

**LAUSD BOARD
APPROVED**



**11/24/20
(BR 135-20/21)
TERM: 2021-2026**



Early College Academy for Leaders and Scholars

**PUC EARLY COLLEGE ACADEMY FOR
LEADERS AND SCHOLARS (PUC ECALS)
A School of Partnerships to Uplift Communities
(PUC) Los Angeles**

**Peter Markovics, Principal
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Partnerships to Uplift Communities, Los Angeles
ADDRESS: 2050 N. San Fernando Rd.
Los Angeles, CA 90065**

Submitted: September 1, 2020

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Assurances, Affirmations, and Declarations

PUC Early College Academy for Leaders and Scholars (also referred to herein as “PUC ECALS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)¹
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)²
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

¹ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)
- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.
 - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
 - In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District's waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
 - As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

- Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

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

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

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first

choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term "resident student" shall mean any student residing within the attendance boundary established by the District for the campus.

Element 1 – The Educational Program

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

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

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

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	<i>Peter Markovics</i>
• The contact address for Charter School is:	<i>2050 N. San Fernando Rd. Los Angeles, CA 90065</i>
• The contact phone number for Charter School is:	<i>323-276-5525</i>
• The current address of the charter school is: <ul style="list-style-type: none"> • (Please note: As charter schools’ eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school’s current occupancy of Proposition 39 facilities is subject to change in subsequent school years.) 	<i>Northeast Los Angeles - 2050 N. San Fernando Rd., Los Angeles, CA 90065</i>
• This location is in LAUSD Board District:	<i>5</i>
• This location is in LAUSD Local District:	<i>Central</i>
• The grade configuration of Charter School is:	<i>9-12</i>
• The number of students in the first year will be:	<i>300</i>
• The grade level(s) of the students in the first year will be:	<i>9-12</i>
• Charter School’s scheduled first day of instruction in 2021-2022 is:	<i>August 18, 2021</i>
• The enrollment capacity:	<i>400</i>

<ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	<i>Traditional</i>
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	<i>8:30 am to 4:00 pm</i>
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2021 to June 30, 2026

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Public School Choice Service Plan for Students with Disabilities

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). Signing the Assurance Form assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA).

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 the requirements of 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).

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.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

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

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

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

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

1.1 COMMUNITY NEED FOR CHARTER SCHOOL

Overview & Introduction:

PUC Early College Academy for Leaders and Scholars (**PUC ECALS**) High School was founded in 2011 to meet the educational needs of students living in the city of Los Angeles, with a concentration on the communities of Lincoln Heights, Cypress Park, Glassell Park, Elysian Valley, and Highland Park.

At **PUC ECALS**, we work to create school programs and cultures that result in college success for all students. Our goal is to uplift and revitalize communities through the development of educational and other supportive partnerships. **PUC ECALS** operates on an Early College model, and has developed successful partnerships with Los Angeles City College allowing all students to take college classes during their time at the school. PUC Schools uses an educational model based on high expectations for all students, highly qualified teachers and principals, and parents as partners. The **PUC ECALS** operates on a traditional August-June academic calendar. The **PUC ECALS** Class of 2020 will be our school's 8th graduating class.

Unique among public schools, **PUC ECALS** resides on the Sonia Sotomayor Learning Academies campus – a complex of small learning communities comprised of one 6-12 district-operated magnet school and two charter schools, The Alliance College-Ready Schools and PUC. Through this collaborative model, the small schools on the campus provide choice and options for families based on a child's learning needs, interests and goals. **PUC ECALS** aims to provide a high-quality secondary education. As a school we are proud of what we have accomplished. We are eager to highlight our successes to date, transparently call attention to our challenges, and discuss ways in which we aim to continuously improve.

PUC ECALS's Charter Deserves Renewal

This sub-section addresses the specific renewal requirements under AB 1505 and LAUSD's Policy and Procedures for Charter Schools but the data presented in this section is not the only data presented in Element 1 that address these requirements. All of the data presented in Element 1 is intended to be considered in determining how the school has satisfied the charter renewal criteria.

Under AB 1505 and LAUSD's Policy and Procedures for Charter Schools adopted on August 11, 2020, PUC ECALS deserves renewal because it satisfies the criteria required for a middle performing school. Specifically,

- 1. PUC ECALS performed well both school wide and for all subgroups on the California School Dashboard, especially with greater weight given to performance on measurements of academic performance.**

PUC ECALS has performed well school wide:

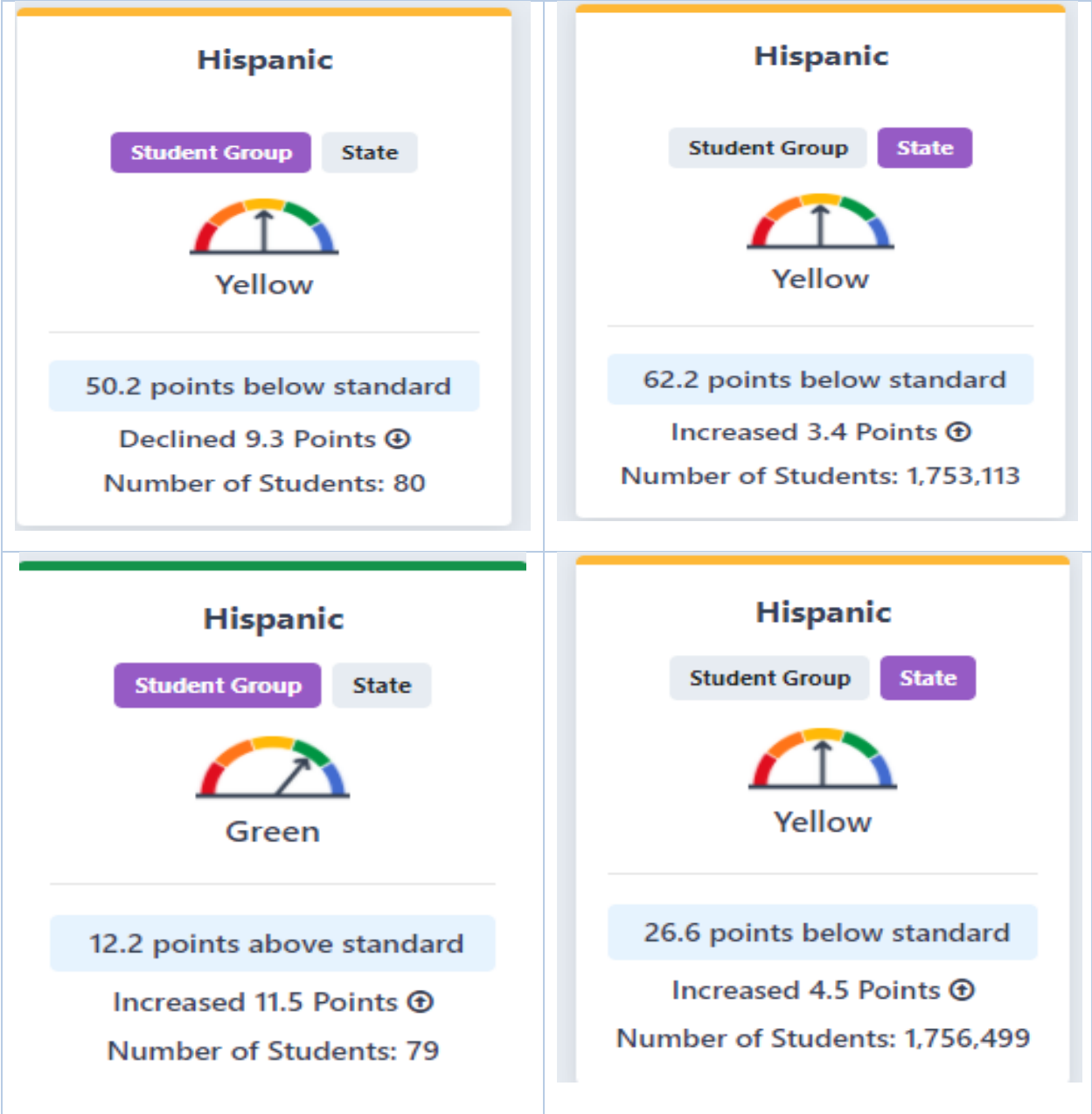
- PUC ECALS** has obtained exceptional results in ELA. In the 2017-18 school year (Chart 1.5), 56.38% of its students met or exceeded the standard and received a "yellow" score. That result substantially bested LAUSD (42.31%), California (49.88%) and the median Resident School (53.80%). Yet, in the 2018-19 school year (Chart 1.8), **PUC ECALS**

performed even better with a score of 58.82%, again substantially outpacing LAUSD (44.11%), California (51.10%) and the median Resident School (53.74%). This performance led to **PUC ECALS**'s "green" score on the California Dashboard in ELA in 2018-19.

- **PUC ECALS** has also performed well in Math, earning a "yellow" score in both the 2017-18 school year and the 2018-19 school year. In the 2017-18 school year (Chart 1.5), **PUC ECALS** had a score of 35.48%, which outperformed LAUSD (31.26%) and the median Resident School (28.73%). In the 2018-19 school year (Chart 1.8), **PUC ECALS** had a Math score of 32.56% which was nearly equivalent to LAUSD (33.47%) and the median Resident School (33.68%).

PUC ECALS has performed well for all subgroups:

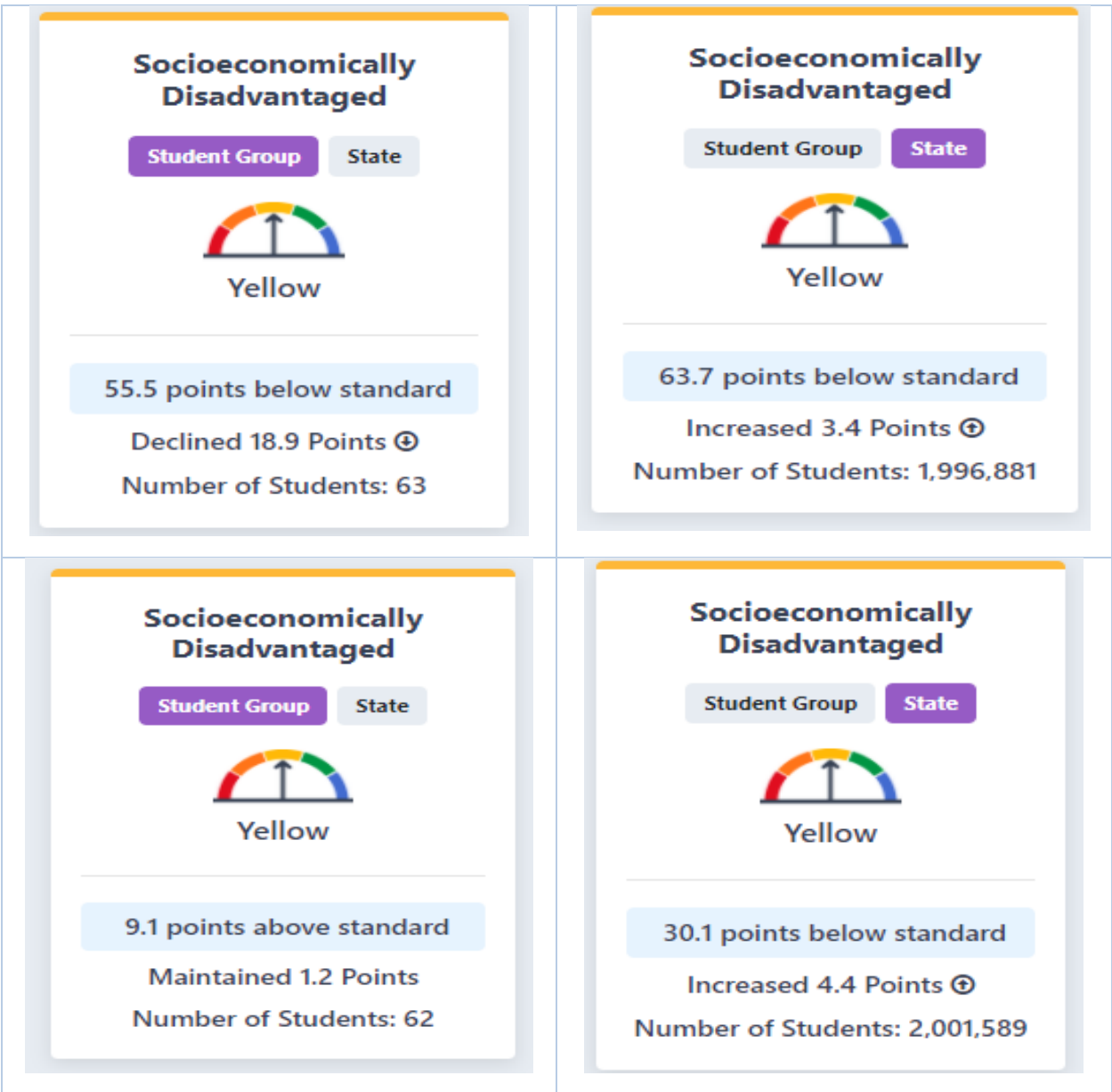
- For English Learners, in the 2018-19 school year, 59.5% of **PUC ECALS**'s English Learners students made progress towards English language proficiency. In comparison, 48.3% of the state's English Learners made progress toward English language proficiency. (Chart 1.7). In the 2017-18 school year, 77.8% of **PUC ECALS** English Learners were "well developed" or "moderately developed", while 65.2% of California English Learners were "well developed" or "moderately developed." (Chart 1.4)
- For SWD students, **PUC ECALS** performed well in both the 2017-18 school year (Chart 1.5) and the 2018-19 school year (Chart 1.8). In the 2017-18 school year, in ELA, **PUC ECALS** had a score of 27.27%, which outperformed LAUSD (10.34%), LA County (14.51%), and California (14.98%). In Math, **PUC ECALS** had a score of 9.09%, which outperformed LAUSD (8.13%). In the 2018-19 school year, in ELA, **PUC ECALS** had a score of 15.38%, which outperformed LAUSD (11.86%).
- For Hispanic students, **PUC ECALS** also performed well.
 - For Hispanic students in the 2018-19 school year, **PUC ECALS** had a "yellow" color in Math and a "green" color in ELA. In Math, **PUC ECALS** Hispanic students were 50.2 points below standard while California Hispanic students were 62.2 points below standard. In ELA, **PUC ECALS** Hispanic students were 12.2 points above standard, while California Hispanic students were 26.6 points below standard.



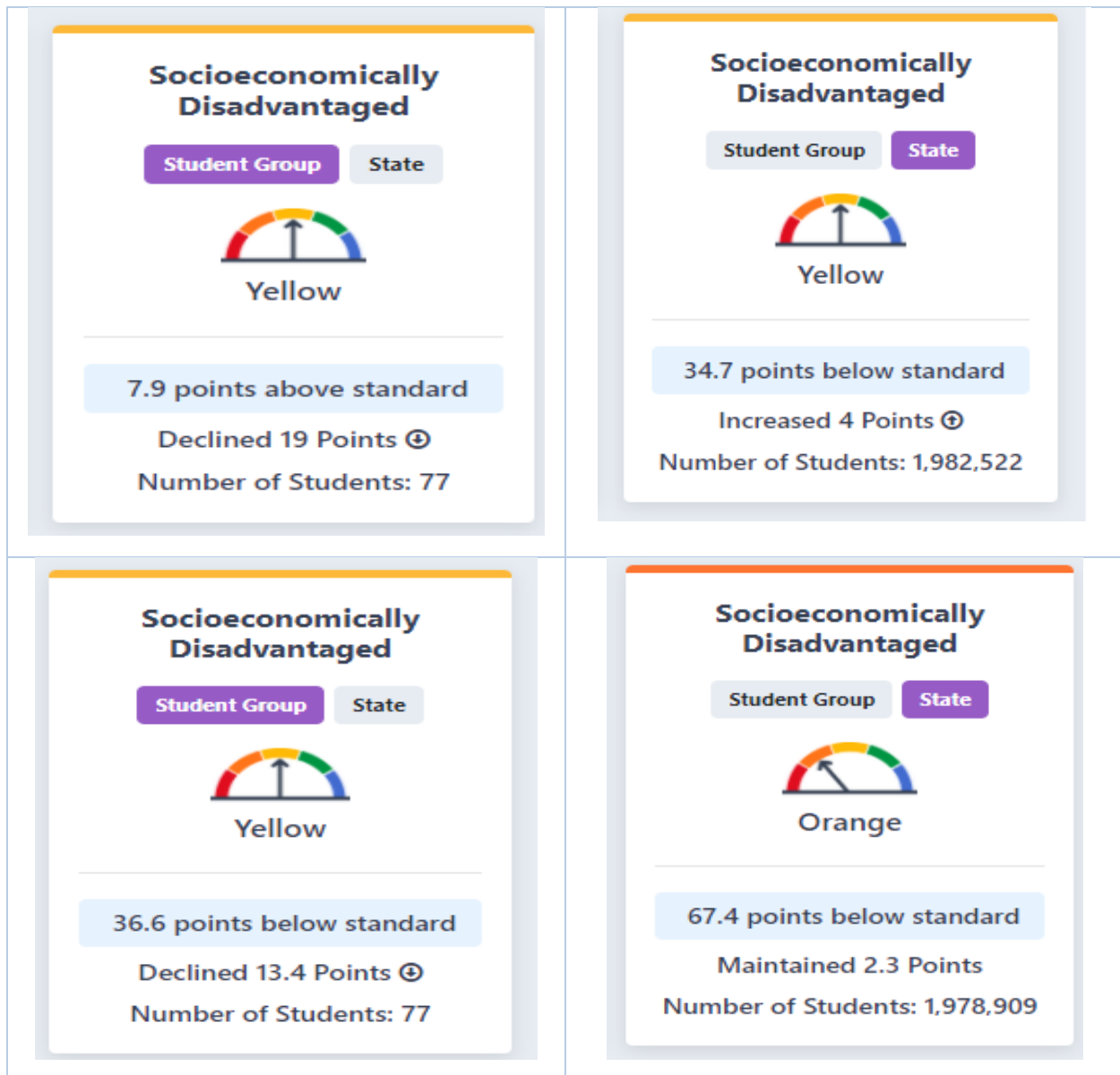
- In the 2017-18 school year, **PUC ECALS** Hispanic students had a “yellow” in Math and ELA. In ELA, **PUC ECALS** Hispanic students were 0.7 points above the standard, while California Hispanic students were 31.3 points below the standard. In Math **PUC ECALS** Hispanic students were 40.9 points below standard while California Hispanic students were 65.8 points below standard.



- For SED students, **PUC ECALS** also performed well.
 - For SED students in the 2018-19 school year, **PUC ECALS** had a “yellow” color in Math and ELA. In Math, **PUC ECALS** SED students were 55.5 points below standard while California SED students were 63.7 points below standard. In ELA, **PUC ECALS** SED students were 9.1 points above standard, while California SED students were 30.1 points below standard.



- For SED students in the 2017-18 school year, **PUC ECALS** had a “yellow” color in Math and ELA. In ELA, **PUC ECALS** SED students were 7.9 points above standard, while California SED students were 34.7 points below standard. In Math, **PUC ECALS** SED students were 36.6 points below standard, while California SED students were 67.4 points below standard.



2. PUC ECALS has clear and convincing evidence by verified data showing strong postsecondary outcomes equal to similar peers.

According to data calculated by GradSnapp, **PUC ECALS** has clear and convincing evidence of strong postsecondary outcomes equal to similar peers.

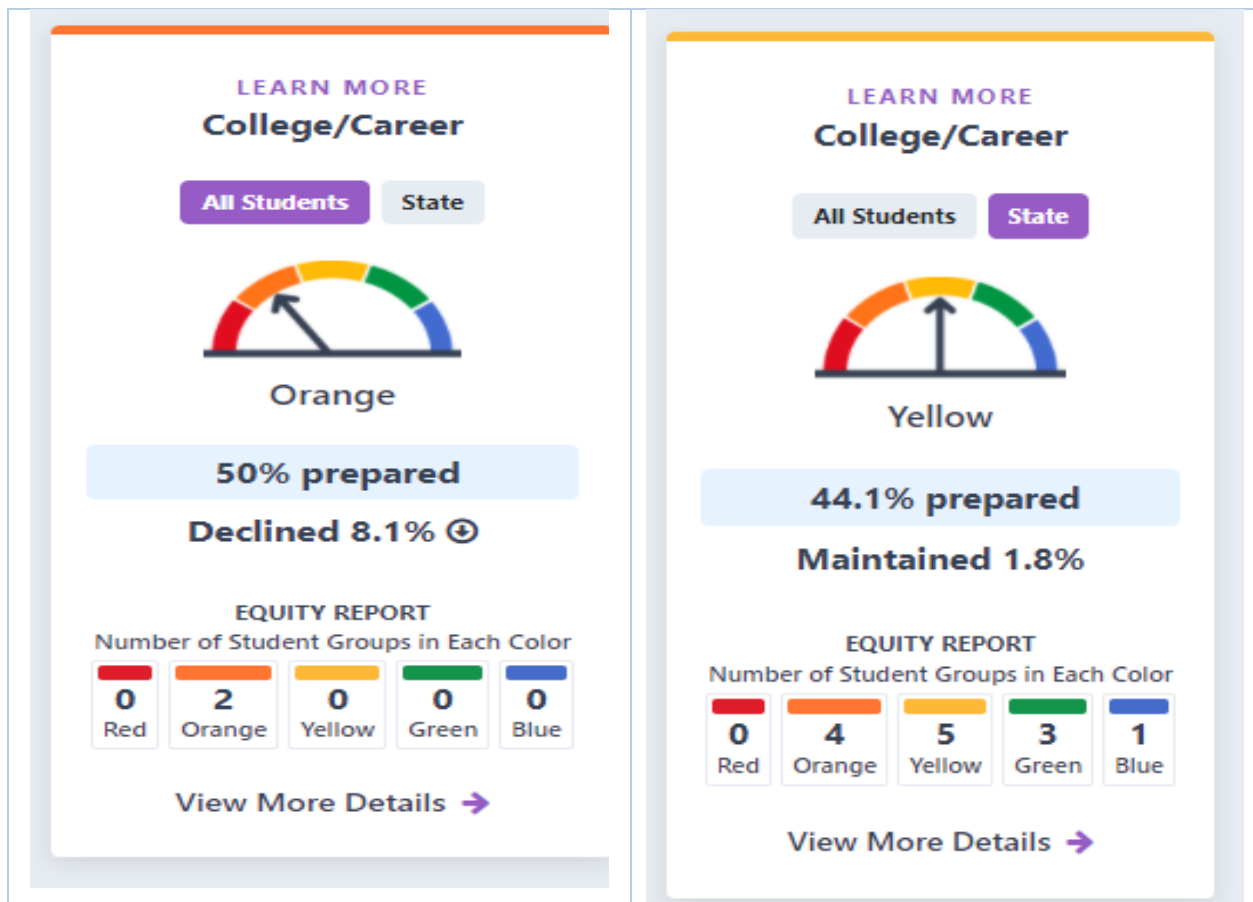
According to LAUSD’s Policy and Procedures for Charter Schools, **PUC ECALS** may submit data related to college completion rates. As of submission of this charter petition, the 6-year grad rate of the **PUC ECALS** class of 2013 is 27%. This outperforms similar resident schools’ class of 2012 6-year grad rate. Benjamin Franklin School High has a college graduation rate of 24%, Sonia Sotomayor Learning Academies History & Dramatic Arts has a college graduation rate of 15.9%, and Woodrow Wilson Senior High School’s college graduation rate is 22.4%.

