three (3) weeks of the semester and the O.T. will begin at the start of the next semester. Three weeks was chosen because it allows the student to positively close the academic semester with the same grades he or she had been earning at the sending school. To start at a new school with three weeks or less does not set up the student for success academically or socially/emotionally. One week and two weeks, in particular, were not chosen because the last three weeks of a semester are often dedicated to preparing for and taking final exams. When a student is assigned Alternative Placement relating to an O.T. decision, that student will be assigned by the principal or assistant principal or designee to an alternative location with an assigned instructor. In this alternative location, the student will be supervised by certificated staff and provided instruction. Instruction will be provided by the certificated staff member who will provide the school work from each of the student's classes, explain the material, and answer the student's questions. Students in Alternative Placement should have access to appropriate counseling services.

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

A parent or guardian and student may appeal an Opportunity Transfer by filling out and returning to the school an Opportunity Transfer Appeal Form within 3 weeks of the decision to Opportunity Transfer. When an appeal form is filled out, the Regional Superintendent who was not involved in the decision to Opportunity Transfer the student or designee will examine the appeal form and all of the evidence that is relevant to the case. If the Regional Superintendent or designee needs clarification or additional information, the Regional Superintendent or designee shall contact the parent or guardian, the student, the school that conducted the investigation or witnesses to gather additional evidence. If the parent, guardian or student wants to meet or communicate directly with the Regional Superintendent or designee to discuss the appeal, the Regional Superintendent or designee will accommodate that request. Within 10 school days of receiving the appeal form, the Regional Superintendent will make a decision as to whether to uphold or to overturn the Opportunity Transfer. The Regional Superintendent will then mail a copy of the decision to the parent or guardian.

Authority to Expel

A pupil may be expelled by the Expulsion Hearing Panel (consisting of three (3) PUC school administrators or PUC school personnel with administrative credential) following an expulsion

hearing. To ensure impartiality, reasonable efforts will be made to populate the Expulsion Hearing Panel with school administrators from a different PUC schools' region. However, it is also permissible for school administrators from the same PUC region as this school to serve as Expulsion Hearing panelists.

Expulsion Procedures

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

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

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

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

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

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

1. The expulsion hearing (which is usually held in closed session, unless otherwise requested 72 hours in advance) will be presided over by the Expulsion Hearing Panel and the outcome will be reported to the Regional Superintendent. The Panel's decision-making authority includes but is not limited to reinstating the student, reinstating the student with a behavioral contract, initiating an Opportunity Transfer, or expelling the student.
2. Written notice of the hearing shall be forwarded by the Principal or designee to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing unless the parent/guardian and pupil wish to waive the 10-calendar day waiting period. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
    a. The date and place of the expulsion hearing
    b. A statement of the specific facts, charges, and/or offenses upon which the proposed expulsion is based

c. A copy of PUC disciplinary rules which relate to the alleged violation
d. Notification of the pupil's or parent/guardian's obligation to provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
f. The right to inspect and obtain copies of all documents to be used at the hearing.
g. The opportunity to confront and question all witnesses who testify at the hearing.
h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.
i. Reasonable accommodations and language support
j. Special rules and procedures for incidents involving sexual assault and/or battery

Recording of Hearing

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

Presentation of Evidence

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

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

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

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

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

Notification of Expulsion

The principal, following a decision to expel, shall send written notice of the expulsion, including the 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.

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 do a different PUC school no later than 5 days after the family is contacted.

PUC Nueva Esperanza will provide post-expulsion support to facilitate access to education for expelled students by providing homework packets from all the student's teachers to be picked up by the parent or guardian on a daily basis until the parent or guardian contacts the LAUSD Student Discipline and Expulsion Unit. The school will also provide support by informing the parent/guardian and student that they must call the LAUSD Student Discipline and Expulsion Unit, provide the number to the LAUSD Student Discipline and Expulsion Unit, and allow the parent/guardian and student to use the school's telephone to make that phone call.

Records and Reporting

OUTCOME DATA

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

Outcome data will include:

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

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

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

If a student is under an expulsion order from another school district (LEA), the enrollment request will be reviewed by PUC Regional Superintendent. The PUC Regional Superintendent will determine if enrollment will be granted. Enrollment will be granted if means of correction are feasible or have not repeatedly failed to bring about proper conduct and if the student's presence does not cause a continuing danger to the physical safety of the pupil or others.

10.5 Rehabilitation, Readmission, and Interim Placement

REHABILITATION PLANS

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

PUC NUEVA ESPERANZA'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 NUEVA ESPERANZA for readmission.
- The criteria to be set forth in the rehabilitation plan shall include but is not limited to academic, attendance, and behavior requirements.
- When a student applies for reinstatement, the timeline shall be as follows:
    - Principal or designee shall ask the pupil and/or the pupil's parent/guardian for the student's academic records, attendance records, discipline/behavior records, and any other information the pupil wishes to share with the Principal or designee

- Principal or designee shall review the pupil's records and the pupil's rehabilitation plan
- Principal or designee shall make a determination within ten (10) school days
- Principal or designee shall notify the pupil and parent/guardian with written notice of the determination within five (5) school days

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11- EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

11.1 – 11.3 Retirement Programs for Certificated, Classified, and Other Staff

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

Classified staff at **PUC Nueva Esperanza** will participate in the federal social security system and will have access to other school-sponsored retirement plans for the school's employees. **PUC Nueva Esperanza** certificated staff participate in the State Teachers Retirement System (STRS). **PUC Nueva Espernaza** will continue such participation for the duration of the charter school's existence under the same CDS code. **PUC Nueva Esperanza** will contract with the Los Angeles County Office of Education to transmit data to STRS.

The Human Resources and Finance departments at PUC National, which are contracted by the school to manage payroll, are responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT 12- PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

12.1 Admissions Notification

As a public school of choice, **PUC NUEVA ESPERANZA** 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- 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.

Not with-standing 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 Nueva Esperanza Charter Academy
1218 North 4th Street
San Fernando, CA 91340-3207

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 Nueva Esperanza Charter Academy
   1218 North 4th Street
   San Fernando, CA 91340-3207

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 <u>certified</u> 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, inceptions, 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 Nueva Esperanza Charter Academy (also referred to herein as "PUC Nueva Esperanza" 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.[5]

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.

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

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 school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

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:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year

g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

   Director/Principal
   PUC Nueva Esperanza Charter Academy
   1218 North 4th Street
   San Fernando, CA 91340-3207

   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.

2) 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.

3) 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.

4) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

   Director/Principal
   PUC Nueva Esperanza Charter Academy
   1218 North 4th Street
   San Fernando, CA 91340-3207

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.

2) 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.

3) 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.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

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:

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 <u>certified</u> 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, inceptions, 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).)