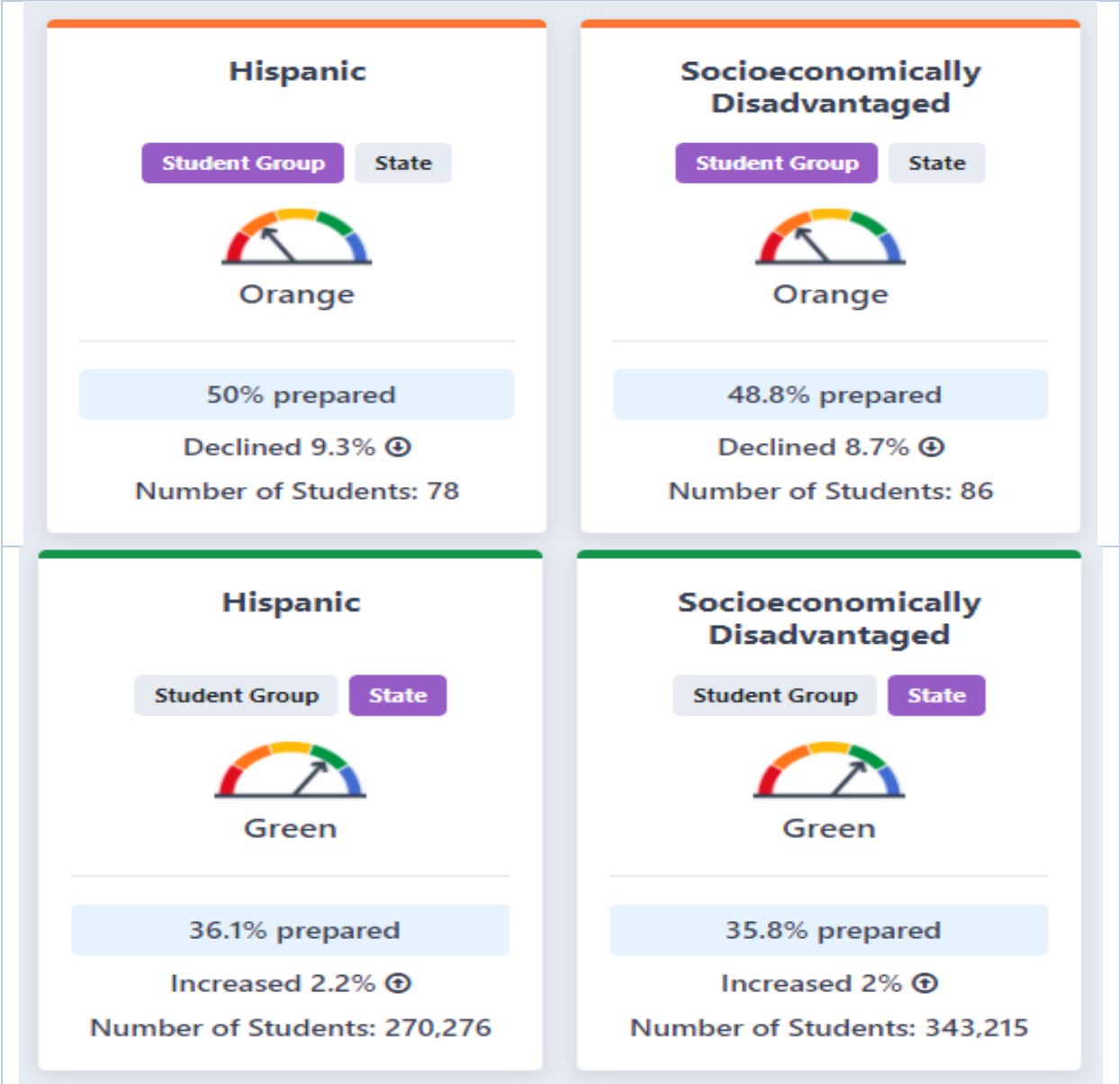
Further, LAUSD may only deny PUC ECALS’s petition upon making three findings, none of which are true for PUC ECALS:

1. The charter school has made sufficient progress toward meeting standards that provide a benefit to pupils of the school

PUC ECALS has clearly met standards that provide a benefit to the pupils in Math and ELA. PUC ECALS’s dashboard color in Math is “yellow” in both 2017-18 and 2018-19, and its dashboard color in ELA is “green” for 2018-19 and was “yellow” for 2017-18.

In addition, while PUC ECALS has an “orange” color for College/Career preparedness, it has performed well compared to the state of California. In the 2018-19 school year, 50% of PUC ECALS students were prepared, while 44.1% of California students were prepared. In addition, in subgroups, PUC ECALS outperformed the State. 50% of PUC ECALS Hispanic students were prepared, while 36.1% of California’s Hispanic students were prepared. Further, 48.8% of PUC ECALS SED students were prepared, while 35.8% of California SED students were prepared.





Finally, in the 2017-18 school year, **PUC ECALS** had a “green” color for College/Career preparedness with 58.1% students prepared compared to 42.2% California students prepared. **PUC ECALS** also received “green” scores for Hispanic and SED students in 2017-18. 59.3% of **PUC ECALS** Hispanic students were prepared compared to 33.8% of California Hispanic students. Also, 57.5% of **PUC ECALS** SED students were prepared compared to 33.7% of California Hispanic students.

LEARN MORE
College/Career

All Students State



Green

58.1% prepared

Maintained 0.1%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) →

LEARN MORE
College/Career

All Students State



Yellow

42.2% prepared

Maintained 1.1%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) →

Hispanic

Student Group State



Green

59.3% prepared

Increased 2.9% Ⓢ

Number of Students: 81

Socioeconomically Disadvantaged

Student Group State

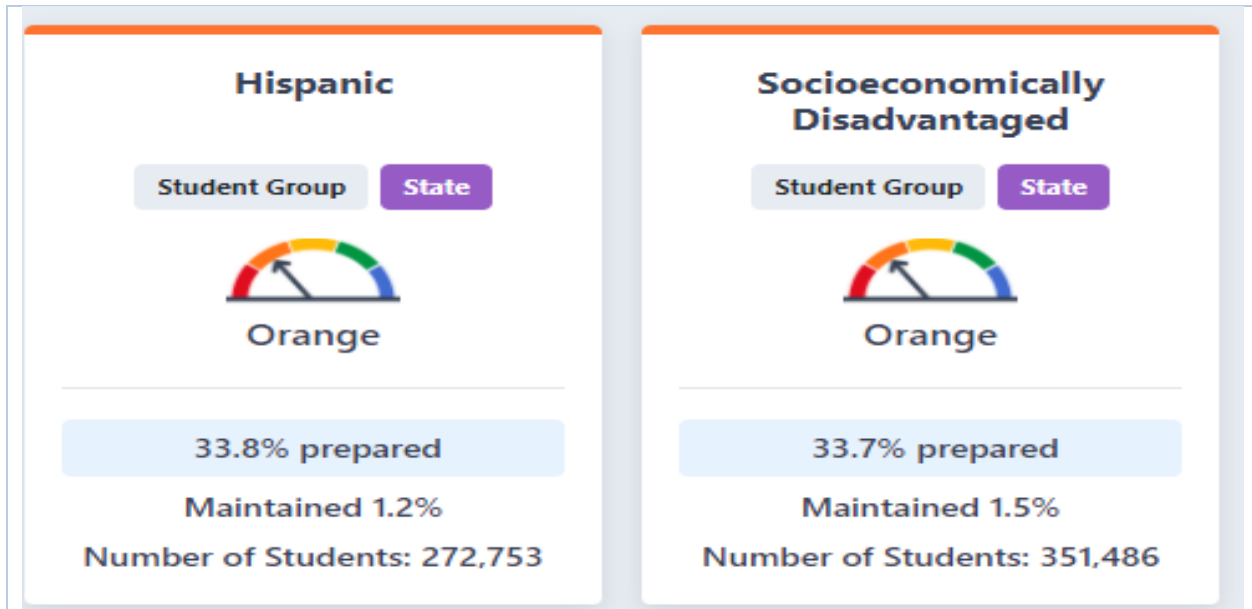


Green

57.5% prepared

Maintained -0.2%

Number of Students: 80



Further, two areas that **PUC ECALS** scored an “orange” improved markedly in the 2019-20 school year: suspension rate and graduation rate.

- The suspension rate declined from 4.9% in the 2018-19 school year to 1.6% in the 2019-20 school year. The 2019-20 school year suspension rate comes from CALPADS. There were 5 unduplicated students suspended with a cumulative enrollment of 319, which equals a suspension rate of 1.6% (5 divided by 319 equals 0.016 or 1.6%)

School Code	School Name	Count of Students (Unduplicated)
0124933	PUC Early College Academy for Leaders and Scholars (ECALS)	5

- The graduation rate increased substantially from 80.2% in the 2018-19 school year to 91.67% in the 2019-20 school year. The 2019-20 school year graduation rate comes from CALPADS, which is provided below:

Last Updated		Graduation Rate	
eCALS	8/7/20	eCALS	91.67%

2. Closure of the school is not in the best interest of the pupils

As already discussed, closure is not in the best interest of the pupils as **PUC ECALS** has achieved success, particularly in academics both school wide and for subgroups. It has also done well compared to the state in college/career preparedness. Finally, in areas needing improvement, **PUC ECALS** showed marked improvement in the 2019-20 school year.

Additionally, surveys of **PUC ECALS**'s families and students are very strong (Chart 1.23 and Chart 1.24). Students have consistently expressed approval toward **PUC ECALS**. In the 2018-19 school year, 75% of students approved of **PUC ECALS** with an average score of 4.07/5. In the 2019-20 school year, 74% of students approved of **PUC ECALS** with an average score of 4.07/5. In the 2017-18 school year, 81% of families approved of **PUC ECALS** with an average score of 4.2/5 and in the 2018-19 school year, 87% of families approved of **PUC ECALS** with an average score of 4.29/5. Families and students should have a voice in determining what is in their own best interest. When they say that they want **PUC ECALS** to remain open, as the surveys demonstrate, that voice should be given proper weight.

3. The decision to renew provided greater weight to the performance on measurements of academic performance.

This factor clearly weighs in **PUC ECALS**'s favor as its two highest dashboard colors in the 2018-19 school year are Math (yellow) and ELA (green), which are the academic performance measurements.

Plans To Support Continued Improvement

PUC ECALS also has plans to ensure its students continue to improve. The plans include but are not limited to the following:

- Hiring of a PUC wide ELD coordinator.
- A professional development scope & sequence developed and implemented each year, based on current academic data.
- A School Success Plan developed and implemented each year based on whole school and sub-group academic data, school culture, and stakeholders' current needs.
- A continued focus on providing holistic, differentiated, academic and emotional support for all students.

PUC ECALS Today:

The school today continues to work towards meeting the diverse needs of the community and has demonstrated academic achievements, in various forms, over the last few years of the charter. We are a data driven school that uses multiple forms of data by following a data reflection cycle that

allows us to analyze, reflect, and adjust. The data cycle allows us to reflect, inform practice, make adjustments, progress monitor, and return to reflection in a cycle format in support of desired outcomes for all students and each significant subgroup year after year. While we have areas of strength over the last few years, we also acknowledge areas for growth and our strategic plans to support our desired outcomes for all students and each significant subgroup. The academic data below will capture the school’s California School Dashboard Data, CAASPP Data, LAUSD Annual Oversight Data, & Early College Data over the last few years of the charter.

Summary of Student Achievement Data from the Last 3 Years:

CA SCHOOL DASHBOARD INDICATORS 2017

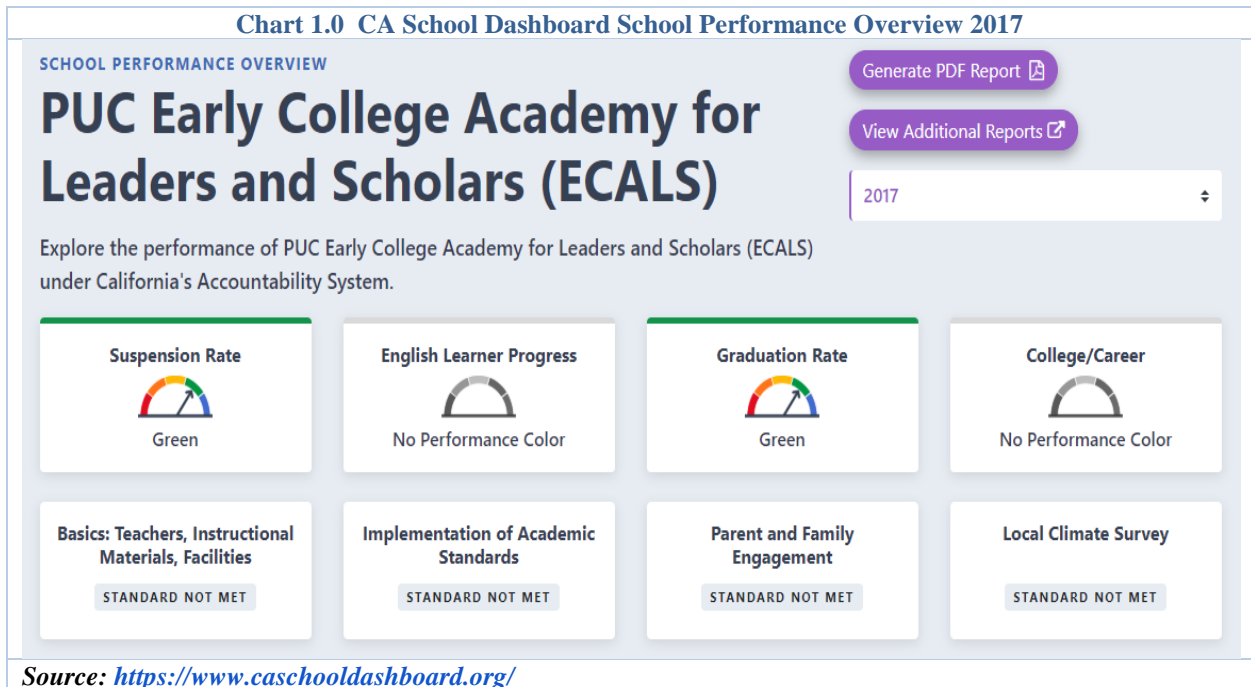
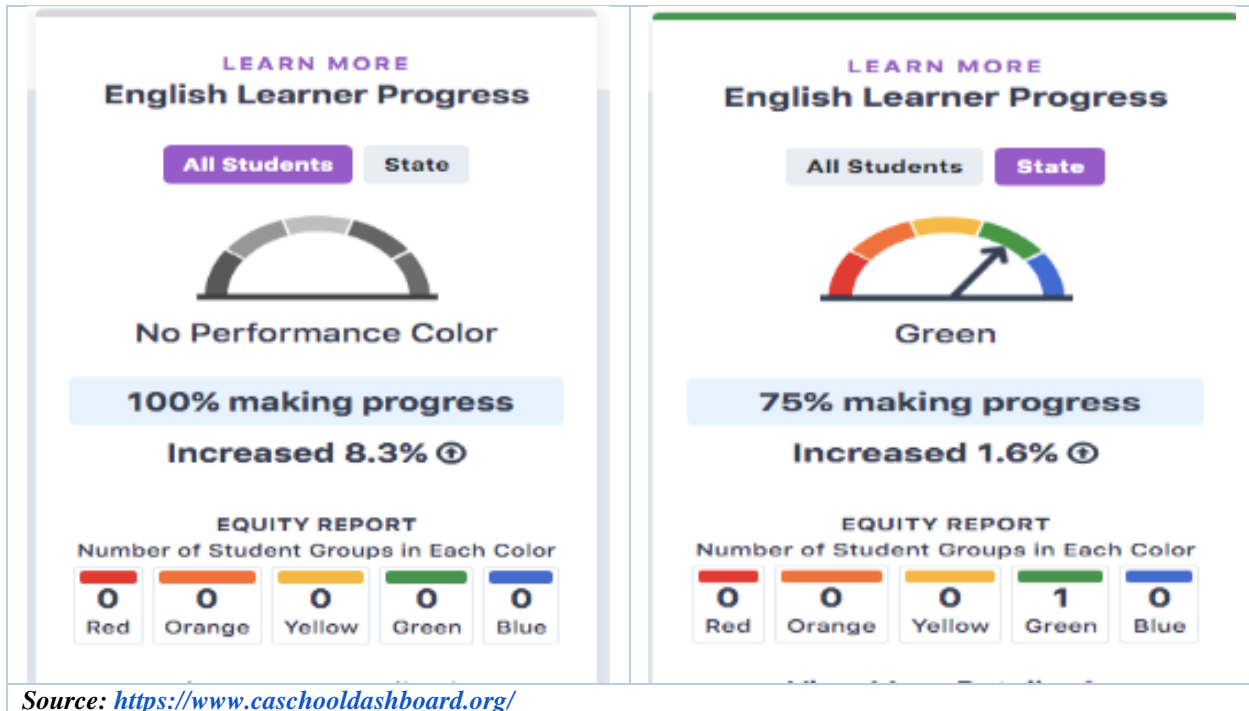


Chart 1.1 EL PROGRESS COMPARATIVE CHART CA SCHOOL DASHBOARD 2017	
EL Student Progress – PUC ECALS - 2017	EL Student Progress – California - 2017



Highlights of PUC ECALS 2017 Dashboard

- PUC ECALS’ suspension rates were low, as indicated by the green on the dashboard (Chart 1.0)
- PUC ECALS’ graduation rates were high, as indicated by the green on the dashboard
- PUC ECALS’ EL students, a subgroup of the school, progressed at a high level, outperforming that of the state (Chart 1.1)

Areas of Growth for PUC ECALS 2017 CA Dashboard

- PUC ECALS needed to improve upon its parents and family engagement levels, as indicated by the Standards Not Met designation

SBAC Scores Data Comparison Tool 2017

Chart 1.2 CAASPP Scores Data Comparison Tool 2017

CAASPP Score Export

Step 1
Select a PUC School

Step 2
Select School Comparison Group

Step 3
Select Schools

Set the View:
Follow Steps 1-3 to set the view for the charts.

Puc Early College Academy For Leade...
Neighboring Schools
(All)

Filters

Test Year: 2017
Test Subject: (All)
Tested Grade: All Grades
Student Group: All Students
Student Subgroup: All Students

Use the steps above to set the view and the filters to further modify the list below.

LEA/School Name	Test Year	Test Subject	Tested Grade	Student Group	Student Subgroup	Proficiency Level				
						Exceeded	Met	Met and Above	Nearly Met	Not Met
Puc Early College Academy For Leaders And Scholars	2017	ELA	All Grades	All Students	All Students	23.17%	35.37%	58.54%	26.83%	14.63%
		Math	All Grades	All Students	All Students	12.20%	30.49%	42.68%	34.15%	23.17%
LAUSD	2017	ELA	All Grades	All Students	All Students	14.59%	24.96%	39.55%	24.14%	36.30%
		Math	All Grades	All Students	All Students	12.40%	17.46%	29.86%	26.62%	43.52%
LA County	2017	ELA	All Grades	All Students	All Students	19.15%	28.05%	47.20%	23.45%	29.35%
		Math	All Grades	All Students	All Students	16.32%	19.57%	35.89%	26.69%	37.42%
CA State	2017	ELA	All Grades	All Students	All Students	20.12%	28.44%	48.56%	23.09%	28.35%
		Math	All Grades	All Students	All Students	17.60%	19.96%	37.56%	26.59%	35.86%

Source: <https://app.schoolzilla.com/s/datawall>
From the publicly available CAASPP Research Files: <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&lstTestYear=2019&lstTestType=B&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

Highlights of PUC ECALS 2017 CAASPP Scores (Chart 1.2)

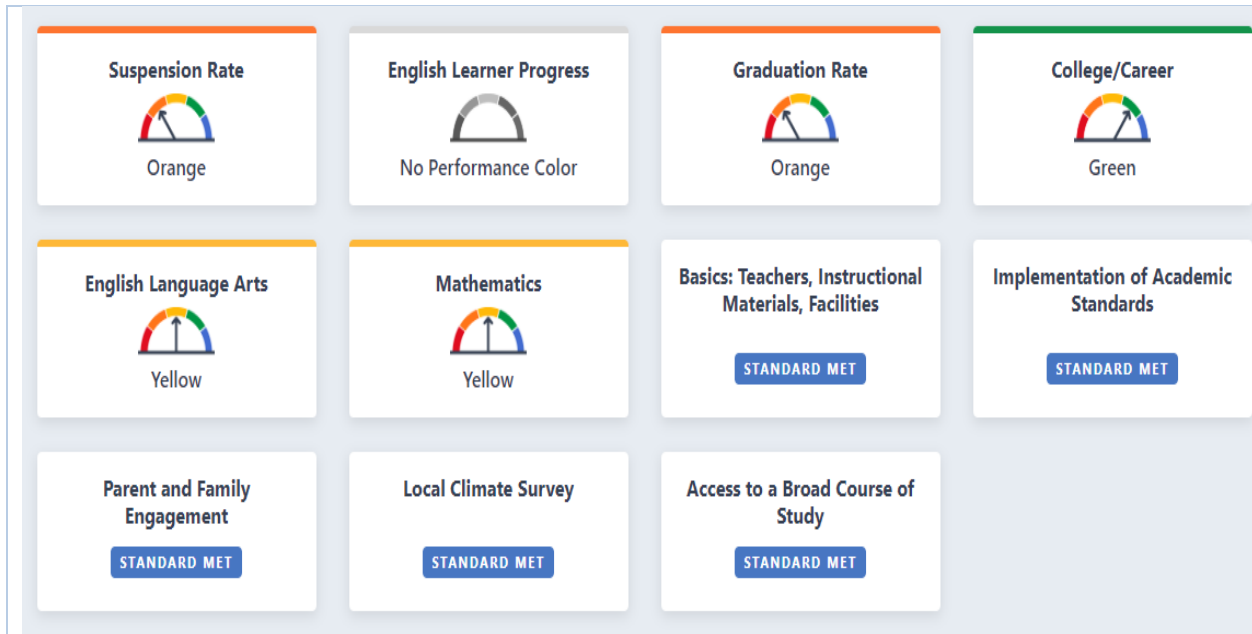
- PUC ECALS students met or exceeded proficiency levels on the CAASPP ELA exam at 58.54%. This percentage was higher than LAUSD, county and state levels.
- PUC ECALS students met or exceeded proficiency levels on the CAASPP math exam at 42.68%. This percentage was higher than LAUSD, county and state levels.

Areas of Growth for PUC ECALS 2017 CAASPP Scores

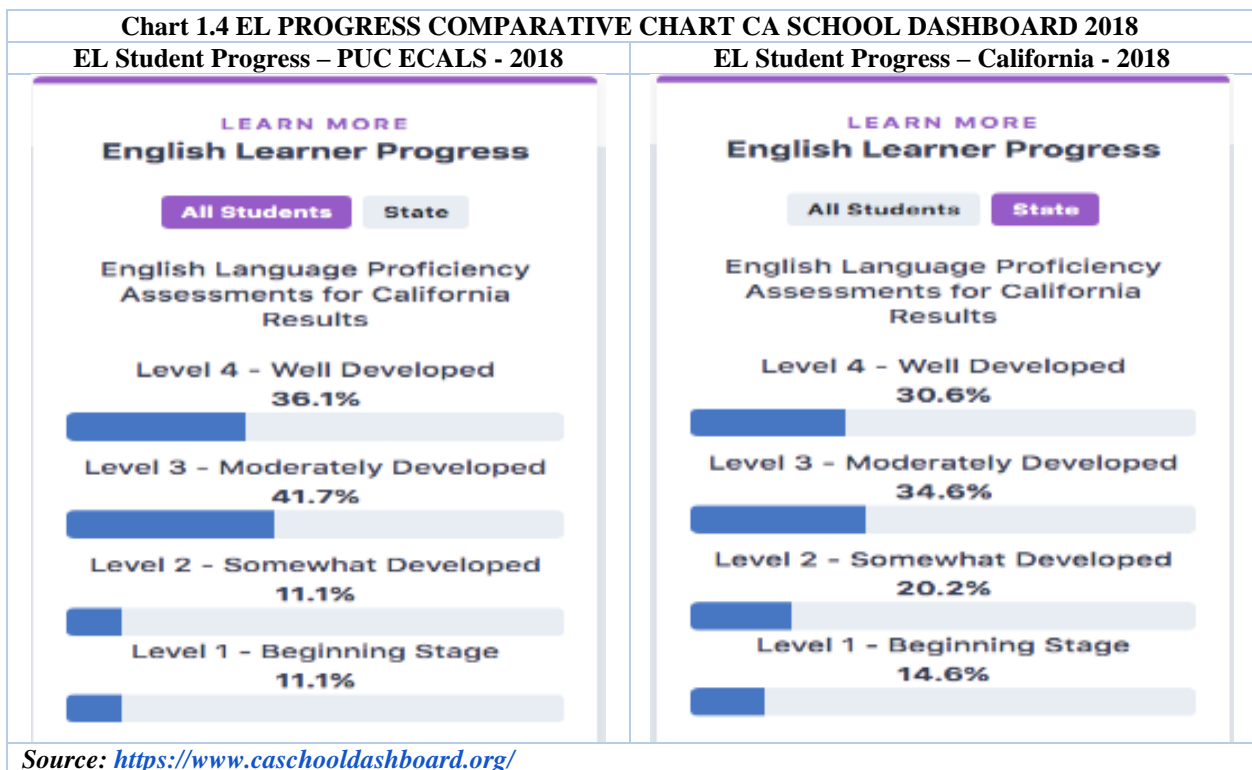
- PUC ECALS students met or exceeded proficiency levels on the CAASPP ELA exam at a higher rate than they did on the CAASPP math exam. We wanted to improve the math proficiency levels of our students.

CA SCHOOL DASHBOARD INDICATORS 2018

Chart 1.3 CA School Dashboard School Performance Overview 2018



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



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

Highlights of PUC ECALS 2018 Dashboard

- PUC ECALS’ students showed high levels of college and career readiness, as indicated by the green on the dashboard. (Chart 1.3)
- PUC ECALS’ EL students, a subgroup of the school, met or exceeded proficiency levels on the ELPAC exam at 77.8%. The percentage surpassed the level of the state. (Chart 1.4)

- PUC ECALS met the standards for parent and family engagement, access to a broad course of study, local climate survey, implementation of academic standards, and basics – teachers, instructional materials and facilities.

Areas of Growth for PUC ECALS 2018 CA Dashboard

- PUC ECALS’ suspension rates increased, as indicated by the yellow on the dashboard.

SBAC Scores Data Comparison Tool 2018

Chart 1.5 CAASPP Scores Data Comparison Tool 2018

LEA/School Name	Test Year	Test Subject	Tested Grade	Student Group	Student Subgroup	Proficiency Level				
						Exceeded	Met	Met and Above	Nearly Met	Not Met
Puc Early College Aca..	2018	ELA	All Grades	Disability S..	Students with Disability	9.09%	18.18%	27.27%	36.36%	36.36%
		Math	All Grades	Disability S..	Students with Disability	0.00%	9.09%	9.09%	9.09%	81.82%
LAUSD	2018	ELA	All Grades	Disability S..	Students with Disability	2.83%	7.51%	10.34%	15.53%	74.13%
		Math	All Grades	Disability S..	Students with Disability	2.63%	5.50%	8.13%	13.63%	78.24%
LA County	2018	ELA	All Grades	Disability S..	Students with Disability	4.50%	10.01%	14.51%	18.33%	67.17%
		Math	All Grades	Disability S..	Students with Disability	4.38%	7.11%	11.49%	15.44%	73.07%
CA State	2018	ELA	All Grades	Disability S..	Students with Disability	4.66%	10.32%	14.98%	18.33%	66.69%
		Math	All Grades	Disability S..	Students with Disability	4.63%	7.26%	11.89%	15.48%	72.63%
Benjamin Franklin Se..	2018	ELA	All Grades	Disability S..	Students with Disability	5.56%	11.11%	16.67%	30.56%	52.78%
		Math	All Grades	Disability S..	Students with Disability	5.71%	0.00%	5.71%	25.71%	68.57%
Eagle Rock High	2018	ELA	All Grades	Disability S..	Students with Disability	2.56%	10.26%	12.82%	26.50%	60.68%
		Math	All Grades	Disability S..	Students with Disability	2.61%	1.74%	4.35%	13.91%	81.74%
John Marshall Se..	2018	ELA	All Grades	Disability S..	Students with Disability	0.00%	14.63%	14.63%	26.83%	58.54%
		Math	All Grades	Disability S..	Students with Disability	2.44%	0.00%	2.44%	12.20%	85.37%

CAASPP Score Export

[Set the View:](#)
Follow Steps 1-3 to set the view for the charts.

Step 1
Select a PUC School
Puc Early College Academy For Leaders...
Step 2
Select School Comparison Group
Neighboring Schools
Step 3
Select Schools
(All)

Filters

Test Year: 2018 |
 Test Subject: (All) |
 Tested Grade: All Grades |
 Student Group: All Students |
 Student Subgroup: All Students

Use the steps above to set the view and the filters to further modify the list below.

LEA/School Name	Test Year	Test Subject	Tested Grade	Student Group	Student Subgroup	Proficiency Level				
						Exceeded	Met	Met and Above	Nearly Met	Not Met
Puc Early College Academy For Leaders And Scholars	2018	ELA	All Grades	All Students	All Students	18.09%	38.30%	56.38%	24.47%	19.15%
		Math	All Grades	All Students	All Students	13.98%	21.51%	35.48%	33.33%	31.18%
LAUSD	2018	ELA	All Grades	All Students	All Students	16.49%	25.82%	42.31%	23.44%	34.25%
		Math	All Grades	All Students	All Students	13.67%	17.95%	31.62%	26.30%	42.07%
LA County	2018	ELA	All Grades	All Students	All Students	20.58%	28.35%	48.93%	22.84%	28.23%
		Math	All Grades	All Students	All Students	17.66%	19.80%	37.46%	26.04%	36.50%
CA State	2018	ELA	All Grades	All Students	All Students	21.25%	28.63%	49.88%	22.58%	27.54%
		Math	All Grades	All Students	All Students	18.64%	20.01%	38.65%	25.90%	35.45%

Source: <https://app.schoolzilla.com/s/datawall>
From the publicly available CAASPP Research Files: <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&lstTestYear=2019&lstTestType=B&lstCounty=00&lstDistrict=00000&lstSchool=000000>

Highlights of PUC ECALS 2018 CAASPP Scores (Chart 1.5)

- PUC ECALS students met or exceeded proficiency levels on the CAASPP ELA exam at 56.39%. This percentage was higher than LAUSD, county and state levels.
- PUC ECALS students met or exceeded proficiency levels on the CAASPP math exam at 35.48%. This percentage was higher than LAUSD.
- PUC ECALS’ students with disabilities, a subgroup of the school, met or exceeded proficiency levels on the ELA exam at 27.7%. This percentage was higher than LAUSD, county and state levels, as well as those of neighboring schools.
- PUC ECALS’ students with disabilities, a subgroup of the school, met or exceeded proficiency levels on the math exam at 9.09%. This percentage was higher than the levels for LAUSD and neighboring schools.

Areas of Growth for PUC ECALS 2018 CAASPP Scores

- PUC ECALS’ students met or exceeded proficiency levels on the CAASPP ELA exam at a higher rate than they did on the CAASPP math exam. We wanted to improve the math proficiency levels of our students.
- PUC ECALS’ students with disabilities, a subgroup of the school, met or exceeded proficiency levels on the math exam at 9.09%. We wanted to improve upon this rate.

CA SCHOOL DASHBOARD INDICATORS 2019

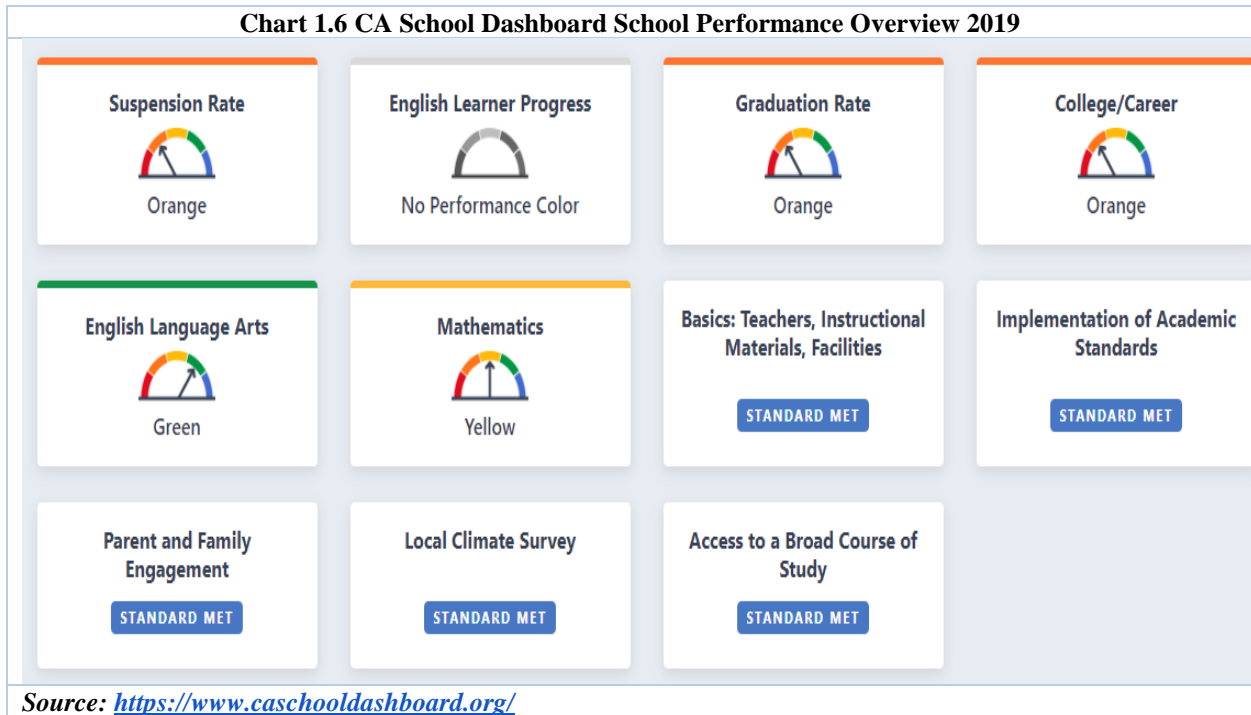
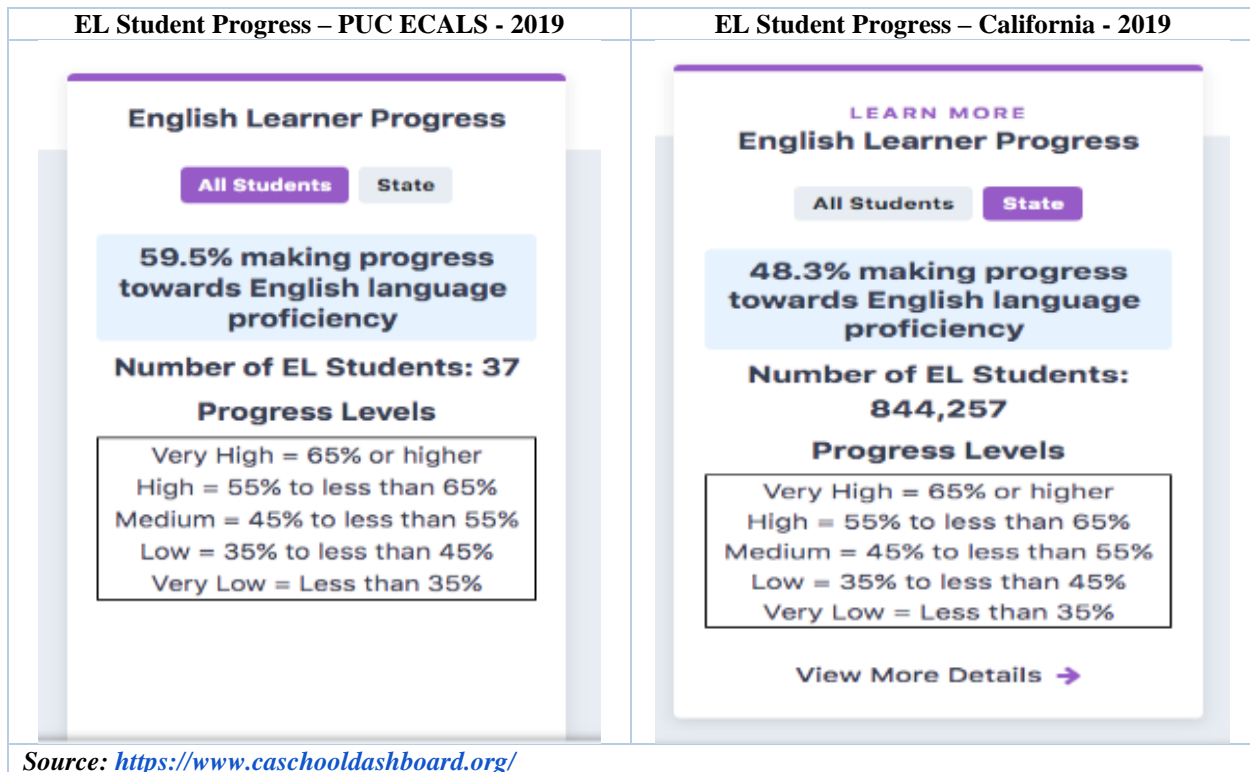


Chart 1.7 EL PROGRESS COMPARATIVE CHART CA SCHOOL DASHBOARD 2019



Highlights of PUC ECALS 2019 Dashboard

- PUC ECALS met the standards for parent and family engagement, access to a broad course of study, local climate survey, implementation of academic standards, and basics - teachers, instructional materials and facilities. (Chart 1.6)
- PUC ECALS’ EL students, a subgroup of the school, made progress at a 59.5% rate towards English language proficiency. The percentage surpassed the level of the state. (Chart 1.7)

Areas of Growth for PUC ECALS 2019 CA Dashboard

- PUC ECALS’ suspension rate of 4.9% was in the orange on the dashboard. This decreased, though, precipitously to 1.6% from the fall of 2019 until COVID-19 school closures in March of 2020, which shows improvement.

SBAC Scores Data Comparison Tool 2019

Chart 1.8 CAASPP Scores Data Comparison Tool 2019

CAASPP Score Export

[Set the View:](#)
Follow Steps 1-3 to set the view for the charts.

Step 1
Select a PUC School

Puc Early College Academy For Leaders...

Step 2
Select School Comparison Group

Neighboring Schools

Step 3
Select Schools

(All)

[Filters](#)

Test Year

2019

Test Subject

(All)

Tested Grade

All Grades

Student Group

All Students

Student Subgroup

All Students

Use the steps above to set the view and the filters to further modify the list below.

LEA/School Name	Test Year	Test Subject	Tested Grade	Student Group	Student Subgroup	Proficiency Level				
						Exceeded	Met	Met and Above	Nearly Met	Not Met
PUC Early College Academy for Leaders and Scholars	2019	ELA	All Grades	All Students	All Students	23.53%	35.29%	58.82%	21.18%	20.00%
		Math	All Grades	All Students	All Students	6.98%	25.58%	32.56%	31.40%	36.05%
LAUSD	2019	ELA	All Grades	All Students	All Students	17.93%	26.18%	44.11%	23.36%	32.53%
		Math	All Grades	All Students	All Students	15.08%	18.39%	33.47%	25.83%	40.70%
CA State	2019	ELA	All Grades	All Students	All Students	22.48%	28.62%	51.10%	22.28%	26.63%
		Math	All Grades	All Students	All Students	19.69%	20.04%	39.73%	25.41%	34.86%

LEA/School Name	Test Year	Test Subject	Tested Grade	Student Group	Student Subgroup	Proficiency Level				
						Exceeded	Met	Met and Above	Nearly Met	Not Met
PUC Early College Aca..	2019	ELA	All Grades	Disability S..	Students with Disability	0.00%	15.38%	15.38%	15.38%	69.23%
		Math	All Grades	Disability S..	Students with Disability	0.00%	6.67%	6.67%	6.67%	86.67%
LAUSD	2019	ELA	All Grades	Disability S..	Students with Disability	3.33%	8.53%	11.86%	17.29%	70.85%
		Math	All Grades	Disability S..	Students with Disability	3.24%	6.17%	9.41%	15.05%	75.54%
CA State	2019	ELA	All Grades	Disability S..	Students with Disability	5.21%	11.14%	16.36%	19.29%	64.35%
		Math	All Grades	Disability S..	Students with Disability	5.13%	7.48%	12.62%	15.95%	71.43%
Benjamin Franklin Se..	2019	ELA	All Grades	Disability S..	Students with Disability	0.00%	7.41%	7.41%	33.33%	59.26%
		Math	All Grades	Disability S..	Students with Disability	0.00%	14.81%	14.81%	7.41%	77.78%
Eagle Rock High	2019	ELA	All Grades	Disability S..	Students with Disability	2.11%	10.53%	12.63%	24.21%	63.16%
		Math	All Grades	Disability S..	Students with Disability	3.16%	6.32%	9.47%	12.63%	77.89%
John Marshall Se..	2019	ELA	All Grades	Disability S..	Students with Disability	5.56%	11.11%	16.67%	27.78%	55.56%
		Math	All Grades	Disability S..	Students with Disability	2.56%	7.69%	10.26%	7.69%	82.05%

Source: <https://app.schoolzilla.com/s/datawall>
From the publicly available CAASPP Research Files: <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&lstTestYear=2019&lstTestType=B&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

Highlights of PUC ECALS 2019 CAASPP Scores (Chart 1.8)

- PUC ECALS students met or exceeded proficiency levels on the CAASPP ELA exam at 58.82%. This percentage was higher than LAUSD, county and state levels.
-

- **PUC ECALS'** students with disabilities, a subgroup of the school, met or exceeded proficiency levels on the ELA exam at 15.38%. This percentage was higher than LAUSD.

Areas of Growth for PUC ECALS 2019 CAASPP Scores

- **PUC ECALS'** students met or exceeded proficiency levels on the CAASPP ELA exam at 32.58%. This is a decrease from the previous year.

ENGLISH LEARNER PROGRESS:

PUC ECALS' English Learners have shown positive progress as highlighted by Chart 1.9 when compared to LAUSD and the State. The 2019 CA School Dashboard shows that **PUC ECALS'** EL student progress towards English language proficiency was over ten percentile points above the state and almost fifteen percentile points above LAUSD.

Students took the English Language Proficiency Assessments for California (ELPAC) for the time during the 2017-2018 school year. Based on the data provided in Chart 1.10 the majority of **PUC ECALS'** English Learners scored either Level 3 or Level 4 in both years tested. Unfortunately, data for 2019-2020 school year cannot be provided due to COVID-19 school closure.

The reclassification rate showed an upward trend for two years out of the three years reported as indicated in Chart 1.11. During 2018-2019 the school saw a five percentile point dip in the reclassification rate. A root cause analysis indicated the need for more intervention services for EL students at the school. The rate is impacted by the high percentage of English Language (EL) students who also have IEPs. This makes reclassification especially difficult for such students because of the struggle that students with IEPs have with taking exams such as the ELPAC. We are working to improve upon this rate.

To help improve the performance levels of EL students, **PUC ECALS** has implemented stand-alone designated ELD classes that are taught by an authorized and certified EL instructor. The classes meet four times per week, which is the same frequency as every other content class and the maximum amount of time allotted to any class at the school. Students who are classified as English Learners are placed into the designated ELD class and are taught based on their ELD level. Teachers have received training through professional development for Integrated ELD during summer site days and continued professional development at the school site and through our PUC Community of Practice and PUC-wide Professional Development. In addition, our staff has received training from Dr. Chee, professor of Language, Literacy and Learning from CSULA, for further professional development. During Designated ELD, students are actively engaged in collaborative discussions that help build their awareness about language acquisition and develop their skills and abilities to use language. There is a strong emphasis on oral language development, with the involvement of reading and writing tasks to develop their awareness of how English works in both spoken and written language.

School administrators have received continual training and support in the ELD framework and instructional practices so as to guide teachers in planning as well as assist them during coaching. We have also provided teachers with numerous trainings about the ELD framework and

instructional practices that they may use with EL students. In addition, we started to incorporate common practices across the board in the school, such as identifying specific EL standards and ELD learning objectives in classes, labeled seating charts, visual aids, and planning with a focus on our subgroups. We continually provide teachers, students, and parents about our EL learners, the ELPAC assessment, and how to reclassify. These meetings with students and communication with parents help all stakeholders stay informed about what it takes to grow as an EL learner.

The new stand-alone designated EL classes at the school are not the only measure that the school provides to support EL students. Integrated ELD instructional practices have been implemented at **PUC ECALS** in all classes and content areas throughout the entire school day. Teachers do this by planning with the EL standards and creating ELD learning objectives that incorporate common words and phrases across content areas so students can access content through common verbiage related to reading, writing, speaking, and listening. We also encourage all teachers to follow the following practices to implement ELD instruction, including the following: Strategically plan and integrate academic language study in their units and lesson plans; teach students to analyze, write and create complex texts; clarify new language using a variety of strategies such as visual, kinesthetic, verbal and metacognitive; foster heterogeneous and collaborative group work for students based on the English proficiency levels; and use formative assessment to inform instruction. Furthermore, teachers are asked to implement various instructional strategies such as multiple modalities, visual aids, chunking, small groups, and 1:1 check-ins in addition to many other approaches to support EL students and integrate language development into all content areas.

We also offer continual professional development to teachers at our school pertaining to our EL subgroup along with strategies that teachers can use to support their EL learners. Teachers meet regularly to discuss support services provided for EL students and how each individual EL student is progressing in their various classes. And teachers with ELs in their classroom will use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The purpose of this integration is to help EL students develop an understanding of language as a resource for making meaning and a tool to become powerful communicators capable of both understanding and transforming their community and world.

We have also allocated professional development time to analyze the progress of EL students and have designated data analysis professional development days so teachers and staff are aware of the achievement of this subgroup. Lastly, in thinking about how to increase parent involvement in their child's reclassification process, we have held English Language Advisory Committee (ELAC) meetings to discuss their input as to how to best meet the needs of EL students.

To help support our LTEL students, our goal is to increase the support given to them via the integrated EL classes. These classes will focus on giving students practice questions and mock exams in order to get them used to the testing format and be prepared with testing taking strategies. Also, many of our LTEL students have IEPs, which for many includes test anxiety and difficulty taking standardized tests. Through the IEP process we are able to reclassify many of them as they become eligible based on the Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12. This process, along with our increased support provided via the integrated EL classes, will help to improve our reclassification rates for LTEL students.

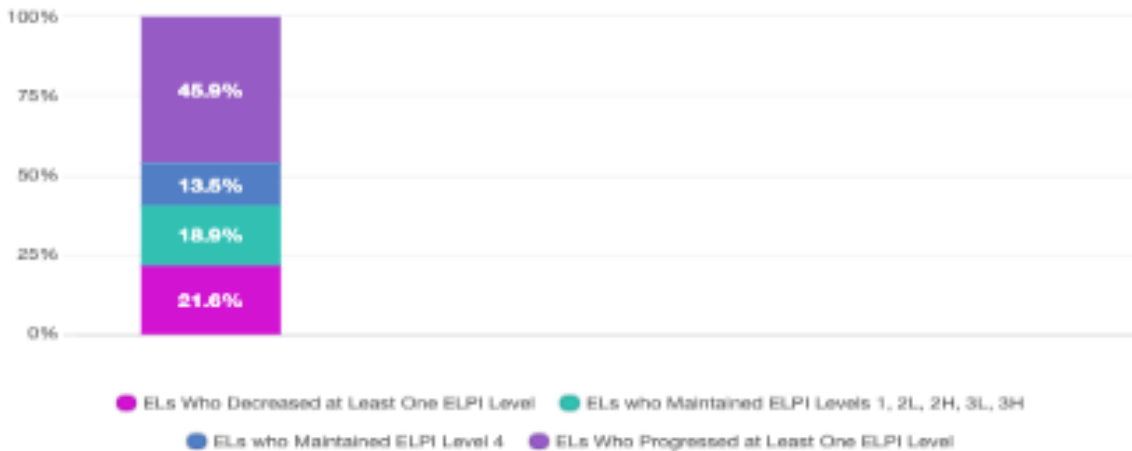
CA SCHOOL DASHBOARD 2019 RESULTS

Chart 1.9_EL Progress Indicator 2019

PUC ECALS	LAUSD	STATE
59.5%	45.0%	48.3%

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



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

ELPAC

Chart 1.10 PUC ECALS 2 YEAR ELPAC Overall Performance_

	Level 1	Level 2	Level 3	Level 4
2017-2018	11%	11%	42%	36%
2018-2019	16%	18%	29%	37%

Source: *Summative ELPAC Student Results Report-Student Score Data Extract (by tested LEAs)*

EL RECLASSIFICATION

Chart 1.11 RECLASSIFICATION RATE COMPARISON

RESIDENT SCHOOLS	16-17	17-18	18-19	19-20
PUC ECALS	10.3%	12.5%	7.5%	0.0%
Abraham Lincoln Senior High	14.9%	8.8%	13.3%	25.0%

Alliance Tennenbaum Family Technology High	9.8%	14.0%	14.0%	16.3%
Benjamin Franklin Senior High	17.8%	19.0%	16.7%	24.1%
Eagle Rock High	11.1%	13.3%	15.3%	33.7%
Sotomayor Arts and Sciences Magnet	6.5%	19.3%	6.4%	7.8%
Woodrow Wilson Senior High	11.7%	21.2%	23.4%	12.5%

SOURCE: LAUSD OFFICE OF DATA AND ACCOUNTABILITY

COLLEGE & CAREER READINESS:

PUC ECALS works diligently to ensure their students are college and career ready. Per the California Department of Education’s DataQuest dashboard, **PUC ECALS College-going rate** exceeds Los Angeles Unified, Los Angeles County and the State. In addition, **PUC ECALS** had a higher rate of enrollment in “in-state” college, with a 64% enrollment, which was higher than Los Angeles Unified, Los Angeles County and the State. See Chart 1.12 below.

Name	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
PUC ECALS	75	49	65.3%	64.0%	1.3%	34.7%
<u>Los Angeles Unified</u>	38,013	20,453	53.8%	50.5%	3.3%	46.2%
<u>Los Angeles County</u>	105,481	65,285	61.9%	56.6%	5.3%	38.1%
<u>State</u>	439,211	282,740	64.4%	57.8%	6.6%	35.6%

Source: California Department of Education’s DataQuest – College-Going Rate

COLLEGE ADMISSIONS EXAMS KEY HIGHLIGHTS

PUC ECALS juniors and seniors take the **SAT Exam + Writing** as well as the ACT Aspire exam in spring of their **11th grade and fall in their 12th grade year**. Exam scores provide data necessary to position students for success after high school and are a key component to support students’ college application processes.

PUC ECALS’s college admissions exam results are overall positive and some show a positive upward trend. As indicated in Chart 1.13, **PUC ECALS** has seen a two percentile increase on the ACT Aspire exam from 2016-17 to 2018-19 in the area of English, and a two percentile point increase for Science. The ACT results (See Chart 1.14) highlight this is overall positive trend, with scores moving from twelve percent for students who “met” the composite benchmark in 2016-

17 to nineteen percent of students who “met” the composite benchmark for 2019-20. That is a seven percentile point increase over the five year period.

The SAT results (See Chart 1.15) also show that the percent of students on-track to be college ready has increased over the five year period in both the areas, with “Evidenced-based Reading and Writing” having the most increase of fourteen percentile points over the same period and with fifty-three percent of students that “met” the composite benchmark. And when looking at “Change from Year to Year” (See Chart 1.16) we see school ended in the positive for both areas, with Math keeping a neutral or positive score over the five years.

A highlight is the Advance Placement Exam. Chart 1.17, shows that students taking the AP Exam had the following pass rates:

- 99% pass rate for AP Spanish Language and Culture (2016 to 2019)
 - 100% pass rate in 2016, 2017, and 2018
- 85% pass rate for AP Studio Art: Drawing Portfolio (2016 and 2018)
 - 100% (1 student) pass rate for AP Studio Art: Drawing Portfolio in 2018

Chart 1.13 PUC ECALS 2017 to 2019 ACT Aspire % Exceeding and Ready				
Subject	2016-17	2017-2018	2018-19	Change from 2017 to 2019 (2018 to 2019 for Science)
English	24%	25%	26%	2%
Mathematics	14%	12%	9%	-5%
Reading	15%	12%	11%	-4%
Science	N/A	4%	6%	2%

Source: ACT Aspire Student Performance Files

Chart 1.14 ACT 2016 to 2020 % of Students that Met the Composite Benchmark	
School Year	% of Met Students
2015-2016	12%
2016-2017	11%
2017-2018	20%
2018-2019	17%
2019-2020	19%

Source: ACT Performance File received from CollegeBoard

Chart 1. 15 PUC ECALS 2016 to 2019 SAT Benchmark Indicators-On Track					
	2015-16	2016-17	2017-18	2018-19	2019-20
Evidence-Based Reading And Writing Section	39%	53%	46%	41%	53%
Math Section	16%	24%	25%	25%	26%

Source: SAT Score Files received from College Board

Chart 1.16 PUC ECALS SAT Change from Year to Year in % On Track

	Change in % from 2016 to 2017	Change in % from 2017 to 2018	Change in % from 2018 to 2019	Change in % from 2019 to 2020
Evidence-Based Reading And Writing Section	14%	-7%	-5%	12%
Math Section	8%	1%	0%	1%

Source: SAT Score Files received from CollegeBoard

Chart 1.17 2015-2019 AP Passing Rates

AP Exam	2014-15		2015-16		2016-17		2017-18		2018-19	
	Passing	Not Passing	Passing	Not Passing	Passing	Not Passing	Passing	Not Passing	Passing	Not Passing
Biology			24%	76%	33%	67%				
Calculus AB		100%	47%	53%	40%	60%	13%	87%	17%	83%
Computer Science Principles							58%	42%	25%	75%
English Language and Composition	10%	90%	15%	85%	21%	79%	11%	89%	8%	92%
English Literature and Composition	8%	92%	12%	88%	25%	75%	17%	83%	5%	95%
Spanish Language and Culture			100%		100%		100%		95%	5%
Studio Art: Drawing Portfolio			83%	17%			100%			
United States Government and Politics							50%	50%	24%	76%
United States History			48%	52%	4%	96%	4%	96%	16%	84%

Source: AP Scores Files received from CollegeBoard

ANALYSIS OF OTHER DATA

STUDENT ENGAGEMENT:

ATTENDANCE:

As indicated by Chart 1.18 **PUC ECALS** has maintained an overall attendance rate of 93% or above for the last three years. Our goal is to reach a 96% percent attendance rate. Although some of the subgroups saw a slight decline from the previous school year, we maintained an attendance rate above 92%. After doing a root cause analysis to see why attendance declined from one year to the next, and researching key reasons for student absences, the school found the

following key reasons that students were likely to have chronic absenteeism: 1. Bad grades, 2. Bullying, 3. Illness, 4. Caring for another family member (family issues), 5. Mental or emotional health issues, and 6. Difficulties with housing or food (economic issues). *Source: <https://www.naesp.org/communicator-september-2016/six-causes-and-solutions-chronic-absenteeism>*

The school designed an attendance improvement plan that will address these causes and that includes the following best practices taken from CASEL’s, “Renew, Reunite, and Thrive, SEL-Roadmap for Reopening of School.” They are: 1. Build and foster new relationships that elevate student and family voice. 2. Use two-way communication strategies that are intentional and done to encourage higher parent participation and engagement, 3. Ensure access to mental health and trauma support, 4. Build adult-student and peer relationships, 5. Implement a comprehensive system of supports, 6. Elevate student voice in reflecting and acting on data, and 6. Collaborate with families and partners to ensure student and family needs are being addressed to mitigate the negative effects of home-life issues and their impact on a student’s ability to have consistent and regular school attendance.

Chart 1.18 PUC ECALS 2017-18 to 2019-20 ATTENDANCE RATE BY SUB-GROUP			
PUC ECALS	2017-18	2018-19	2019-20*
EL	95.0%	94.0%	90.9%
HISPANIC	94.0%	93.0%	93.5%
SCHOOL-WIDE	94.0%	94.0%	93.5%
SOCIO-ECONOMIC	95.0%	94.0%	93.5%
SPED	93.0%	92.0%	90.1%

Source: Data from LCAPs submitted. Attendance data gathered from internal Student Information System (PowerSchool).
**2019-20 attendance data impacted by COVID*

DROPOUT RATE for PUC ECALS:

PUC ECALS has met their goal with regards to dropout rate for the two years reported. Chart 1.19 shows that the high school’s dropout rate for 2015-16 and 2016-17 is much lower than that of LAUSD during the same two-year period. The data also shows that the high school’s dropout rate declined between 2015-16 and 2016-17. The high school continues to work on preventing student dropouts by providing a wide-range of supports as outlined in the LCAP plan.

Chart 1.19 PUC ECALS HS DROPOUT 2-YR COMPARISON RATE		
	2015-16	2016-17
PUC ECALS	0.90%	0.00%
LAUSD	3.4	2.8

Source: CDE-DATAQUEST-Dropout Reporting <https://dq.cde.ca.gov/dataquest/DropoutReporting/DrpGradeEth.aspx?>

GRADUATION RATE:

Analysis of the 4-yr Cohort Rate (Chart 1.20) shows that **PUC ECALS** met hits goal of 90 percent or higher for the 2016-17 school year, and for 2017-18 and 2018-19, the school almost met their goal with an 89.5 percent for each year. In addition, when compared to LAUSD’s 4-yr cohort data, the high school outperformed the District for each of three years. The high school performed better than resident schools when looking at the resident school median percentage for each year. Chart 1.21 also shows that **PUC ECALS**’s graduates with “UC/CSU requirements” outperformed LAUSD’s graduates for each of the three years. Data for 2018-19 is not yet available.

Chart 1.20 PUC ECALS 4-YR COHORT RATE 3-YR COMPARISON				
COHORT ADJUSTED GRADUATION RATE	PUC ECALS HS	RESIDENT SCHOOL MEDIAN	SIMILAR SCHOOL MEDIAN	LAUSD
2016-17	98.00%	85.80%	86.00%	76.10%
2017-18	89.50%	84.50%	87.00%	76.60%
2018-19	89.50%	84.50%	87.00%	76.60%

Source: Office of Data and Accountability 4-Yr Adjusted Cohort Graduation Rate Report

Chart 1.21 PUC ECALS GRADUATES W/ UC/CSU REQUIREMENTS 4-YR COMPARISON		
GRADS W/ UC/CSU REQUIREMENTS	PUC ECALS	LAUSD
2014-15	100%	51.70%
2015-16	94.30%	54.90%
2016-17	72.50%	59.60%

Source: DataQuest Grads & Grads meeting UC/CSU Entrance Requirements by Gender & Ethnicity Report
<https://dq.cde.ca.gov/dataquest/SchGrad.asp?cSelect=PUC%5ETriumph%5ECharter--Los%5EAngeles%5EUni--1964733-0133272&cChoice=SchGrad&cYear=2016-17&cLevel=School&cTopic=Graduates&myTimeFrame=S&submit1=Submit>

SCHOOL CLIMATE:

SUSPENSION AND EXPULSION RATE:

Chart 1.22 below shows that for all three years the school met its Expulsion Rate goal of less than one percent. However, the school has struggled with meeting its Suspension Rate goal and the chart shows an increase in that area. For the 2019-20 school year, the school worked on improving its suspension rate and the numbers dropped significantly to 1.6%. Our strategy at **PUC ECALS** is to help create a culture in which positive behavior is an integral part. Our vision is to foster and sustain a positive community of leaders, scholars, and citizens who continually strive to uphold the 3 PUC commitments, which include producing five times more college graduates within the communities we serve, students who are proficient in reading and math, and students who commit to uplift our communities now and forever. We believe this should be done in a systematic, proactive manner by tapping into the capacity of all stakeholders with high engagement, clear criteria for success, and appropriate, effective supports. A Culture Success Plan has been created to support this vision in which three areas of focus have been identified: increasing stakeholder involvement, promoting the **PUC ECALS**’ 6 habits of mind and heart, and implementing restorative practices. All three are essential in teaching and promoting positive behavior.

PUC ECALS upholds a culture of high expectations for student and staff behavior while providing necessary supports so all stakeholders are treated with respect and provided opportunities to succeed and grow. Some students require further support to maintain positive behavior. These supports are centered on restorative practices in which there is a shift from “being punished” to “making things right”. Students referred out of class for negative behavior are expected to reflect and take part in a conference with those affected. Mediations and discipline hearings also take place within this restorative framework. More intensive supports are also provided, which are outlined in the **PUC ECALS** RTI Grid. Two of the many targeted supports include Family Support Team (FST) meetings and creating individualized behavioral growth plans. Teachers are also provided with unique “recipe cards” for each student with disabilities and for English Learners, which outline individualized strategies for promoting positive behavior.

There are times when our proactive supports are not enough and students make choices that result in disciplinary action. For more minor behaviors that are disruptive to the class, students may be sent to the office where a reflection form is filled out by the student and a restorative conversation between the student and the teacher occurs before the student returns to the class. In some circumstances, administration will support in facilitating the conversation.

For more severe behaviors (Category II and III), students and families take part in a Disciplinary Review Hearing (DRH), which is facilitated by the PUC Behavior Management Team. This hearing follows a restorative framework in which next steps are determined based on the student’s willingness to take accountability for their actions, their understanding of the impact of those actions, and their eagerness to repair any harm that was caused. In this hearing, the evidence is examined, the seriousness of the offense is considered, as is the student’s prior behavior. The vast majority of DRHs result in the student returning to class with a Behavior Growth Plan (BGP). The BGP includes agreements divided into three sections: for the school to do, for the family to do, and for the student to do. The plan also includes some form of restoration aligned with the offense committed. For example, a student who was in possession of marijuana may be asked to research and write a paper on the Drug Policy of an organization/company he or she may desire to be a part of in the future.

For repeated or more severe offenses, **PUC ECALS** will recommend expulsion or an opportunity transfer hearing (or Change of Placement IEP if applicable). This is only done when it is determined that the student is a continuing threat to the school community, if prior interventions have been exhausted, and if those interventions were ineffective. We always strive to find alternatives to suspension and continue to explore other options. This past year, however, we are very aware of our high suspension rate, especially among our population of students with disabilities.

We believe the increase in our suspension rate can be directly attributed to our approach to students who have been involved with illegal substances on campus. We attempted to address the rising incidence of substances on campus using suspensions. The thought process was that if a student was suspended for possession or being under the influence on school grounds, as well as guided through the disciplinary process based on restorative practices, there would be a positive cultural impact with fewer substance violations. We did not see any beneficial impact from this decision. In fact, we saw no reduction in the frequency of the incidents, but rather only saw a drastic increase in our suspension rate.

We realized that this course of action was not the correct one and have made adjustments to our approach in working with students who have issues with substances on campus. Primarily, we no longer suspend for such offences. Rather, we continue our process with our disciplinary

review hearings and focus on restoration. We have modified our supervision plan and assignments to better monitor students throughout the day, and we have partnered with an outside organization to support students by providing a substance abuse group during our intervention block for these students (this program will begin on 1/16/2020). We believe these changes have been effective and our suspension rate at the end of the year will reflect this. Our current suspension rate for the 2019-20 school year is 1.6% for all students, and 0% for SWD and English Learners.

Chart 1.22 2018-19 PUC ECALS SUSPENSION & EXPULSION RATES					
PUC ECALS	2016-17	2017-18	2018-19	2019-20*	LAUSD 18-19
SUSPENSION	1.2%	2.1%	4.9%	1.6%	0.7%
EXPULSION	0.00%	0.52%	0.27%	0.00%	0.02%

Source: DataQuest Suspension & Expulsion Rate
**2019-20 data are from CALPADS*

STAKEHOLDER SURVEYS:

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

The 7Cs framework groups components into three conceptual categories: personal support (care and confer), curricular support (captivate, clarify, and consolidate); and academic press (challenge and classroom management).

STUDENT SURVEY:

Analysis of the Student Survey data, as highlighted in Chart 1.23, show that both the school has scored an average score of 4.07 out of a possible 5 for both 2018-19 and 2019-20, thus meeting the yearly goal of a score of equal to or greater than 3. Students mostly scored their teachers in the seventy percent range in all areas. Survey data for the 2018-2019 shows “Safety” as one of the highest areas with seventy-nine percent responding “Totally” or “Mostly True” indicating that students felt they were safe from bullied and that their school provided a safe and nurturing environment. The item “I feel physically safe in this classroom” scored high with eighty-two percent responding either “Agree” or “Strongly Agree.” The item “I feel that my teacher will address situations of harassment, teasing or bullying if I let the teacher know” had eighty percent responding with either “Agree” or “Strongly Agree.”

Chart 1.23 PUC ECALS 2-Yr STUDENT SURVEY RESPONSES

PUC ECALS	2017-18	2018-19	2019-20
Captivate	65%	65%	80%
Care	73%	71%	82%
Challenge	77%	77%	88%
Clarify	71%	70%	79%
Confer	76%	75%	89%
Consolidate	74%	72%	84%
Control	70%	70%	81%
Safety*	82%	79%	90%
RETURN RATE	71%	74%	33%**
OVERALL	75%	74%	85%
AVG SCORE	4.07/5	4.07/5	4.42/5

Source: PUC Internal Student Survey Results

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

FAMILY SURVEY:

The Family Survey is administered annually to our parents/guardians as a necessary part of our continuous improvement process and is broken into six different categories: Facilitation, Family Event, Family Expectations, Respect, Safety, and School Climate.

As Chart 1.24 demonstrates, a majority of our parents/guardians are happy with the school as evident with an average score of 4.56 out of 5. When comparing responses from both years, all areas saw an increase in the percent of those responding with “Agree” or “Strongly Agree.” The 2019-20 survey shows 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 ninety-seven percent of families responding either “Agree or Strongly Agree” when it comes to “Family Expectations.” Finally, Facilitation had the second highest favorable rate of ninety-one percent. Within this category, parents said “they feel welcomed in the school” which received a ninety-four percent favorable rate.

Chart 1.24 PUC ECALS 3-YR FAMILY SURVEY RESPONSES

PUC eCALs	2017-18	2018-19	2019-20
FACILITATION	83%	91%	99%
FAMILY EVENT*	73%	84%	94%
FAMILY EXPECTATIONS	91%	94%	97%
RESPECT	84%	88%	97%
SAFETY	77%	83%	94%
SCHOOL CLIMATE	80%	85%	94%
OVERALL	81%	87%	95%
RETURN RATE	50%	62%	28%**
AVG SCORE	4.20/5	4.29/5	4.56/5

Source: PUC Internal Family Survey Results

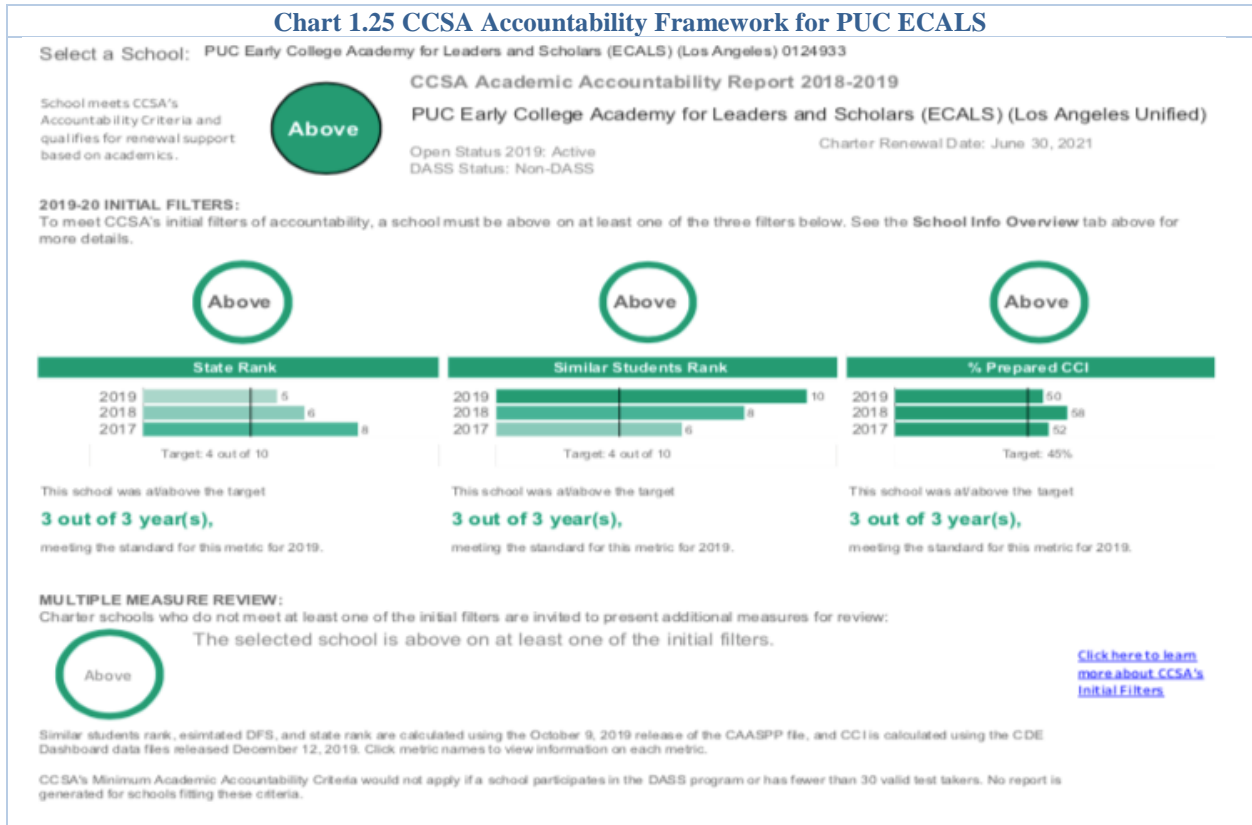
***2019-2020 saw lower return rates due to challenges related to COVID-19*

CCSA Academic Accountability Report

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

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

Chart 1.25 CCSA Accountability Framework for PUC ECALS



CHALLENGES:

English Language Learners in the Context of PUC Schools

There are 14 PUC schools in total, each of which is part of one of the 3 Partnerships to Uplift Communities corporations: Partnerships to Uplift Communities Valley; Partnerships to Uplift Communities Lakeview Terrace; and Partnerships to Uplift Communities Los Angeles. **PUC ECALS** is part of the Partnerships to Uplift Communities Los Angeles corporation. Combined, the PUC schools serve a population of approximately 4,900 students in the Northeast San Fernando Valley and Northeast Los Angeles. Approximately 13% of the combined PUC schools' population are English Language Learners (EL's). Our elementary schools have the largest percentage of EL's, mostly due to kindergarten and first grade enrollment.

As apparent in the data, our students classified as English Learners are one of our most vulnerable populations. This is specifically true for **PUC ECALS**. We see the need to focus intensively on increasing the language and literacy skills of our EL students. As with supports for any sub-group, we believe that the effective teaching practices for ELs will also positively impact

the general population. Additionally, we recognize language learning and English Development as a life-long process. Thus, intentional language support and instruction will benefit all students of PUC regardless of their language classification.

To help improve the performance levels of EL students, **PUC ECALS** has implemented stand-alone designated ELD classes that are taught by an authorized and certified EL instructor. The classes meet four times per week, which is the same frequency as every other content class and the maximum amount of time allotted to any class at the school. Students who are classified as English Learners are placed into the designated ELD class and are taught based on their ELD level. Teachers have received training through professional development for Integrated ELD during summer site days and continued professional development at the school site and through our PUC Community of Practice and PUC-wide Professional Development. In addition, our staff has received training from Dr. Chee, professor of Language, Literacy and Learning from CSULA, for further professional development. During Designated ELD, students are actively engaged in collaborative discussions that help build their awareness about language acquisition and develop their skills and abilities to use language. There is a strong emphasis on oral language development, with the involvement of reading and writing tasks to develop their awareness of how English works in both spoken and written language.

School administrators have received continual training and support in the ELD framework and instructional practices so as to guide teachers in planning as well as assist them during coaching. We have also provided teachers with numerous trainings about the ELD framework and instructional practices that they may use with EL students. In addition, we started to incorporate common practices across the board in the school, such as identifying specific EL standards and ELD learning objectives in classes, labeled seating charts, visual aids, and planning with a focus on our subgroups. We continually provide teachers, students, and parents about our EL learners, the ELPAC assessment, and how to reclassify. These meetings with students and communication with parents help all stakeholders stay informed about what it takes to grow as an EL learner.

The new stand-alone designated EL classes at the school are not the only measure that the school provides to support EL students. integrated ELD instructional practices have been implemented at **PUC ECALS** in all classes and content areas throughout the entire school day. Teachers do this by planning with the EL standards and creating ELD learning objectives that incorporate common words and phrases across content areas so students can access content through common verbiage related to reading, writing, speaking, and listening. We also encourage all teachers to follow the following practices to implement ELD instruction, including the following: Strategically plan and integrate academic language study in their units and lesson plans; teach students to analyze, write and create complex texts; clarify new language using a variety of strategies such as visual, kinesthetic, verbal and metacognitive; foster heterogeneous and collaborative group work for students based on the English proficiency levels; and use formative assessment to inform instruction. Furthermore, teachers are asked to implement various instructional strategies such as multiple modalities, visual aids, chunking, small groups, and 1:1 check-ins in addition to many other approaches to support EL students and integrate language development into all content areas.

To help support our LTEL students, our goal is to increase the support given to them via the integrated EL classes. These classes will focus on giving students practice questions and mock exams in order to get them used to the testing format and be prepared with testing taking strategies. Also, many of our LTEL students have IEPs, which for many includes test anxiety and difficulty taking standardized tests. Through the IEP process we are able to reclassify many of them as they

become eligible based on the Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12. This process, along with our increased support provided via the integrated EL classes, will help to improve our reclassification rates for LTEL students.

CHANGES:

Recent Progress at PUC

Deputy Superintendent of Academics

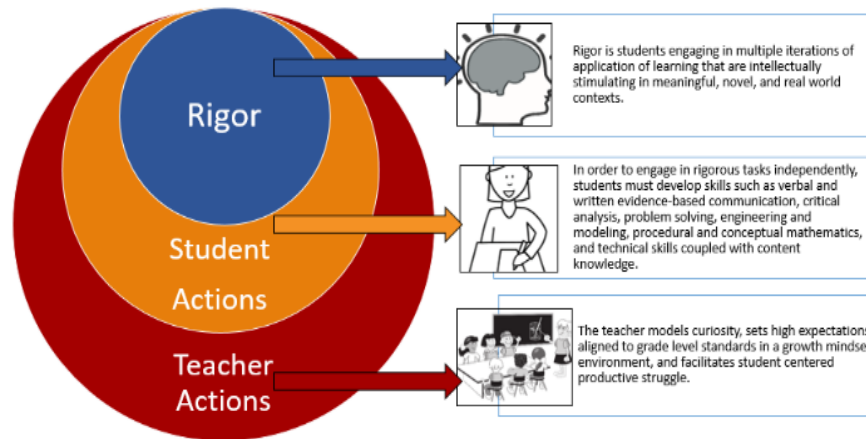
In the 2019-20 school year, PUC hired a Deputy Superintendent of Academics in support of our expected academic achievement across the organization. We are focused on the academic success of all students, K-12, in all academic settings and with each significant subgroup. The role of the Deputy Superintendent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

ELD Coordinator

In the 2020-2021 school year, PUC will hire an English Language Development Coordinator. We look forward to having someone in this role to further support of our students, teachers, compliance, and site leaders in support of achievement. The ELD Coordinator will directly report to the Deputy Superintendent of Academics and work as a member of the PUC Academic Team in support of the academic achievement of all students, particularly our English language learners, throughout the organization. The ELD Coordinator will facilitate professional development both at school sites & site leader developments, analyze data to inform practice, research best practices, support with implementation of practices related to EL curriculum & instruction, support all EL compliance efforts, & attended parent nights at school sites to help parents understand classification, ELPAC results, reclassification, & organization-wide and on-site EL supports for students. We are excited about this role at PUC in order to ensure we have an EL academic leader that is working to analyze data, streamline curriculum and instruction, enlist research and best practices, & support the development and coaching of those in support of our EL's throughout the organization.

PUC Professional Development

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

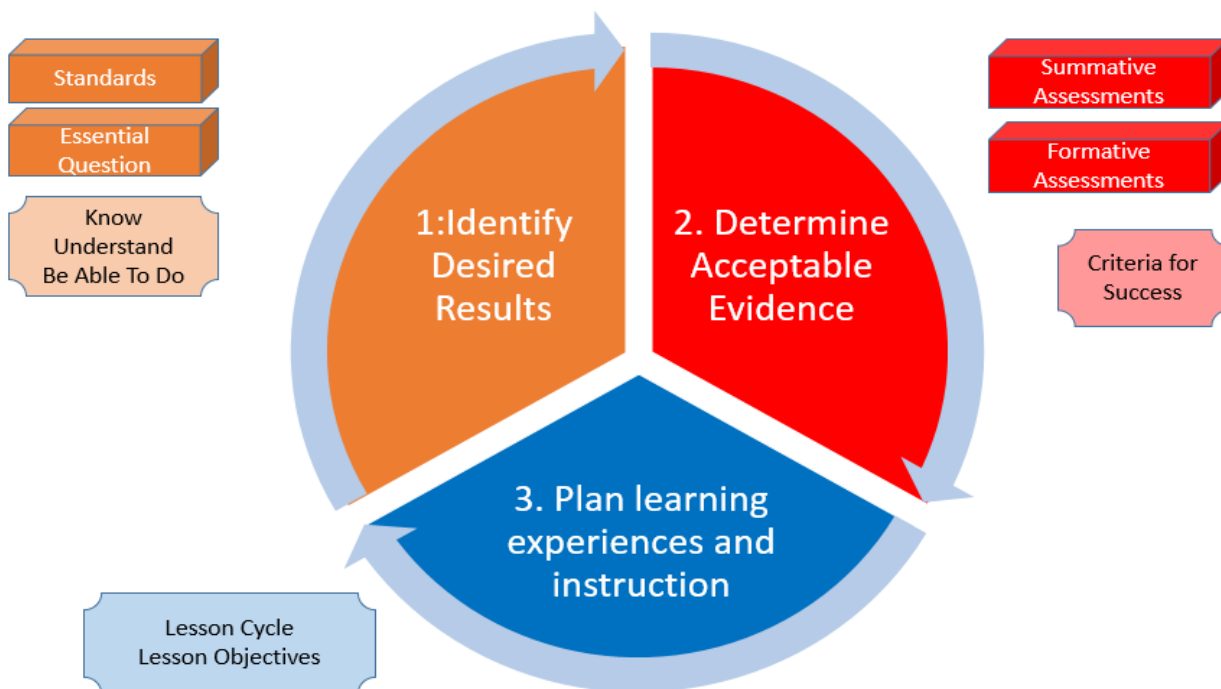


Sequence, developed each school year based on our academic data, to support the ongoing development of all tiers in our organization (i.e. Coordinators, Directors, Principals, Assistant Principals, Deans, Counselors, Teachers, & Teacher Assistants). This is a comprehensive PUC Schools PD Scope & Sequence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

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

The following image reflects our understanding and beliefs about planning. We know that in order to achieve rigorous lessons and an intellectually stimulating learning environment, this means teachers must be intentional with their planning. First, it is important to identify the desired results of a unit or lesson- what will the students know, understand and be able to do? It is pivotal to

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



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

model at our schools where one school administrator is the lead of academics while the other is the lead of culture. The lead of academics works closely with the Deputy Superintendent of Academics and colleagues throughout the organization to create School Success Plans, Site Based Academic Coaching that is responsive to the needs of all students and each significant subgroup at each school site per school year. Each school site has academic goals for all students, particularly subgroups in support of academic learning and achievement for all.

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

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

Key Features of the Educational Program

The key features of PUC ECALS of providing a dual-enrollment/college bound environment, along with successful support for traditionally marginalized groups of students has been achieved. At eCALS, 92% of students are socioeconomically disadvantaged and receive free/reduced lunch; this is much higher than the rate at LAUSD, which is 81%, and the state, which is 60%. And 93% of eCALS students are Latinx, which is indicative of our support for traditionally disenfranchised groups.

In terms of successfulness of our key features, in 2018-2019, 50% of PUC eCALS students were deemed college and career ready, while 44.1% of California students were prepared. And our graduation rate in 2020 was 92%. Also, 100% of our graduates in 2020 were California Dream Act applicants. Furthermore, we have had two consecutive Posse Foundation scholarship winners in our last two graduating classes. The scholarship is a highly competitive and prestigious honor bestowed upon a small but diverse group of leaders from across the country who transform communities, the country and the world. It is a full scholarship to a selection of great colleges and universities. Lastly, as of submission of this charter petition, the 6-year grad rate of the eCALS class of 2013 is 27%. This outperforms similar resident schools’ class of 2012 6-year grad rate. Benjamin Franklin School High has a college graduation rate of 24%, Sonia Sotomayor Learning Academies History & Dramatic Arts has a college graduation rate of 15.9%, and Woodrow Wilson Senior High School’s college graduation rate is 22.4%.

1.2 STUDENT POPULATION TO BE SERVED

Key Demographic Data

PUC ECALS, as of May 29, 2020, serves 287 students in grades 9th through 12th.

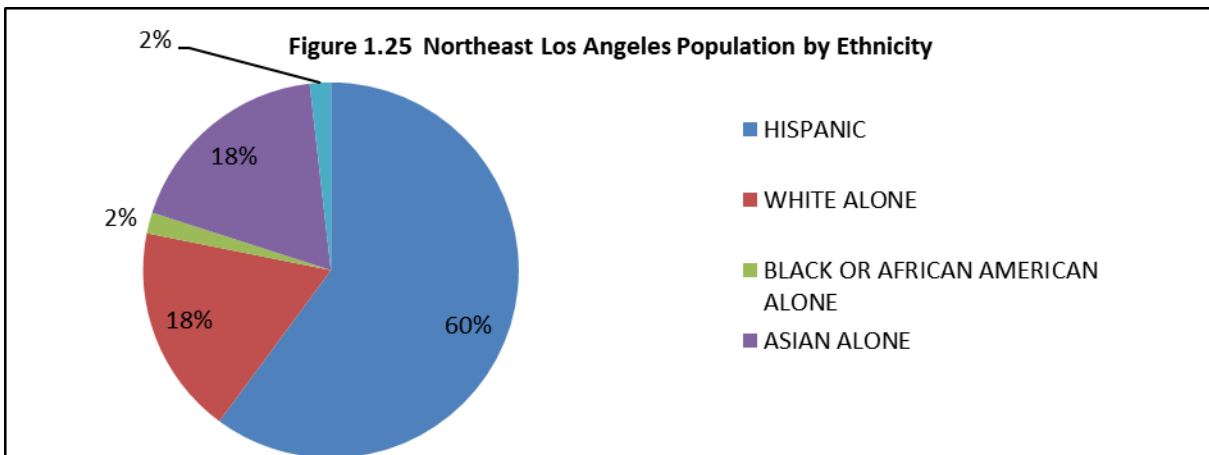
PUC ECALS recruits the majority of its students from the following Northeast LA areas and zip codes; (Glassell Park: 90065, Cypress Park: 90065, and Highland Park: 90041). See the map below to help visualize the neighborhoods of Northeast LA.



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

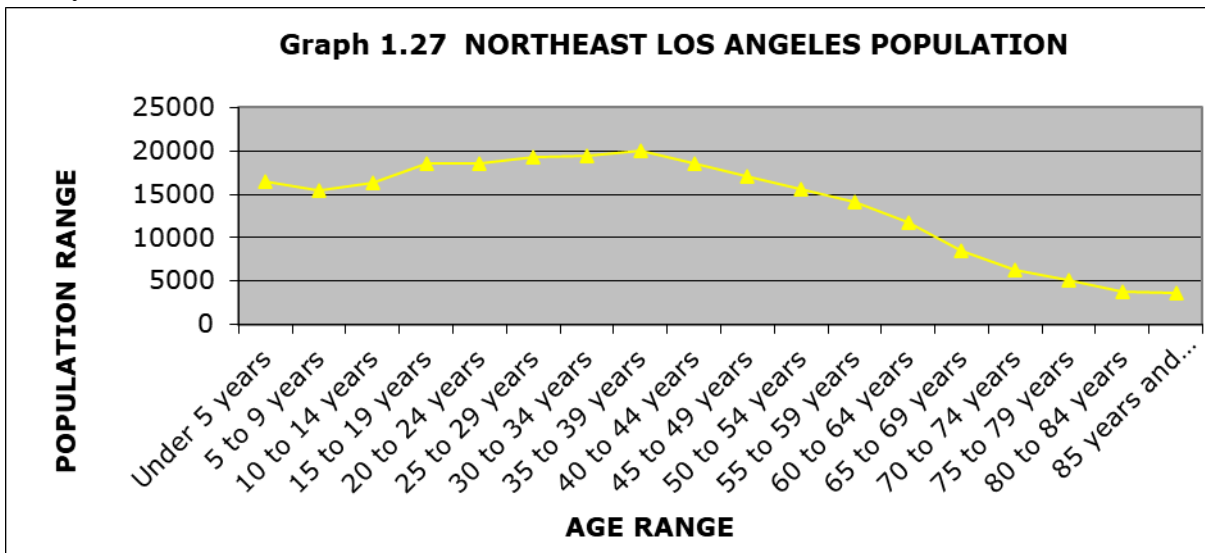
The school serves a student population that partly mirrors the diversity of the community, though with a significantly higher proportion of Latino students. The population in the Northeast Northeast Los Angeles area is: 60% Hispanic, 18% White, 2% Black, 18% Asian, and 2% other. See Chart 1.26 below.

Chart 1.26 Northeast Los Angeles Demographic Profile



Source: 2010 US Census Demographic Profile Data

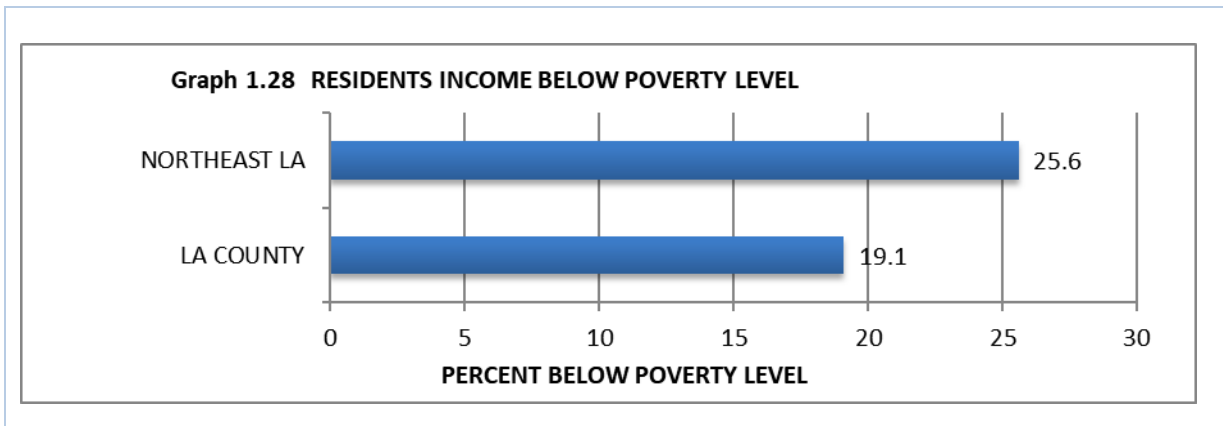
An important statistic for **PUC ECALS** is the overall population (Graph 1.27) in the area peaks is very high in late middle school / early high school. These young people need educational opportunities that will support their needs and allow them to become educated people of the 21st Century.



Source: 2010 US Census Demographic Profile Data

Socio Economic Data

Almost 26% of the population in Northeast LA live below the poverty level (Graph 1.28), slightly higher than the percentage overall in LA County.

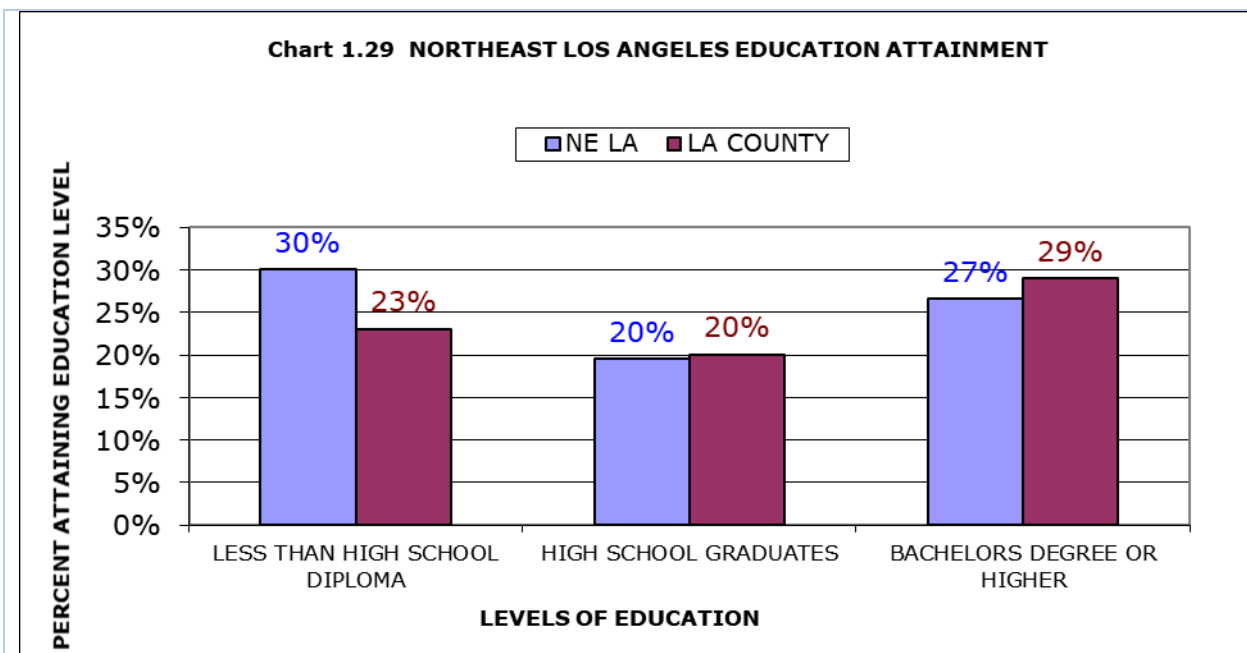


Data Source: <http://www.census.gov/>

Education Enrollment and Attainment

Finally, as depicted in the Chart 1.29 the educational attainment comparison between Northeast LA and LA County shows almost a third of the population in Northeast LA has failed to earn a high school diploma and another fifth have only attained a high school or equivalent diploma.

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



Source: 2010 US Census Demographic Profile Data

Current Enrollment Figures as of May 29, 2020

Grade	# of Students
9 th	57
10 th	76
11 th	63
12 th	91
Grand Total	287

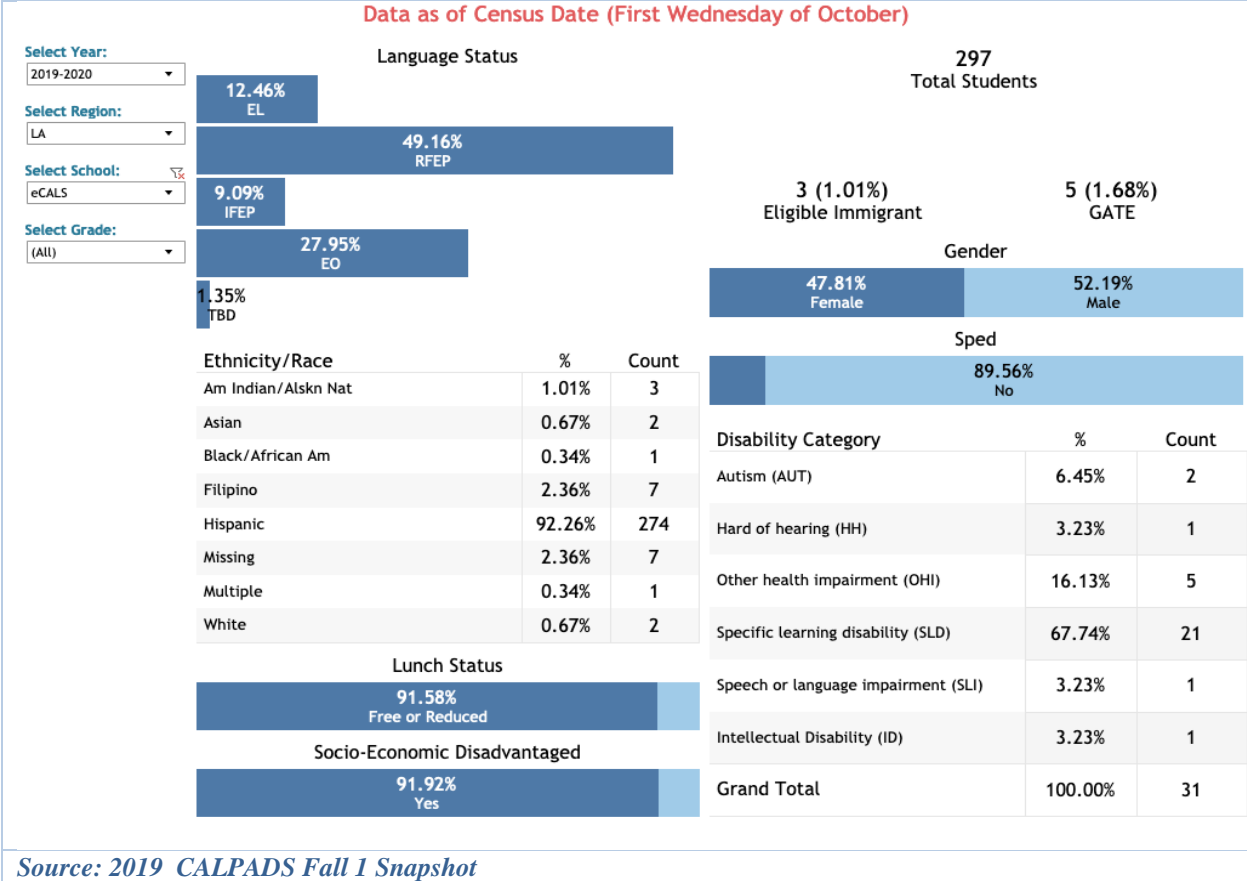
Demographics for PUC ECALS

The charts below (Chart 1.30) highlight key data points and underscore the need for **PUC ECALS**:

- The majority (61.66%) are or were at one time English Language learners.
- The majority (91.58%) qualify for Free or Reduced lunch status.
- 10.44% receive special education services.
- The majority (92.26%) are Hispanic.

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

Chart 1.30 Student Demographics__



1.3 FIVE YEAR ENROLLMENT PLAN

PUC ECALS	2021-22	2022-23	2023-24	2024-25	2025-26
Grade 9	75	85	95	100	10
Grade 10	75	85	95	100	100
Grade 11	75	85	95	100	100
Grade 12	75	85	95	100	100
Total Students	300	340	380	400	400

1.4 SURROUNDING SCHOOLS DEMOGRAPHIC

Surrounding Schools Demographic Data:

The schools listed below in **Chart 1.31** are considered “resident” schools of **PUC ECALS**. As the data indicates the student demographics of **PUC ECALS** are very similar to the surrounding schools.

Chart 1.31 Resident Schools Demographic Data (2018 Fall 1)

Address: 2050 N. San Fernando Rd. Los Angeles, CA 90065

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Native Hawaiian or Pacific Islander	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
XR	6	8426	PUC Triumph Charter Academy and PUC Triumph Charter High	807	68.3%	6.2%	0.1%	0.4%	0.2%	9.2%	0.2%	0.2%	0.0%	97.5%	0.1%	77.9%	15.9%	0.1%	0.4%
Resident Schools																			
E	2	8729	Abraham Lincoln Senior High	1,066	94.0%	19.5%	0.0%	23.4%	2.2%	16.5%	0.4%	0.0%	2.9%	72.5%	0.0%	94.7%	17.2%	0.0%	1.5%
XR	5	7760	Alliance Tennenbaum Family Technology High	297	88.2%	12.5%	1.0%	1.7%	1.7%	14.5%	0.7%	0.0%	2.0%	93.3%	0.3%	91.6%	13.1%	0.0%	1.0%
C	5	8643	Benjamin Franklin Senior High	1,422	90.2%	22.6%	0.6%	1.8%	0.8%	9.4%	2.9%	0.4%	3.0%	90.8%	0.2%	91.4%	13.0%	0.0%	2.8%
C	5	8614	Eagle Rock High	2,291	57.0%	35.0%	0.7%	7.9%	2.1%	4.5%	18.8%	0.4%	1.2%	56.8%	0.3%	58.7%	12.0%	0.0%	13.3%
C	5	8577	Sotomayor Arts and Sciences Magnet	492	94.7%	12.2%	0.8%	2.4%	1.2%	15.7%	3.0%	0.2%	2.0%	91.1%	0.0%	95.9%	16.1%	0.0%	1.4%
E	2	8618	Woodrow Wilson Senior High	1,424	90.8%	16.2%	0.4%	2.8%	2.3%	7.9%	0.4%	0.5%	2.2%	92.6%	0.1%	91.6%	15.2%	0.0%	1.5%
Resident Schools Median				1,244	90.5%	17.9%	0.6%	2.6%	1.9%	11.9%	1.8%	0.3%	2.1%	90.9%	0.1%	91.6%	14.1%	0.0%	1.5%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.3%	80.8%	13.0%	0.2%	10.7%

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

1.5 VISION & MISSION

The mission of **PUC ECALS** is to offer every enrolled student a dynamic learning environment within a small community committed to educational excellence and personal integrity. **PUC ECALS** 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 ECALS** 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 ECALS** is guided by PUC’s 3 Commitments:

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

1.6 EDUCATED PERSON OF THE 21ST CENTURY

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

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

PUC ECALS defines a 21st century person as having the following foundational 21st century skills for college and career readiness:

Academic Skills and Knowledge

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

Non-Academic Skills

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

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

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

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

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

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

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

1.7 HOW LEARNING BEST OCCURS

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

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

“*Taking Center Stage* builds on and extends *Caught in the Middle* by showing how to combine a rich student-centered middle grades philosophy with the rigors of a standards-based education”. In addition, Moran clearly articulates the importance of meeting each child as an individual when

he says “Learning best occurs when students are treated as individuals, with lessons tailored to their differences and taught in several ways. We believe that all children can learn, and that one child’s potential is not simply higher or lower than another’s, but rather expressed on different dimensions in different ways (Moran, 2009). The school believes that learning is best achieved in an environment that:

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

Current educational research demonstrates that the traditional high school experience and structure has led many at risk students and in particular those of color to drop out, never achieve a high school diploma nor continue into a college or university. We believe that many students drop out of high school because the structure does not allow for the acceleration of curriculum or support a smooth transition into post-secondary institutions. **PUC ECALS** will be structured around the premise that all students have the interest, ability and desire to move through the formal school process much more quickly, and can, in fact, earn at least the equivalent of the first year of college credit at the same time a high school diploma is awarded. A partnership between **PUC ECALS** and the Los Angeles Community College District will facilitate the coordination of programs and promote the transfer of students to already established programs in higher education. Our college partnerships borrow from the experience and successes of New York City students in Early College Programs at Bard College, Simon Rock College, and La Guardia Community College as well as lessons learned from the Middle College Consortium which has been in existence for over 30 years. We believe that high academic standards serve as vehicles of equity. We are committed to ensuring that each of our students will achieve high levels of performance as articulated in the State content standards. Therefore, the academic program will not dumb down our expectations of all students. We instead commit to encourage and support students as they partake in rigorous and

challenging academic coursework. **PUC ECALS** will be one of a handful of high schools within the Los Angeles Unified School District to build its entire program around the vision that all students, not just the gifted or highly motivated, will meet the state requirements for a high school diploma while at the same time earning college level coursework credit. PUC's high school model grew out of the Bill and Melinda Gates Foundation's Early College High School Initiative through a partnership with the National Council of La Raza. Through research the school designers identified five theoretical tenets that form the basis of the educational and organizational framework of **PUC ECALS**. The key to ensuring these theoretical tenets are deeply integrated into the school is through professional learning. Therefore, a major component of our development is the implementation of a whole school (teachers, administrators, staff, parents and community members) professional learning model, as advocated by educational researchers Peter Senge, Michael Fullan, Linda Darling-Hammond and Richard DuFour. The theories that inform this learning community include:

1. Individualization. Students proceed through their schooling at different rates, they have different learning styles and bring different needs and issues to the classroom. Traditional high schools do not deal effectively with these problems simply because the size of the school and the number of students in a classroom is too great to allow for individual attention. We will combat these problems in several important ways. First, the school will be limited to no more than 500 students. As a result, faculty and staff and other adults will get to know students on a more personal level. Second, class size will be limited to 25-27 students per faculty member. Third, each student will work under an Individual Learning Pathway that is developed by the student, his/her family and a faculty advisor and is modified and refined at various points throughout the student's high school experience. Fourth, students will be assigned to groups that meet regularly to discuss educational plans, curriculum issues and problems that occur as part of a growing, developing institution.
2. Small School. There is a body of research regarding the value of small schools. Smaller size is no panacea for all secondary school problems, but there are some very important benefits. For example, smaller high schools have a greater chance of creating a learning climate based on the values of respect and responsibility among students, teachers and the groups that support them. Such value tends to persist within and across these groups. Current research indicates that small schools are safer. As noted in a recent publication of the Gates Foundation, students in small schools, "... are far less likely to experience physical danger, loss of property and the demoralizing effects of vandalism. There is also evidence that when students establish relationships with teachers and have adult mentors and advocates, they are engaged in more school activities, stay in school longer, and improve their attendance and passing rates. Small schools are also good for teachers. Teachers have greater opportunities for collaborating with others, addressing the challenges of their work, developing solutions and implementing them. Teachers get to know each other and profit from the experience of their colleagues. This fosters better practice and greater satisfaction with the overall working climate.
3. Connection with the World of Work. **PUC ECALS** will make significant connections between the subjects of formal schooling and real-world applications. These connections are made in several important ways. First, the curriculum includes significant work on projects and real-life work applications. The emphasis at **PUC ECALS** will continue to be on active inquiry, rather than on passive learning. Students use a variety of tools, methods and technologies to produce projects and work products. The aim is not to simply complete

a chapter of a book but to conceive of a project and work to its completion. The projects are geared to the educational level of each student and make the connection between baseline disciplines and real work applications. Second, guest lecturers and practicing professionals who demonstrate their work in a variety of seminars and demonstration labs enhance the curricular offerings. Students are exposed to the real work of scientists, engineers, artists and business professionals who work and reside in the downtown area and have a chance to see how ideas and knowledge are applied to real world settings.

4. Performance Based Assessment. Student progress is not exclusively the result of completing class time and fulfilling a certain number of subject matter units. Students are accountable for the same learning standards applied to all secondary students as mandated by the state but also judged on the basis of producing products, solving problems and making written and oral presentations. These work products and projects are aligned to the state content standards and assume mastery of baseline disciplines that make understanding problems and developing solutions possible. Every graduate of **PUC ECALS** will compile a performance portfolio that summarizes and presents samples of achievements, projects completed, competencies gained, examinations passed and credit earned.
5. Accelerated Learning. **PUC ECALS** will continue to change the structure of traditional high school years and will strive to compress the numbers of years normally taken to attain an Associate's Degree. **PUC ECALS** will continue to provide opportunities to ease this transition and assist students in making better educational and career decisions. Moreover, **PUC ECALS** will allow students to accelerate their learning and reduce the time needed to secure both a high school diploma and the first two years of college. Accelerated learning can be encouraged with strategies such as the following:
 - a. Concurrent or Dual Enrollment of high school students in a postsecondary institution has been used for many years and if planned properly can compress the time required to complete a diploma/degree program.
 - b. Making Better Use of the Traditional Twelfth Grade Year can also accelerate student progress. For many students the twelfth grade has become a year of taking optional or elective courses that do not complement the required curriculum nor advance a student to a successful college experience. Making optimal use of this full academic year can accelerate learning. Some students have a minimal number of required courses left to complete during the 12th grade year which provides them with the opportunity to take supplemental courses that are of interest to them either in the local community college, on line, or at the high school. These classes are supplemental and are not required for graduation.
 - c. Ed Net or Online/Internet Courses continue to make significant progress in providing challenging educational experiences. As appropriate students may take advantage of literally hundreds of courses from accredited institutions that will fulfill requirements and or augment a student's education independent of the availability and scheduling of traditional classes.

These examples of accelerated learning methods are not intended to be a comprehensive list of approaches that can be taken. Moreover, it should be emphasized that the point of such methods is not to complete programs more quickly but to free students from schedules, class time and often duplicative requirements. **PUC ECALS** will continue to ease the transition from high school to college and promote the idea that students can assume challenging academic work and that all

students should be advanced based on their intent, ability and demonstrated competence. Accelerated learning strategies will be valuable to the extent that they overcome existing impediments to a smooth high school to college transition and result in a broader, in-depth understanding of core subjects. Online will be used for students who need to take courses for credit recovery and to serve students out on extended absences.

1.8 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 1.32 below:

Chart 1.32 LCFF STATE PRIORITIES						
* “Subgroup not numerically significant at this time”.						
GOAL #1						
100% of teachers hold a valid CA teaching credential with appropriate English Authorization and are appropriately assigned.				Related State Priorities:		
				<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
				<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
				<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:						
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Supervision and staffing of 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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
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:		
				<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
				<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
				<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:						

Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition. • Dedicated resources for the Arts to achieve VAPA Standards in support of CCSS. 						
Expected Annual Measurable Outcomes						
Outcome #1: All students have access to Standards-aligned instructional materials.						
Metric/Method for Measuring: SARC Report						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #3						
<p>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.</p>				<p>Related State Priorities:</p> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				<p>Local Priorities:</p>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Supervision and staffing of custodial and maintenance staff. • Security maintenance and staffing. 						
Expected Annual Measurable Outcomes						
Outcome: Annually, the school scores 90% or greater in the Quality Assurance Operations Review performed in August.						
Metric/Method for Measuring: Quality Assurance Operations Review performed in August						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	98.69%	98.75%	98.85%	99%	99.1%	99.2%

GOAL #4						
<p>School will fully implement state-adopted ELA and Math academic content and performance standards for all students, including subgroups. School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state. Teachers will participate in annual professional development on the implementation of the Common Core State Standards All students will gain academic content knowledge through the implementation of state- adopted academic content and</p>				<p>Related State Priorities:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				<p>Local Priorities:</p>		

performance standards.						
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Teachers will participate in Professional Development, trainings and workshops anchored in CA CCSS. Dedicated Professional Development for the arts to achieve VAPA Standards in support of CCSS. Selected teachers will participate in outside professional development, trainings, and workshops anchored in CA CCSS. 						
Expected Annual Measurable Outcomes						
Outcome #1: 100% implementation of the CA Common Core State Standards (CCSS)						
Metric/Method for Measuring: Instructional Scope and Sequences and Lesson Plan Documents						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #5						
Parent access to opportunities for participation and input on decision-making.				Related State Priorities:		
				<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
				<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:						
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> School will provide a minimum of 6 Family Meetings. School will invite a minimum of 2 parents to attend all School Advisory Council meetings. School will invite a minimum of 2 parents to attend all English Learning Advisory Committee meetings. School Parent Center will provide education workshops for parents in core areas of college knowledge, technology, and parenting, along with wellness and other enrichment offerings. School has quarterly Inclusion (Individuals with exceptional needs) Family Meetings. School has an annual Title 1 compliance meeting. 						
Expected Annual Measurable Outcomes						
Outcome #1: Parents will have access to opportunities for participation and input on decision-making.						
Metric/Method for Measuring: Family Meeting Agendas/Sign-Ins, Site Advisory Council Agendas/Sign-ins, Parent Engagement Workshop Agendas/Sign-Ins						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops	6 Family Nights, Minimum 2 Parents on SAC, 3 Parent Engagement Workshops

GOAL #6

<p>Improve college access and college readiness through a rigorous academic program.</p> <p>Through all content courses, per our WASC Goals and SSP goals, college and career readiness is a focus embedded in Triumph's rigorous academic program.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/>1 <input checked="" type="checkbox"/>4 <input checked="" type="checkbox"/>7</p> <p><input checked="" type="checkbox"/>2 <input type="checkbox"/>5 <input checked="" type="checkbox"/>8</p> <p><input type="checkbox"/>3 <input type="checkbox"/>6</p>
	<p>Local Priorities:</p>

Specific Annual Actions to Achieve Goal

- Implementation of differentiated instruction and intervention for all subgroups (SWD, EL, Latino, SED) 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, iReady, MAP, or other instructional technology resources to provide individualized instructional content to meet academic needs.
- Implementation of ELD Standards Professional Development and with materials to support teachers with Integrated and Designated ELD instruction.
- Creation of Student Master Schedule Course offerings and Inclusion support for students with IEPs who are also EL and LI to ensure course access.

Expected Annual Measurable Outcomes

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

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

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2019-2020 3%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
English Learners	2019-2020 1%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
Socioecon. Disadv./Low Income Students	2019-2020 2%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
Students with Disabilities	2019-2020 11%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline
Latino Students	2019-2020 3%	1% increase above baseline	3% increase above baseline	5% increase above baseline	6% increase above baseline	8% increase above baseline

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

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

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
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All Students (Schoolwide)	CAASSP 2018-2019 ____32.56%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	CAASSP 2018-2019 ____9.09%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Socioecon. Disadv./Low Income Students	CAASSP 2018-2019 ____31.75%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Students with Disabilities	CAASSP 2018-2019 ____6.67%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	CAASSP 2018-2019 ____32.10%	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 CAASSP English Language Arts/Literacy Assessment.						
Applicable Student Groups	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	CAASSP 2018-2019 ____58.82 %	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	CAASSP 2018-2019 2.22%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Socioecon. Disadv./Low Income Students	CAASSP 2018-2019 59.68%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Students with Disabilities	CAASSP 2018-2019 _15.38%	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	CAASSP 2018-2019 58.75%	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	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
English Learners	2018-2019 54%	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 percent of students reclassifying as Redesignated English Language Proficient (RFEP).						
Metric/Method for Measuring: Percentage of EL students (Fall 1) reclassifying annually.						

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
English Learners	2018-2019 7.5%	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: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

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

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-19 93%	96%	96%	96%	96%	96%
English Learners	2018-19 94%	96%	96%	96%	96%	96%
Socioecon. Disadv./Low Income Students	2018-19 94%	96%	96%	96%	96%	96%
Students with Disabilities	2018-19 92%	96%	96%	96%	96%	96%
Latino Students	2018-19 93%	96%	96%	96%	96%	96%

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

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

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 22.3%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved
English Learners	2018-2019 21.4%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved
Socioecon. Disadv./Low Income Students	2018-2019 20.4%	0.5% decrease	0.5% decrease	0.5% decrease	0.5% decrease	0.5% decrease

		from prior year until 10% is achieved	from prior year until 10% is achieved	from prior year until 10% is achieved	from prior year until 10% is achieved	from prior year until 10% is achieved
Students with Disabilities	2018-2019 30.6%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved
Latino Students	2018-2019 22.1%	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved	0.5% decrease from prior year until 10% is achieved

GOAL #8

School will maintain a school culture conducive to student learning.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 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

Applicable Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Student Survey	74% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses	80% Favorable Responses
Family Survey	87% Favorable	80% Favorable	80% Favorable	80% Favorable	80%	80%

	Responses	Responses	Responses	Responses	Favorable Responses	Favorable Responses
Teacher Survey**	3.85 out of 5	3.9 out of 5	3.95 out of 5	4.0 out of 5	4.10 out of 5	4.15 out of 5

** The data for Teacher Survey is the average response to the question asking staff to rate the school from 1-5. Everything else on the survey were written comments and the questions were not the same as year prior and might be different for this year given current circumstances.

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

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

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 4.9%	<3%	<3%	<3%	<3%	<3%
English Learners	2018-2019 15.9%	<3%	<3%	<3%	<3%	<3%
Socioecon. Disadv./Low Income Students	2018-2019 3.9%	<3%	<3%	<3%	<3%	<3%
Students with Disabilities	2018-2019 14.1%	<3%	<3%	<3%	<3%	<3%
Latino Students	2018-2019 4.4%	<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 and CDE.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 0.27%	<1%	<1%	<1%	<1%	<1%
English Learners	2018-2019 *	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	2018-2019 *	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	2018-2019 *	<1%	<1%	<1%	<1%	<1%
Latino Students	2018-2019 0.29%	<1%	<1%	<1%	<1%	<1%

* "Subgroup not numerically significant at this time".

Outcome #4:

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

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

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 HS: 16.1%	School will achieve a < 5% Dropout Rate.	School will achieve a < 5% Dropout Rate.	School will achieve a < 5% Dropout Rate.	School will achieve a < 5% Dropout Rate.	School will achieve a < 5% Dropout Rate.

GOAL #9

High School students will graduate prepared to succeed in college level coursework.		Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6				
		Local Priorities:				
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Teachers will attend Professional Development on College Course Preparation. PUC Advisory classes will provide instruction, support and intervention for EAP, ACT and SAT tests. Between 2-4 college courses are offered to students each semester 9th grade spring semester through graduation. See Goal #8-School Culture for additional action items. Students will graduate with A-G requirements met. 						
Expected Annual Measurable Outcomes						
Outcome #1: Greater than 70% will receive a B or higher in college courses.						
Metric/Method for Measuring: Percentage of Students enrolled and passing college courses with a B or Higher.						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-19 College Courses 30%	≥ 30% of students will score ≥ 3 on AP exam OR	≥ 35% of students will score ≥ 3 on AP exam OR	≥ 40% of students will score ≥ 3 on AP exam OR	≥ 45% of students will score ≥ 3 on AP exam OR	≥ 50% of students will score ≥ 3 on AP exam OR
	AP Exam 27%	≥ 40% will receive a B or higher	≥ 45% will receive a B or higher	≥ 50% will receive a B or higher	≥ 55% will receive a B or higher	≥ 60% will receive a B or higher
English Learners	2018-19 College Courses 0%	≥ 30% of students will score ≥ 3 on AP exam OR	≥ 35% of students will score ≥ 3 on AP exam OR	≥ 40% of students will score ≥ 3 on AP exam OR	≥ 45% of students will score ≥ 3 on AP exam OR	≥ 50% of students will score ≥ 3 on AP exam OR
	AP Exam 0%	≥ 40% will receive a B or higher	≥ 45% will receive a B or higher	≥ 50% will receive a B or higher	≥ 55% will receive a B or higher	≥ 60% will receive a B or higher
Socioecon. Disadv./ Low Income Students	2018-19 College Courses 34%	≥ 30% of students will score ≥ 3 on AP exam OR	≥ 35% of students will score ≥ 3 on AP exam OR	≥ 40% of students will score ≥ 3 on AP exam OR	≥ 45% of students will score ≥ 3 on AP exam OR	≥ 50% of students will score ≥ 3 on AP exam OR
	AP Exam 24%	≥ 40% will receive a B or higher	≥ 45% will receive a B or higher	≥ 50% will receive a B or higher	≥ 55% will receive a B or higher	≥ 60% will receive a B or higher
Students with Disabilities	2018-19 College Courses 0%	≥ 30% of students will score ≥ 3 on AP exam OR	≥ 35% of students will score ≥ 3 on AP exam OR	≥ 40% of students will score ≥ 3 on AP exam OR	≥ 45% of students will score ≥ 3 on AP exam OR	≥ 50% of students will score ≥ 3 on AP exam OR
	AP Exam 50%	≥ 40% will receive a B or higher	≥ 45% will receive a B or higher	≥ 50% will receive a B or higher	≥ 55% will receive a B or higher	≥ 60% will receive a B or higher
Latino Students	2018-19 College Courses 27%	≥ 30% of students will score ≥ 3 on AP exam OR	≥ 35% of students will score ≥ 3 on AP exam OR	≥ 40% of students will score ≥ 3 on AP exam OR	≥ 45% of students will score ≥ 3 on AP exam OR	≥ 50% of students will score ≥ 3 on AP exam OR
	AP Exam 26%	≥ 40% will receive a B or higher	≥ 45% will receive a B or higher	≥ 50% will receive a B or higher	≥ 55% will receive a B or higher	≥ 60% will receive a B or higher

Outcome #2: Students will demonstrate college preparedness with 15% of students scoring \geq 22 on the ACT exam.						
Metric/Method for Measuring: ACT Results						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-19 17%	18% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP	20% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP	22% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP	24% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP	26% of students will score > 22 as per CSU/UC College Ready Standard defined in EAP
Outcome #3: School will graduate 90% or above of persisting seniors with Subgroup cohort graduation rate at 90% or above annually to meet the State identified target subgroup graduation rate requirement.						
Metric/Method for Measuring: CALPADS						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 79.3%	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students
English Learners	2018-2019 *	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students
Socioecon. Disadv./Low Income Students	2018-2019 78.8%	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students
Students with Disabilities	2018-2019 76.9%	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students
Latino Students	2018-2019 79.5%	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students	90% - Cohort of graduating students
* "Subgroup not numerically significant at this time").						

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

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

In alignment with PUC Schools' 3rd Commitment, "Students commit to uplift our communities now and forever," PUC ECALS uses x2VOL online platform which allows non-profits and PUC to post community service opportunities, verify completed hours and track students' service hours online. In addition, students are required to enter their service reflections into x2VOL, and

reference for personal growth and use for college and scholarship application essays. Starting in the 2018-2019 school year, per the PUC Board, all students are required to complete a minimum of 10 hours of community service per school year. This service requirement supports students' interpersonal growth, career development, as well as makes them more competitive for college admissions, internships and scholarships.

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

1.10 INSTRUCTIONAL DESIGN

The assumptions underlying the **PUC ECALS** instructional design are that students at the middle and high school level are capable of abstract reasoning (Source: *The Adolescent Brain: Beyond Raging Hormones*, The Harvard Health Blog). They 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 ECALS** was developed with recommendations from the middle school educational reform documents, *Taking Center Stage*, and its predecessor, *Caught in the Middle*, to provide for every middle grade student a common, comprehensive, academically-oriented core curriculum. The high school grades provide a seamless transition, adopting much of the same principles, to move the students all the way down the path to college.

The rationale behind the **PUC ECALS** instructional design is that a common core of knowledge exists, which all educated citizens should possess. This core includes lessons to be gained from the study of literature, history, science, mathematics, and the arts. We have developed our instructional framework with the end goal of laying the foundation so that students graduate from high school equipped not only to survive, but also to thrive in the 21st century. To meet the needs of the Charter School's targeted population and to achieve the Charter 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 ECALS** 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 ECALS** instructional design are that students at the high 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 ECALS** 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
- Internationally benchmarked.

PUC ECALS 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 ECALS** will manifest itself in the joy of discovery, the pride of accomplishment, and the satisfaction of personal growth. **PUC ECALS** 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 ECALS** – parents, students, teachers, and administrators.

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

PUC ECALS will purposefully maintain a small school setting with a maximum of 550 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 ECALS** 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 and writing instruction.**

PUC ECALS ensures effective reading and writing instruction. According to Irene Fountas and Gay Su Pinnell (2006)³, there are ten underlying principles of good reading instruction. These underlying principles, coupled with our mission to ensure PUC graduates are successful in college, guide our instructional methodologies.

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

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

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.”⁴ PUC teachers in all disciplines devote planning time to carefully selecting texts that are worthy in style and content to put in front of students.

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

⁴ National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). Common Core State Standards for Literacy, Appendix A: Research Supporting Key Elements of the Standards. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

students may require small group instruction to help them navigate more difficult texts, or the opportunity to talk with peers and extend their thinking about other texts they may read independently. PUC teachers determine the most strategic level and type of support to build students' strategic actions as readers.

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

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

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

INDEPENDENT READING: To support independent reading every day, we ensure that all teachers are dedicating time to helping students select books that they are interested in and that are at their independent level. This strategy is grounded in Krashen's research summed up in his literature review, [The Power of Reading](#). In short, his literary review concludes that in-school free reading programs provide some of the clearest evidence for the power of reading. In-school free

reading programs are effective for vocabulary development, grammar test performance, writing and oral/aural language ability. Some studies also show that free reading results in better spelling progress. Free reading has been shown to have a profound effect on second language acquirers. Lucy Calkins, founder of the Teachers College Reading and Writing Project, has also written about the power of independent reading in The Art of Teaching Reading. Texts read during independent reading are at the student's *interest or independent level*. Readers enjoy the text and can comprehend it easily. Texts include short leveled articles from websites such as Newsela or TeenBiz, student magazines, longer novels, graphic novels, non-fiction trade books, etc.

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

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

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

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

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

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

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

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

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

Instructional Context for Teaching Reading

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

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

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

PUC Schools Assessment System is designed to address instructional, evaluative, and predictive needs. At **PUC ECALS**, 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 ECALS** student is not progressing in a manner consistent with academic success, **PUC ECALS** will rapidly modify instructional methods and will pursue an intervention model to address the student’s specific needs.

PUC ECALS has adopted a systematic approach to analyzing and reflecting on data in order to progress monitor student growth and adjust instruction in response to learning needs. Data Driven Reflection & Implementation Cycles occur at the close of thematically aligned units and provide time for teachers to reflect on student learning through standard-based formative assessments. Teachers then work collaboratively to determine adjustments needed in support of student growth. This practice was recognized as a model practice in 2017, and **PUC ECALS** was recognized by the California Department of Education as a Gold Ribbon School.

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

PUC ECALS will implement an arts program that will focus on performing (choir, ensemble, guitar) and visual arts (3D, digital, and 2D). Music and visual arts are offered during the school day, as part of the instructional program. Students have the opportunity to be involved in theater and other music offerings (spirit band, rock band, and drumline) after-school as part of the school’s early college program. **PUC ECALS** 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 ECALS** 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 ECALS** 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 ECALS** will allocate at least 120 minutes of physical and health education and 180 minutes of arts per week during regular instructional time, with additional opportunities for physical activities and arts engagement in the extended day program.

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

PUC ECALS 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 ECALS** assumes five-to-ten percent of its students will have demonstrated difficulties with the established grade-level standards in the general education curriculum or significant difficulties with behavioral and social competence that they will require Response to Intervention (RtI) Tier 3 interventions. These interventions consist of intensive instruction with continuous progress monitoring and may include individual and small group instruction, which, in addition to the regular school day, will take place during the extended day. In addition, English learner (EL) students will be offered additional English Language Development (ELD) learning opportunities during the extended day program to ensure comprehension of instructional input.

The school's doors will be open from 7:30 a.m. to 6:00 p.m. **PUC ECALS** 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 ECALS** 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 ECALS** 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 ECALS** 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 ECALS**, students with learning disabilities and 504 plans are fully included in the general education classroom, while EL students are immersed into the English language with additional primary language support, as needed, and targeted English language development instruction. To meet the specific populations that it serves, data are disaggregated and carefully analyzed with the goal of revising pacing and offering strategic, differentiated support to ensure that all students master the standards. Weekly meetings allow our staff to efficiently co-teach and co-plan lessons and assessments directly with the teachers to further ensure that differentiation is embedded into the classroom structure, curriculum, and environment. Further, teachers are culturally and linguistically responsive, believing different ways of thinking, speaking, and learning are resources to develop, rather than problems in need of repair.

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

PUC ECALS 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 ECALS** will use the Community Circle from the Tribes Program created by Jeanne Gibbs who, like **PUC ECALS**, 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 Charter School's guiding principles and scholarly attributes. Evaluating the impact of these values is largely reliant on objective measures: pre-post comparisons of teacher perceptions of student behavior, as well as data from student and parent surveys while school climate is evaluated through suspension and retention rates. When the empirical research that has been collected at PUC schools is analyzed with a qualitative and quantitative lens, the positive findings include increased empathy and compassion for peers, reduced disciplinary issues, as well as greater student engagement, reflection, and ownership of their learning.

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

Based on our 20-year experience in the Northeast Los Angeles, the population is faced with overwhelming challenges that may negatively impact student's school performance. To remedy this situation, **PUC ECALS** 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 ECALS** will have a clinical counselor on staff to provide counseling for students and families. Through our clinical counseling program, the Charter School is able to house interns working on earning their Marriage & Family Therapy (MFT) and in turn the interns are able to provide a high level of support to students and families under the supervision of the Clinical Counselor. **PUC ECALS** 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 ECALS** 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 ECALS is committed to developing a team composed of all stakeholders. The team will increase student achievement through use of collaborative learning communities supported by the implementation of Critical Friends Group (CFG). Research cited by the National School Reform Faculty indicates, "Implementation of a CFG promotes the values of reflective practice, shared leadership, authentic pedagogy, democracy, equity in opportunity, and social justice, resulting in improved learning for all students" (<http://www.nsrffharmony.org/faq.html>). Furthermore, teachers

trained and participating in CFG's are more thoughtful about connecting curriculum, assessment, and instruction, and believe that they can affect student achievement. These teachers have higher expectations for student learning, which, in turn, leads to greater student achievement.

PUC ECALS 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 ECALS**, 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 ECALS** recognizes professional development as "...a proven method to recruit, retain, and develop^[SEP] a high-quality teaching force." (New NY, page 21). The following principles, identified by Richard Elmore in "Investing in Teacher Learning: Staff Development and Instructional Improvement in CSD #2, NYC," as effective strategies for using professional development to bring about system-wide change in instruction, will guide all professional development opportunities:

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

1.11 CURRICULUM

The courses offered at **PUC ECALS** are composed of backwards designed, community responsive unit plans that are aligned with the Common Core content standards and create a rigorous and relevant learning environment for all students. The curriculum is aligned to the A-G requirements and augmented with select non-A-G courses offered as supports or enrichment for students. The school works in partnership with local community colleges to supplement courses with college classes strategically selected in order to create a more diverse list of course offerings. **PUC ECALS** supports a diverse population of learners including students identified as GATE and ELL, and students with IEPs in inclusive classrooms by following a common learning cycle across all contents which includes students accessing their prior knowledge, extending their prior knowledge, and applying their learning. The learning cycle allows opportunities for teachers to utilize graphic organizers, group structures, student discourse, and multiple checks for

understanding to monitor students' progress toward mastery of the content standards. In order to further support teachers in creating student-focused learning activities, administration provides feedback on weekly lesson plans which focuses on students' cognitive engagement as shown in data and differentiated instruction.

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

As an Early College high school, PUC ECALS encourages students to take college courses in addition to their high school courses. Concurrent enrollment gives students experience with college level work with the additional support from the high school staff. It also provides them with valuable credits toward their college degrees. Our school & college counselors meet with students and their families in order to strategically lay out coursework that can be embedded into their academic plan, which encompasses both high school and post high school goals. In partnership with local community colleges, counselors offer courses on campus as well as connect students to classes at various community colleges. Students also attend college and career fairs, college visits, and receive information and support in the college selection, application, and enrollment process from advisors, peer mentors, and counselors.

ENGLISH LANGUAGE ARTS (Core)

READING, WRITING, RESEARCHING, SPEAKING AND LISTENING

The ELA curriculum is aligned to the CA Common Core State Standards and focuses on developing students' strength as readers, writers, researchers, listeners, speakers, and collaborators. Students develop the skills that are the foundation for any creative and purposeful expression in language. Students will become familiar with their own applications of reading and writing processes and learn how to monitor their own learning and growth in these areas. As students work with various text, teachers focus on developing rhetorical reading and writing skill looking to assess, guide and monitor the unique process undertaken in developing understanding and embed opportunities for students to reflect on their own learning. In this way, students not only demonstrate mastery of content, but also gain an understanding of their own processing skills, an essential component of their continued success as lifelong learners. Self-evaluation, peer feedback and teacher conferencing augment the process-based approach and all play important

roles within the classroom. English courses follow a thematic unit structure which highlights a variety of fiction and nonfiction text.

Teachers are trained through the California State Universities Expository Reading and Writing Curriculum (ERWC), a college preparatory, rhetoric-based English language arts course composed of modules that were co-designed by master teachers and college professors. In high school, ELA teachers and history teachers use rhetorical inquiry to encourage critical thinking with the goal being to prepare students for the literacy demands of high education. Through the vertically aligned curriculum students develop advanced proficiency in expository, analytical and argumentative reading and writing. The cornerstone of our ELA courses is based on the ERWC learning arc, which presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary text. Modules also provide instruction in research methods and documentation conventions. Over the course of 4 years, students will be expected to increase their awareness of the rhetorical strategies employed by authors and apply those strategies to their own writing. Students will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of their 4 years students will be expected to use the process independently when reading unfamiliar texts and writing in response to them.

MATHEMATICS (Core)

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

All math teachers will now utilize the Illustrative Math platform and training sessions to improve upon student engagement and success in math classes. We also utilize DreamBox Learning for math along with iReady to help provide targeted, differentiated math support for students. Math teachers utilize these instructional platforms and systems in conjunction with the Common Core aligned and designed curricula and resources that they have collaboratively created with one another in content team planning sessions.

SCIENCE (Core)

PUC ECALS students will be trained to master the scientific skills and content that is imperative to participate effectively in today's global society. Teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Instruction will focus on understanding important relationships, processes, mechanisms, and

applications of concepts. Less important is the memorization of specialized terminology and technical details. Our science classes will support student's ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, it is recommended that students have the opportunity to develop their skills of analysis, inquiry, and design through active laboratory work on a regular basis in grades 6, 7, and 8 in order to prepare them for the demands of the high school program.

PUC ECALS has transitioned 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.

Science courses are designed based on a real-world inquiry approach founded in rigorous NGSS standards. The **PUC ECALS** science teachers have also implemented strategies to support literacy in their classrooms including annotations to analyze scientific text and a common Claim, Evidence, Reasoning (CER) writing structure. History courses also integrate common literacy practices and writing expectations with on-demand writing, CER writing, and analyzing primary and secondary sources to write longer, revised essays throughout the school year.

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 Charter 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.

ARTS (Core)

At **PUC ECALS**, the visual and performing arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

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

Students in grades 9th – 12th will have experiences in visual and performing arts; with our high school students taking at minimum one year of visual or performing art classes with the ability to pursue additional courses through the early college model.

MUSIC (Core)

The music program is designed to develop fundamental musicianship skills, as well as support student growth across disciplines in other content areas. Students are able to take music, while high school students are able to continue in this field through concurrent enrollment. While taking music courses at **PUC ECALS**, our students work on attaining high level musicianship skills as well as 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 musical success.

VISUAL ARTS (Core)

The Visual Arts at **PUC ECALS** is offered to students and focuses on making, looking at, discussing, and critiquing art. The courses help students learn how to think creatively and critically, problem solve, and express themselves. Students will develop artistic skill in a variety of materials

and techniques such as contour drawing, perspective, charcoal and pastel blending, various painting techniques, composition, and color theory. Students will make connections to other contents such as language art, history, science, and math. Students will learn the language of the discipline and basic principles of visual arts. They will begin to understand the role art plays in different countries, communities, and among different individuals. Students are introduced to the history of art and potential careers in the arts field. Student work is exhibited throughout the year at family and/or community events and art teachers document these performances in online portfolios.

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

We strongly believe in supporting students to gain knowledge and establish life-long practices of a healthy lifestyle. Students will engage in a variety of physical activities that include but not limited to team sports and high intensity interval training. The primary goal of the **PUC ECALS** physical education program is to instill in its students a life-long pursuit of healthy living. To do so, the **PUC ECALS** 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.

HOMEROOM/ADVISORY (Non-Core)

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

The four main goals of the advisory program:

- **Social Emotional:** Students will be in an environment that fosters bonding within an advisory group so that they feel accepted and valued by their teacher and peers.
- **Community Service:** Students will learn about the theories and actions of community service and engage in multiple community service experiences prior to graduation.
- **College Ready Skills:** Students will build non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study skills, work habits, time management, help-seeking behavior, and social problem-solving skills. They will begin to develop the behaviors, problem solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of high school and college; these skills are based on Habits of a Scholar. Through classroom instruction our students learn about each of these habits and learn to be an active member of our community. Students focus on assigned tasks from the Naviance Programs that is connected to both college and career ready skills. Some of the career tasks that are assigned are the Gallup Strengths Explorer, Career Cluster Finder, and the Career Interest

Profiler. Students develop S.M.A.R.T goals focused on academics and personal growth as well as build their resume.

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

WORLD LANGUAGES (Core)

The World Languages at **PUC ECALS** are offered to students in 9th – 12th grades and encourages students to learn to communicate efficiently in another language, interpret cultural differences and expand their perspectives. Students are given the opportunity to explore various parts of the world and learn about themselves while learning about others. The focus of the World Language curriculum promotes language proficiency, global awareness, cultural curiosity and a love for language learning. Spanish 1 & Spanish 2 (native and non-native) and through our concurrent enrollment program students have access to a wide variety of world languages through our partner community colleges including French, Italian & American Sign Language.

1.11. 1 INNOVATIVE CURRICULAR COMPONENTS:

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

1. Strong instructional leadership and support to teachers.

Throughout our history, we have prioritized implementing strong common instructional practices across all of our classrooms. These common instructional practices include a strong emphasis on literacy across the curriculum, with a focus on celebrating writing, monitoring reading progress, and empowering readers through metacognitive strategies; vocabulary development, annotating for meaning, and use of cumulative assessments in Mathematics. There is also an increased focus on meeting the needs of English Learners and students with IEPs through co-teaching and Specially Designed Academic Instruction in English (SDAIE). For more details, please see section 1.27 for English Learners, 1.28 for Gifted, 1.29 Below Grade level, and 1.30 for Socio-disadvantaged.

2. Foundational support for English Language Development

PUC ECALS offers English Language Development instructional support to students through integrated and designated instructional supports. Each content teacher is trained in EL practices to utilize with EL students in their content classes but we have also added designated ELD classes for students as stand-alone EL instructional classes taught by ELD-certified teachers. Some components of these classes include:

- Diligently administer the initial and summative ELPAC assessments every year to EL students. This helps us to understand their proficiency levels and allows us to provide the corresponding support.
- Provide designated ELD classes for students who are EL; the classes are differentiated based upon student EL level on the ELPAC exam. And just this year, we added a second designated EL instructor to our class offerings.
- Provide targeted intervention support services for EL students, which are offered 4x/week during advisory, which we will continue when we resume in-person learning.
- Provide bilingual workshops and learning opportunities for students and families
- Regularly inform families of EL students of their progress through school conferences, outreach, family nights, and other engagement opportunities.

These offerings helped PUC ECALS surpass the state in EL student proficiency levels in 2019. In 2019, our EL students made progress at a 59.5% rate towards English language proficiency.

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

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

We have focused on providing holistic academic and emotional support to our students.

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

Beyond academics, we have focused on implementing restorative justice practices for our students experiencing behavioral difficulties, focusing on activating student engagement and interest, and emotionally rehabilitating our kids. Our restorative justice practices are centered around students understanding how their actions impacted the school or community. We take on a guided discipline approach to coaching student through the impact of their action and work with them to identify the root cause of what the student might have originally been trying to communicate. Once the student is able to make those connections, with the assistance of a teacher or administrator, the restoration or restoring of trust happens through an implementation of practices designed to repair the trust that has been broken. This can include having the student complete a google classroom assignment on a particular topic, having the student complete community service, or having the student complete a reflection on lessons learned. Please see p. 227 in Element 10 for a complete description of Restorative Justice Practices. In addition, students struggling with behavioral difficulties are flagged for intervention and receive counseling through our clinical counseling program, through support of administrators, and/or if applicable from outside support staff.

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

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

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

- Grade Level Focus – time is embedded into the PD Scope and Sequence to allow time for grade level teams to analyze behavioral, social and/or academic data and work collaboratively to analyze and adjust instruction.
- Department Focus – time is embedded into the PD Scope and Sequence to allow for time for departments to come together and focus on vertical alignments and content specific needs.
- School-wide Focus – time is embedded into the PD Scope and Sequence to allow teachers to work collaboratively in weekly whole-staff meetings, focused on reinforcing common instructional practices and tenets of our school culture (such as the ESLRs and Habits of Mind and Heart).
- PUC-wide Focus – time is embedded into the PD Scope & Sequence to allow for teachers across several school to meet and focus on sharing best practices and reflecting on common trends across the Charter Schools.

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

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

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

A particularly unique feature of our Charter School is the closeness of support and feedback between administrators and teachers. A culture has been established around having administrators and other teachers in classrooms in order to provide feedback and support. We at **PUC ECALS** utilize the “it takes a village” approach to growing and developing ourselves and our students. To do this we must feel comfortable as teachers to open our doors and welcome the additional eyes, ears and hands in our classrooms. Through our collaborative efforts to have the adults reflect on and push practice we are able to also see students striving to do the same. Our teachers engage in regular learning walks throughout the year in order to increase the awareness of each other’s classes, make connections between contents, develop a better understanding of students and build stronger professional connections. In looking at the needs of each teacher, PUC Administrators prioritize meeting with teachers on a weekly or bi-weekly basis. These meetings focus on observation and observation debrief; learning walks; on growth goals; on reflection on data; and on other matters of concern to teachers and administrators.

5. Strong Staff that is Committed to Ensuring Student Success:

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

6. Strong School Culture:

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

7. Standards and Data-Driven Culture:

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

8. Culture of Cohesion:

Successful practices are identified by administration, superintendents, and/or teacher leaders through data analysis, whether it be by growth of scores or results on teacher surveys. After successful practices are identified, the site leadership works with those teachers on sharing those practices with the rest of the staff either through onsite professional development, regional professional development or PUC wide professional development and employing these practices as a group so that students feel equitably supported in every classroom as well as by our after-school staff and office personnel. In addition, arts instruction supports our literacy and numeracy efforts and participates in grade level team meetings as part of the grade teams.

9. Ownership:

All stakeholders take great pride in the success of **PUC ECALS** and take responsibility for any challenges faced. Our understanding of data as a tool, not as an end or a means allows our staff to be creative, fun, rigorous, engaging, and successful in planning curriculum.

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

1.11.2 INTERVENTION AND ENRICHMENT PROGRAMS

PUC ECALS works diligently to ensure all students receive appropriate academic and behavioral support. To initiate this process, grade-level and individual teacher practices are established at the beginning of the school year to collect observational and numerical data about individual students on a daily and weekly basis. Teachers work with internal logging systems to monitor social, behavioral and academic trends for students. Based on trend analysis students may be in need of a more various steps including but not limited to one-on-one conferencing with the student, a “swarm” where all teachers meet with the student to share their concerns and express belief in the student’s potential to improve, parent phone calls, teacher-student-family meetings, and Family Support Team (FST) meetings which include administration in goal setting and next steps with the student and their family. School leadership’s role in this process is that they ensure the school data is reviewed to make informed decisions on effective practices. In addition, school leadership also models the implementation of effective practices school-wide and also inside classrooms when it comes to academic intervention. Through coaching sessions, development of teacher needs and accountability to ensure meetings are taking place.

Intervention at **PUC ECALS** takes place within and outside of the school day. The high school course sequence begins with students taking a second math and/or second ELA course in ninth grade in order to fill skill gaps that have been identified through data. These classes accelerate them to be prepared for the rigor of grades 10-12.

One of the biggest changes that was made two years ago was the addition of the Intervention/Enrichment period during the school day. We realized that it was important to embed intervention and enrichment supports into the school-day schedule. Although we still maintain a variety of after-school support services, including tutoring each day, we wanted to make sure that students received appropriate support during the school day to meet their needs. To accomplish this goal, we dedicated full class-length blocks of time to intervention and enrichment services for students. These learning blocks of time were carved out of our PUC Competitive Edge (PCE) advisory-style class platform, which was already a part of our daily class schedule.

Our bell schedule was adjusted to include intervention and enrichment for two days a week (Wednesdays and Thursdays). The intervention blocks consist of math and literacy support; students who are struggling in either of those areas were placed in the corresponding intervention class. The enrichment block is designed for students who are meeting or exceeding current grade

level standards and expectations and who need more advanced and challenging learning opportunities. This enrichment block, in addition to the array of college classes that we offer and our new affiliation with the National Honors Society, allows higher performing students to reach even greater heights.

Student groupings were determined based upon a plethora of factors, from assessment scores to class grades/averages to teacher input. Data is very essential in the grouping of students for our academic enrichment/intervention classes. Teachers were assigned as instructors for the various intervention and enrichment blocks based upon their content area of instruction and pedagogical strengths. We also allocated weekly intervention and enrichment planning and collaboration time for teachers during PD so that they may share best practices and insight on students.

Each intervention and enrichment block lasts six weeks, which mirrors the length of time for each our marking periods. At the conclusion of each cycle, teachers meet as grade level teams, along with our inclusion team, to determine student placement for the next cycle, which is based upon each student's individual progress and growth. The entire intervention/enrichment process has been a model of staff collaboration as teachers have shared their input with one another regarding ways to support students; they have also taken on leadership roles during and outside of professional development time. This collaborative culture has enabled students to benefit from a unified staff that is always looking out for ways to provide new forms of support for our students. The intervention and enrichment system has allowed us to provide an additional layer of instructional support and care for our students. It has also ensured that our students are receiving differentiated assistance that is tailored to their individual needs. Students are not able to opt-out of receiving this assistance because it is programmed into their daily schedules; this component of the program has made it easier for students to get the extra help and care that they deserve and enables them to make progress towards meeting the rigorous academic expectations that we uphold.

We also held informational meetings with students, families and teachers to relay feedback regarding progress made during intervention and enrichment. We regularly hosted family support team meetings, parent-teacher collaboration week, and academic success plan check-ins with students and families to relay these updates. In addition, we introduced the new designated EL intervention support services to families during our English Learner Advisory Committee (ELAC) meeting back in the fall.

In addition, we celebrate student progress made in the intervention and enrichment blocks through academic assemblies at the end of each marking period. These assemblies allow students to be recognized for their growth and improvements no matter at what level they began. In fact, some of the best highlights from recent assemblies have been the success stories embodied by students with IEPs who have received awards for their marked improvement.

After school, **PUC ECALS** provides structured tutoring in Math and English Language Arts. In addition to this tutoring, teachers of all subjects may design and implement short-term or ongoing tutoring and workshops to support academic success of our students. Academic support that includes tutoring in all content areas and homework support is also provided in the after-school program.

Tier 1 interventions: Effective group instruction, vocabulary supports, multiple learning modalities, strategic group structures.

Tier 2 Interventions: after school tutoring, extension on assignments/assessments, re-teaching to smaller group.

Tier 3 Interventions: Family Success Team meeting to create support plan. Inclusion support, individualized education plan if applicable. School and College Counselor support through recurring check ins.

Using data to ensure every child is successful.

The school site works to embed data analysis into the PD Scope and Sequence. After analyzing data, teachers create intervention class rosters and in turn their own 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.

Administration pulls the data and shares it with teachers through ongoing data analysis PDs. The administration analyzes the data prior to professional development in order to create inquiry questions that drive teacher analysis. Additionally, teachers use Mosaic, our data dashboard platform, as a tool for active data triangulation. Administration then actively works with teachers, inclusion specialists, lead teachers and school & college counselors to create a systematic approach to intervention. Additionally, administration supports with those considered Tier 3 by attending meetings and also providing resources.

School administration's role in this process is to present the data set, provide criteria for success of how the achievement gap will be addressed and progress monitoring of data to ensure an intervention cycle is occurring

Common practices at **PUC ECALS** 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.

At the conclusion of each day, all students have the option to participate in the after-school program. The after school program is composed of extended school hours focused on academic support provided by teachers and inclusion specialists. Additionally, enrichment/recreation opportunities are also available once the day program has ended. 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.

PUC ECALS offers a diverse program of athletics, clubs, and student activities. The athletics program includes the following CIF varsity sports (in the high school program): football, cross country, girls and boys volleyball, boys and girls soccer, boys and girls basketball, baseball, and softball. Clubs and after school activities include Math, Engineering, Science, Achievement (MESA), Art Club, Rock Band, Culinary Club, Drivers Education Club, Photography Club, and a variety of CIF sports, amongst others. Associated Student Body (ASB) is our student government group that promotes the vision of **PUC ECALS** through activities and events that foster a positive school culture.

1.11.3 INSTRUCTIONAL MATERIALS

The selection of curriculum, materials and instructional activities will occur as a result of a collaboration that will take place between the principal (instructional leader of the school) and the teachers. All selections will be aligned with the CA CCSS and the academic content and performance standards. They will be aligned with the instructional philosophy, vision, and mission of the school.

In **PUC ECALS** classrooms, digital and physical texts provide basic reference materials for students. Teachers identify resource materials that best achieve learning through their curriculum design. PUC teachers choose resource materials based on recommendation by other PUC teachers (based on a track record of success with the same materials), educational research, and acquisition is approved by the principal. Rather than support a single textbook approach, **PUC ECALS** employs a variety of supplementary materials (books, articles, primary source, photos, video, etc.) to present the CA CCSS within its curriculum. The principal will be responsible for approving acquisition and ensuring the supplementary materials align with the CA CCSS.

All content classes have access to technology (document camera, projector, and student laptops) that allows teachers to project exemplars, visual, and text as well as allows all students to access applications such as Google Classroom. Google Classroom allows students to think, write, and create content-based assignments with immediate feedback in live time.

THE HIGH SCHOOL PROGRAM:

The courses offered within the high school program are designed to prepare students to enter and succeed in college. Teachers also use a variety of instructional materials and resources, which support the Common Core standards, NGSS framework, and College Board objectives. Teachers provide students with multiple informational texts that allow students to gain multiple perspectives on an event or phenomenon and then apply their findings to projects, essays, debates, and speeches. In order to prepare students to be college and career ready, our teachers consistently identify and plan opportunities to integrate technology in the classroom. For example, both our English and history teachers receive professional development from the California State University system around its Expository Reading and Writing Curriculum. Both history and ELA teachers utilize the

writing arc within their units and work with students to read and write rhetorically. Our teachers and students access programs like Newsela which is an informative text-based online resource that provides relevant text at students' independent reading level determined by reading comprehension quizzes at the end of each current event reading. As students show progress within the program, the complexity of the text mirrors the students' independent reading capability. In math classes, students access Khan Academy, which is an online program that provides individualized lessons and supports to assist each individual's math skills growth.

The following is a list of textbooks that have been used by schools in the PUC network and will be considered by the teachers of the high school program at **PUC ECALS** will use supplemental resources for ELD such as *Connect*, "a fun, 4-level, multi-skills course especially written and designed for adolescents" and Oxford Picture Dictionary Reading Library "Nine readers based on topics in *The Oxford Picture Dictionary* with narratives on issues including society, school and the workplace."

ENGLISH:

High school teachers at **PUC ECALS** use the CSU's ERWC curriculum as a base for ELA instruction in grades 9th-11th with 12th grade English being the CSU/UC approved Expository Reading and Writing Course. The following textbooks are also used:

ENGLISH			
Title	Level	Author	Publisher
<i>Newsela</i>	9 - 12	Web platform	Web platform
<i>iReady</i>	9 - 10	Web platform	Web platform
<i>McDougal Littell Literature, California</i>	9th	McDougal Littell	Larson, Boswell, et al.
<i>The Language of Composition: Reading, Writing, Rhetoric</i>	AP	Renee H. Shea, Lawrence Scanion, Robin Dissin Aufses	Bedford, Freeman & Worth High School Publishers
CSU ERWC Curriculum	9-12	Web platform	Web platform

Title	Author
<i>To Kill a Mockingbird</i>	Harper Lee
<i>Lord of the Flies</i>	William Golden
<i>Romeo and Juliet</i>	William Shakespeare
<i>Between the World and Me</i>	Ta-Nehisi Coates
<i>Fahrenheit 451</i>	Ray Bradbury
<i>Merchant of Venice</i>	William Shakespeare
<i>Othello</i>	William Shakespeare
<i>The Great Gatsby</i>	F.Scott Fitzgerald
<i>Raisin in the Sun</i>	Lorraine Hasberry
<i>Their Eyes Were Watching God</i>	Zora Neale Hurston
<i>Beloved</i>	Toni Morrison
<i>Death of a Salesman</i>	Arthur Miller
<i>Frankenstein</i>	Mary Shelley
<i>Much Ado About Nothing</i>	William Shakespeare
<i>Hamlet</i>	William Shakespeare

FOREIGN LANGUAGE					
Title	Level	Author	Publisher		
<i>Realidades</i>	10-12	Boyles, Met, Sayers, Wargin,	Pearson-Hall		

<i>Newsela</i>	10 - 12	Web platform	Web platform		
MATHEMATICS					
Title	Level	Author	Publisher		
<i>Illustrative Math</i>	9 - 12	Web platform	Web platform		
<i>iReady</i>	9 - 12	Web platform	Web platform		
<i>DreamBox Learning</i>	9 - 12	Web platform	Web platform		
<i>Desmos</i>	9 - 12	Web platform	Web platform		
<i>Geometry</i>	9 - 12	McDougal Littell	Larson et al 2004		
<i>Precalculus</i>	11-12	Redlin, Stewart, Watson, Date			
<i>Core Connections Integrated 1</i>	9 - 12	Leslie Dietiker, et al	College Preparatory Mathematics(CPM)	We still have the resources from a previous contract	
<i>Core Connections Integrated 2</i>	10 - 12	Leslie Dietiker, et al	College Preparatory Mathematics(CPM)	We still have the resources from a previous contract	
<i>Core Connections Integrated 3</i>	10 - 12	Leslie Dietiker, et al.	College Preparatory Mathematics(CPM)	We still have the resources from a previous contract	
<i>Calculus, Single Variable Calculus</i>	11 - 12	J. Stewart			
<i>Khan Academy</i>	9 - 12	Web platform	Web platform		
SCIENCE					
Title	Level	Author	Publisher		
<i>STEMscopes</i>	9 - 12	Web platform	Web platform		
<i>Biozone for NGSS Worksheets</i>	9 - 10	Web platform	Web platform		
<i>Pearson NGSS Biology</i>	9 - 10	Web platform	Web platform		
<i>iReady</i>	9 - 10	Web platform	Web platform		
<i>Chemistry CK-12.org</i>	10 - 12	Web platform	Web platform		
<i>HHMI Biointeractive</i>	9 - 10	Web platform	Web platform		
<i>Phet Simulations</i>	9 - 12	Web platform	Web platform		
<i>CK-12.org for Chemistry</i>	10 - 12	Web platform	Web platform		
<i>Hyper-textbook (Physics & Chemistry)</i>	10 - 12	Web platform	Web platform		
<i>Flynn Scientific</i>	9 - 12	Web platform	Web platform		
<i>Learn4Life</i>	9 - 12	Web platform	Web platform		
<i>NewsELA</i>	9 - 12	Web platform	Web platform		
HISTORY & SOCIAL SCIENCE					
Title	Level	Author	Publisher		
<i>Newsela</i>	9 - 12	Web platform	Web platform		
<i>iReady</i>	9 - 10	Web platform	Web platform		
<i>Study.com</i>	9 - 12	Web platform	Web platform		
<i>World History: Patterns of Interaction</i>	10 - 12	Roger B. Beck, Linda Black Larry S., et al	Holt McDougal		
<i>People's History for the Classroom</i>	10 - 12	Bill Bigelow			
<i>SHEG: Reading like a Historian Curriculum</i>	10 - 12	Stanford History Education Group	Web platform		
<i>Gilder Lehrman Institute of American History Teacher Resources</i>	10 - 12	Various	Web platform		
<i>Give Me Liberty: An American History</i>	10 - 12	Eric Foner	W.W. Norton & Company		
<i>History Alive</i>	10 - 12	Ed Lauren Kent	TCI		
<i>Facing History/Facing Ourselves</i>	10 - 12	Web platform	Web platform		
<i>People's History of United StatesLclics.org</i>	10 - 12	Web platform	Web platform		
<i>Cato Institute</i>	10 - 12	Web platform	Web platform		
<i>Government Alive</i>	10 - 12		TCI		

1.12 HIGH SCHOOL COURSE LIST & COURSE DESCRIPTIONS 2021-22:

PUC ECALS COURSE PATH DOCUMENT

COURSES		9 th	10 th	11 th	12 th
"A"	History/Social Science		<ul style="list-style-type: none"> World History 	<ul style="list-style-type: none"> US History 	<ul style="list-style-type: none"> US Gov. (semester) Economics (semester)
"B"	English/Language Arts	<ul style="list-style-type: none"> English 9 Textual Analysis 	<ul style="list-style-type: none"> English 10 	<ul style="list-style-type: none"> English 11 	<ul style="list-style-type: none"> CSU ERWC
"C"	Math	<ul style="list-style-type: none"> Integrated 1 Integrated 2 	<ul style="list-style-type: none"> Integrated 2 Integrated 3 	<ul style="list-style-type: none"> Integrated 3 Pre-Calculus with Trigonometry AB 	<ul style="list-style-type: none"> Pre-Calculus with Trigonometry Probability and Statistics
"D"	Laboratory Science	<ul style="list-style-type: none"> Biology 	<ul style="list-style-type: none"> Chemistry 	<ul style="list-style-type: none"> Anatomy and Physiology LACC Physics 	<ul style="list-style-type: none"> Anatomy & Physiology LACC Physics
"E"	Language Other Than English	<ul style="list-style-type: none"> Spanish 1 Spanish. Nat. Sp. 1 	<ul style="list-style-type: none"> Spanish 1 Spanish 2 Spanish Nat. Sp. 1 Spanish Nat. Sp. 2 	<ul style="list-style-type: none"> Spanish 2 LACC Spanish 	<ul style="list-style-type: none"> LACC Spanish
"F"	Visual and Performing Arts	<ul style="list-style-type: none"> Art 1 Beginning Ensemble 	<ul style="list-style-type: none"> Art 1 Art 2 Choir Intermediate Ensemble 	<ul style="list-style-type: none"> Art 2 Advanced Ensemble 	<ul style="list-style-type: none"> Art 2 Intermediate Ensemble Advanced Ensemble
"G"	College Prep Elective	<ul style="list-style-type: none"> Creative Writing Human Geography Music Appreciation Academic ELD 1-4 	<ul style="list-style-type: none"> Creative Writing Human Geography Music Appreciation Academic ELD 1-4 	<ul style="list-style-type: none"> Creative Writing Human Geography Music Appreciation Leadership Academic ELD 1-4 	<ul style="list-style-type: none"> Creative Writing Human Geography Music Appreciation Leadership Academic ELD 1-4
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**High School Course List Course Descriptions:
History/Social Science "A"**

Course Title
Government
Economics
US History AB
World History AB

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

English “B”

Course Title
English 9
English 10
English 11
CSU Expository Reading & Writing AB
Textual Analysis AB

Course Title & Number	Description
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English 9 A,B– HS1001, HS1002	This course introduces ninth-grade students to critical analysis of literature through group discussion, written responses, and essay writing. Correct grammar, punctuation, and language usage are emphasized. The course curriculum and assessments are designed to prepare students for higher level English courses and testing. Students will read texts covering a variety of genres and will analyze recurrent patterns and themes in historically or culturally significant works. Students read selected short stories, news articles, analytical essays, poems, biographies, plays, speeches and novels. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrate research, organization, drafting, and revision.
English 10 A,B- HS1003, HS1004	Tenth Grade English is a rigorous course designed to continue preparation for college. Students will read and compare a variety of full-length works including novels, dramas, poetry, essays, short stories, and nonfiction pieces. Literature assignments focus on the further development of comprehension and fluency, as well as analysis of literary devices, themes, and critical thinking. Students continue to develop their language skills through the study of grammar and syntax, vocabulary development, listening and speaking, and regular writing practice. A research project is required using the MLA format. Other writings include autobiographical, reflective, analytical, persuasive, cause and effect, compare and contrast, and expository essays. Oral and multimedia presentations, both formal and informal, are extended from the ninth grade introduction. Intense focus and preparation for the SBAC is part of the curriculum.
English 11- HS1005, HS1006	English 11 reflects the four strands of the California English Language Arts Framework, with particular emphasis on writing. Students will focus on developing a variety of strategies in writing effective essays. Practice in a process approach to writing will continue. The student, as speaker and writer, will observe and address issues of both personal and social interest. The student’s voice will progress from the personal to one that explores and analyzes multiple points of view in order to advocate and communicate a position through writing. Students will read a variety of literature, with an emphasis on nonfiction, presenting writers who use their craft to explain, analyze, and entertain. Writing for a variety of purposes and audiences, students will be instructed in a range of rhetorical techniques to enable them to express ideas with precision, force and artistry. As a result, students will not only be individuals who have something to say, but individuals who have learned a process that will enable them to discover in language what they think, feel, and value.
CSU Expository Reading & Writing A,B- HS1013, HS1014	This course is designed to prepare students for successful entrance into CSU-level English coursework. Students will engage in a data-driven sequence of review ELA standards in order to strengthen their knowledge of fundamentals as needed.
Textual Analysis and Argumentation A, B – HS1017, HS1018	This course introduces students to persuasive essay composition in the context of both literary analysis and expository text. In this course students read a variety of texts from a critical perspective Example readings include past and current articles from The New York Times, political speeches, essays, documentary films, and memoirs as well as poetry and fiction. Responding to text both verbally and in writing, students will cultivate a distinctive point of view and develop their ability with grammar, English usage, structure, and style. A strong emphasis on research throughout the course allows students to acquire the skills necessary to support persuasive arguments with Primary and secondary evidence.

Mathematics “C”

Course Title

Integrated 1AB
Integrated 2 AB
Integrated 3 AB
Pre-Calculus with Trigonometry AB
Probability and Statistics A, B

Course Title & Number	Description
Integrated Math 1A,B – HS2001, HS2002	Integrated Math I topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above
Integrated Math 2 A,B- HS2003, HS2004	Integrated Math II topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above
Integrated Math 3 A,B- HS2005, HS2006	Integrate Math III is the final course in the three-course Integrated Math series. With this course, students further explore quadratic functions and extend learning to polynomial functions. Students extend their understanding of arithmetic and geometric sequences to series, and their knowledge of trigonometric ratios to trigonometric functions. Additionally, students explore distributions of data, confidence intervals, and statistical significance
Pre-Calculus with Trigonometry A,B- HS2008, HS2009	This course will introduce students to Trigonometry, as well as higher level concepts with equations. Students will need to have a strong foundation of the basic arithmetic functions: adding, subtracting, multiplying and dividing in order to be successful
Probability and Statistics A, B – HS2016, HS2017	Th . This course covers the basic principles of descriptive statistics, exploratory probability, design, and execution of studies requiring statistical analysis, sampling distributions, and estimation, graphing discovered data, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks extensively at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making are central themes of this

	course. Examples of games of chance, business, voting and elections, policy-making, the natural and social sciences, and sports will be explored. Use of the computer and the graphing calculator expose students to the power and simplicity of statistical software for data analysis. The graphing calculator, Texas Instrument (TI-83+), is used extensively as a learning tool and is required for the course. Prerequisite: full year of Algebra II.
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Laboratory Science “D”

Course Title
Anatomy and Physiology A, B
Biology AB
Chemistry AB
Physics offered by Los Angeles City College (LACC)

Course Title & Number	Description
Anatomy and Physiology A, B – HS3013, HS3014	Human Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will gain an understanding of the human body through lab exercises that will reinforce the importance of correct laboratory procedures. Students will be able to: 1) demonstrate an understanding of homeostasis through problem solving, inquiry-based laboratories, and group projects, 2) demonstrate an understanding of energy, matter, and organization through experimentation, analysis, and critical thinking, and 3) demonstrate an understanding of development using group and individual projects, synthesizing data and the through application of scientific concepts.
Biology A,B-HS3001, HS3002	In this course students will meet the California State Standards for biology. Through lab work, the student will have the opportunity to develop science skills such as: asking meaningful questions, conducting careful investigations, designing experiments, making observations, recording data, and formulating explanations using logic and evidence. In addition, students will have the opportunity to further develop their reading and writing skills
Chemistry A,B-HS3007, HS3008	Chemistry is the study of matter and the changes it undergoes. In this course students will learn about atomic structure, chemical bonds, stoichiometry, gases, acids and bases, solutions, thermodynamics, reaction rates, equilibrium, organic and biochemistry, nuclear processes, and laboratory skills

Language Other than English “e”

Course Title
Spanish 1 AB
Spanish 2 AB
Spanish 1 Native AB
Spanish 2 Native AB
Spanish offered by Los Angeles City College (LACC)

Course Title & Number	Description
Spanish 1 A,B- HS7009, HS7010	In this course students will explore Spanish through Communication, Culture, Connections, Comparison, and Communities, which connect us with the national foreign language standards. Through these components, students will continue their understanding of the conventions of language and cultural.
Spanish 2 A,B- HS7011, HS7012	Spanish II builds on the foundation established in Spanish I, focusing on the development of linguistic and cultural knowledge. We utilize the textbooks “Abriendo Paso Gramatica” and “Abriendo Paso Lectura”, “Nuevas Vistas Dos” and authentic resources as supplemental material. Students are graded using a variety of assessments tools which encourage them to evaluate and analyze their progress of the target language. The “Assessments Tools” are composed of “Vocabulary”, “Short Written Summaries”, “Class Readings”, “Recordings”, “Essays”, “Projects”, “Presentations”, a “Midterm”, the “AP Preparation Practice Exam” and the “Final Exam”.
Spanish 1 Native AB – HS7009, HS 7010	<i>Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. In this course students will explore Spanish through Communication, Culture, Connections, Comparison, and Communities, which connect us with the national foreign language standards. Through these components, students will continue their understanding of the conventions of language and culture.</i>
Spanish 2 Native AB – HS7011, HS7012	Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. Spanish II builds on the foundation established in Spanish I, focusing on the development of linguistic and cultural knowledge. We utilize the textbooks “Abriendo Paso Gramatica” and “Abriendo Paso Lectura”, “Nuevas Vistas Dos” and authentic resources as supplemental material. Students are graded using a variety of assessments tools which encourage them to evaluate and analyze their progress of the target language. The “Assessments Tools” are composed of “Vocabulary”, “Short Written Summaries”, “Class Readings”, “Recordings”, “Essays”, “Projects”, “Presentations”, a “Midterm”, the “AP Preparation Practice Exam” and the “Final Exam”.

Visual and Performing Arts “F”

Course Title
Art I AB
Art II AB
Choir AB
Beginning Ensemble AB
Intermediate Ensemble AB
Advanced Ensemble AB

Course Title & Number	Description
Art I A,B-HS6001, HS6002	Art I will focus on studio work where students will be develop both skills in drawing and painting. In doing so, students will begin to see the world through the eyes of an artist.

	Students will be introduced to many art works from different time periods and cultures. By the end of the year, students will have the vocabulary to talk about art and a working knowledge of the aesthetics of art to appreciate it.
Art II A,B-HS6003, HS6004	Art II will focus on studio work where students will be continuing to develop both skills in drawing and painting. In doing so, students will begin to find their own creative voice as an artist. Students will continue to follow the art process of thumbnails, revision and critique. Throughout the year, students will be using a sketchbook and creating artwork that will go into their final portfolio and be shown in exhibits. Students will be introduced to many art works from different time periods and cultures. By the end of the year, students will have the vocabulary to talk about art and a working knowledge of the aesthetics of art to appreciate it.
Choir AB – HS6051, HS6052	Choir is a performance course, in which students gain a grounding in the theory and discipline that grounds choral performance. Students will participate in rehearsal and performance of choral works.
Beginning Ensemble AB – HS6022, HS6023	This is a beginning course that improves techniques for playing musical instruments that develops musicianship skills for reading music, improvising, and composition/arranging. Students will explore a variety of musical genre embracing a multicultural society. Concert preparation and musical performances are included.
Intermediate Ensemble AB – HS6048, HS6049	This is an intermediate course that improves techniques for playing musical instruments that develops musicianship skills for reading music, improvising, and composition/arranging. Students will explore a variety of musical genre embracing a multicultural society. Concert preparation and musical performances are included.
Advanced Ensemble AB – HS6026, HS6027	This is an advanced course that improves techniques for playing musical instruments that develops musicianship skills for reading music, improvising, and composition/arranging. Students will explore a variety of musical genre embracing a multicultural society. Concert preparation and musical performances are included.

College Prep Elective “G”

Course Title	
Academic English Language Development (ELD) 1 AB	
Academic English Language Development (ELD) 2 AB	
Academic English Language Development (ELD) 3 AB	
Academic English Language Development (ELD) 4 AB	
Creative Writing AB	
Human Geography AB	
Music Appreciation AB	
Leadership AB	
Course Title & Number	Description

<p>ACADEMIC ELD 1 A – HS1037, 1 B – HS1038 UCB, credits</p>	<p>In Academic English Language Development courses students will work to use complex text to develop their abilities to practice with and learn the language of complex texts through text analysis and analytical discussion. Students will foster academic interactions by structuring and strengthening student to student interactions that use academic language, including building and challenging ideas and negotiating meaning. Students will work to fortify complex output by structuring, strengthening, and supporting the quantity and quality of students’ production of original, extended academic messages.</p>
<p>ACADEMIC ELD 2 A – HS1039, 2 B – HS1040 – UCG, credits</p>	<p>In Academic English Language Development courses students will work to use complex text to develop their abilities to practice with and learn the language of complex texts through text analysis and analytical discussion. Students will foster academic interactions by structuring and strengthening student to student interactions that use academic language, including building and challenging ideas and negotiating meaning. Students will work to fortify complex output by structuring, strengthening, and supporting the quantity and quality of students’ production of original, extended academic messages.</p>
<p>ACADEMIC ELD 3 A – HS1041, 3 B – HS1042 – UCG, credits</p>	<p>In Academic English Language Development courses students will work to use complex text to develop their abilities to practice with and learn the language of complex texts through text analysis and analytical discussion. Students will foster academic interactions by structuring and strengthening student to student interactions that use academic language, including building and challenging ideas and negotiating meaning. Students will work to fortify complex output by structuring, strengthening, and supporting the quantity and quality of students’ production of original, extended academic messages.</p>
<p>ACDEMIC ELD 4 A – HS1043, 4 B – HS1044 – UCG, credits</p>	<p>In Academic English Language Development courses students will work to use complex text to develop their abilities to practice with and learn the language of complex texts through text analysis and analytical discussion. Students will foster academic interactions by structuring and strengthening student to student interactions that use academic language, including building and challenging ideas and negotiating meaning. Students will work to fortify complex output by structuring, strengthening, and supporting the quantity and quality of students’ production of original, extended academic messages.</p>
<p>Creative Writing AB, HS1027, HS1028</p>	<p>The course, at its core, is a language and writing course that has the goal of further developing students mindset and skill in writing for application in college and the working world. Through creative writing, students will explore and determine the conventions of fiction, non-fiction, manifesto, and poetry and create each of the different genres. With each unit, students will engage in group discussion about their writing at different stages in order to make strategic choices to improve the writing so that the writing is both effective and affective.</p>
<p>Human Geography AB, HS5007, HS5008</p>	<p>The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications</p>
<p>Music Appreciation AB, HSHS6016, HS6017</p>	<p>Music Appreciation is a yearlong non-performance course where students will be able to read basic music, improve their writing skills, and become aware of many styles of music that exist in today’s pop culture under the scope of various roles found in the music industry. We will start off with Latin dance music and move into the current music genres that are pushing the boundaries in popular and underground music. Students will trace the roots of these styles and backtrack all year long, covering Techno, Rock, Hip-Hop, Soul/R&B, Jazz, Salsa, Reggae, Classical, African and other international music while</p>

	researching folkloric and modern music cultures. By the end of the year, students will be able to integrate musical understanding into other academic disciplines and careers.
Leadership AB – HS8015, HS8016	Leadership is a yearlong course where students are able to explore the realm of school leadership through identity & community development and events & project management. Students create, oversee and execute school-wide events and measure goals to increase school-wide investment in events, increase student advocacy and awareness and increase student’s levels of organization, planning and analysis. By the end of the year, students will be able to articulate and demonstrate their individual contributions to our school community while defining the necessary leadership skills in the communities they serve, especially in communities of color, throughout their personal and professional lives.

Non “A-G” Course Offering

Course Title
Advisory 9 AB
Advisory 10 AB
Advisory 11 AB
Advisory 12 AB
Physical Education AB
Study Hall A, B

Course Title & Number	Description
Advisory 9 AB 1 A,B- HS8060, HS8061 Advisory 10 AB- HS8003, HS8004 Advisory 11 AB – HS8064, HS 8065 Advisory 12 AB – HS8066, HS8067	PUC high school Advisory courses promote meaningful relationships between staff and students, while providing academic support. In addition, students will further develop the PUC’s Countdown to Independence identified competencies, abilities, knowledge & skills to prepare them for long-term success after high school. These 6-competencies include: 1) Transition Skills; 2) Social Emotional Learning (SEL); 3) Interpersonal Skills; 4) Academic Skills; 5) Career Knowledge, as well as 6) Explore College & Alternative Higher Education Options. All students will develop an Individual Learning Plan (ILP) that aligns their personal, career and education goals with a post-high school graduation plan.
Physical Education A,B- HS4005, HS4006	This course will follow the California Model Content Standards for Physical Education. Students in this course will learn human anatomy and kinesiology, how to make healthy choices, and how to effectively exercise for life-long health and fitness. This course will provide a safe, challenging, and enjoyable experience for students to develop positive and responsible athletic and social behaviors.
Study Hall AB – HS8029, HS8030	Study Hall is a time during the school day where students are assigned to study when they are not scheduled for an academic class. Study Hall is intended to meet the needs of students who seek a quiet environment to individually complete assignments. Students are expected to arrive to class with work to complete, a book to read, or some other appropriate individual activity to do. *This course is only available to students who have an IEP or per Superintendent approval.

1.13 INSTRUCTIONAL METHODOLOGIES AND STRATEGIES

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

METHODOLOGIES

- **Constructivist learning:** **PUC ECALS** 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 ECALS** 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 ECALS** 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 ECALS 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 ECALS 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 ECALS 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 ECALS, 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 ECALS' teachers will introduce students to the concepts that are to be presented in an upcoming lesson. PUC ECALS 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 ECALS 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 ECALS 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 ECALS 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 ECALS 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>).<http://www.behavioradvisor.com/CoopLearning.html>).<http://www.behavioradvisor.com/CoopLearning.html>).<http://www.behavioradvisor.com/CoopLearning.html>).

- **Cooperative Learning:** Small groups of **PUC ECALS** 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 ECALS** believes that classrooms are especially appropriate places 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 ECALS** 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.

At **PUC ECALS**, to help improve the success of our EL students, we have improved upon our provision of support services for EL students. We implemented a stand-alone designated ELD class that is taught by authorized and certified EL instructors. The class meets four times per week, which is the same frequency as every other content class and the maximum amount of time allotted to any class at the school. Students who are classified as English Learners are placed into the designated ELD class and are taught based on their ELD level.

Teachers have received training through professional development for Integrated ELD during summer site days and continued professional development at the school site and through our PUC Community of Practice and PUC-wide Professional Development. In addition, our staff has received training from Dr. Chee, professor of Language, Literacy and Learning from CSULA, for

further professional development. During Designated ELD, students are actively engaged in collaborative discussions that help build their awareness about language acquisition and develop their skills and abilities to use language. There is a strong emphasis on oral language development, with the involvement of reading and writing tasks to develop their awareness of how English works in both spoken and written language.

School administrators have received continual training and support in the ELD framework and instructional practices so as to guide teachers in planning as well as assist them during coaching. We have also provided teachers with extensive training about the ELD framework and instructional practices that they may use with EL students. In addition, we started to incorporate common practices across the board in the school, such as identifying specific EL standards and ELD learning objectives in classes, labeled seating charts, visual aids, and planning with a focus on our subgroups. We continually provide teachers, students, and parents about our EL learners, the ELPAC assessment, and how to reclassify. These meetings with students and communication with parents help all stakeholders stay informed about what it takes to grow as an EL learner.

The new stand-alone designated EL classes at the school are not the only measure that the school provides to support EL students. Integrated ELD instructional practices have been implemented at eCALS in all classes and content areas throughout the entire school day. Teachers do this by planning with the EL standards and creating ELD learning objectives that incorporate common words and phrases across content areas so students can access content through common verbiage related to reading, writing, speaking, and listening. We also encourage all teachers to follow the following practices to implement ELD instruction, including the following: Strategically plan and integrate academic language study in their units and lesson plans; teach students to analyze, write and create complex texts; clarify new language using a variety of strategies such as visual, kinesthetic, verbal and metacognitive; foster heterogeneous and collaborative group work for students based on the English proficiency levels; and use formative assessment to inform instruction.

We also offer continual professional development to teachers at our school pertaining to our EL subgroup along with strategies that teachers can use to support their EL learners. Teachers meet regularly to discuss support services provided for EL students and how each individual EL student is progressing in their various classes. And teachers with ELs in their classroom use the CA ELD Standards, in addition to their focus on CA CCSS for ELA/Literacy and other content standards, to support their ELs' linguistic and academic progress. The purpose of this integration is to help EL students develop an understanding of language as a resource for making meaning and a tool to become powerful communicators capable of both understanding and transforming their community and world.

To help support our LTEL students, our goal is to increase the support given to them via the designated EL classes. These classes focus on giving students practice questions and mock exams in order to get them used to the testing format and be prepared with testing taking strategies. Also, many of our LTEL students have IEPs, which for many includes test anxiety and difficulty taking standardized tests. Through the IEP process we will look to reclassify many of them as they become eligible based on the Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6-12. This process, along with our increased support provided via the integrated EL classes, will help to improve our reclassification rates for LTEL students.

PUC ECALS will not utilize one particular textbook or program in any of the content areas. **PUC ECALS** 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 ECALS** underscores the value of its teachers as intellectual architects in this task. **PUC ECALS** 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 ECALS** teachers receive training in standards deconstruction, use of the testing blueprints, careful analysis of assessment data, and induction to the PUC model of effective teaching to support a college-ready environment that provides a high level of instruction. From this carefully guided work each teacher develops a standard driven, time bound scope & sequence with specific learning targets and ‘big ideas’ for each unit and lesson. **PUC ECALS** 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 ECALS** 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 ECALS** 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.

Since California began CAASPP testing, PUC, as an organization, has ensured that teachers are prepared to impart students with the knowledge and skills they need to succeed in college and in their careers. PUC has utilized some of the resources provided by Engage NY and NYSED. Our focus has been on the six instructional shifts in ELA and Math

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

PUC places a high value on structuring time during the year for both grade level and content teachers within and across schools to convene and collaborate. Within schools, teachers meet in content and grade level teams one to two times monthly. Across our network, teachers meet in content teams 3-5 times per semester. 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
<ul style="list-style-type: none"> Balancing Informational and Literacy Text 	There is a focus on reading richer, non-fiction texts in all grade levels across all disciplines. The balance between fiction and non-fiction ranges from 50%/50% in elementary to 30%/70% in High School.
<ul style="list-style-type: none"> Knowledge in the Disciplines 	Students build knowledge about the world through TEXT rather than the teacher or activities.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Text-based Answers 	Students engage in rich and rigorous evidence-based conversations about text.
<ul style="list-style-type: none"> Writing from Sources 	Writing emphasizes use of evidence from sources to inform or make an argument.
<ul style="list-style-type: none"> Academic Vocabulary 	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done by spiraling like content in increasingly complex tasks.

Current Practices Aligned to ELA/Literacy:

- Our schools have maintained a focus on reading across the content areas, increasing the amount of non-fiction text that student read throughout the day. Grade level and content teams utilize

common reading strategies (i.e., Generating Interactions Between Schemata and Text (GIST), text annotation, etc.) to increase student access to content.

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

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

Current Practices Aligned to Mathematics Standards:

- PUC Schools has partnered with the Bill and Melinda Gates Foundation to take part in the Math Design Collaborative grant to pilot a series of secondary Formative Assessment Lessons

(FAL). These lessons are aligned to the CA Common Core State Standards and require students to think deeply about one math concept, apply their learning in application tasks with a partner or group without over-scaffolded instruction from the teacher. The teacher's role is to review a short pre-assessment completed by each student, provide feedback questions to prompt understanding, continue to probe understanding while students engage in exploration of the math concept, and then correct misconceptions and deepen students' understanding of the focused math concept through a plenary discussion. At the conclusion of the lesson, students retake the assessment and reflect on their progress.

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

1.15 DEVELOPMENT OF TECHNOLOGY-RELATED

Evidence indicates that computers can help students improve their performance on tests of basic skills, but researchers investigating the use of technology in education have found that technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking (Culp, Hawkins, & Honey, 1999; Sandholtz, Ringstaff, & Dwyer, 1997; Means, 1994). To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework. Courseware (computer software designed to be used in an educational program) should reflect curricular standards, and should take into account research on how students learn. Using technology in the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al., 1997; "Critical Issue," 1999). The intent of the use of technology at **PUC ECALS** is to enhance the instruction and education of

its students through the integrated use of technology in the support of a standards-based curriculum. Technology facilitates the creation, location, organization, manipulation, and presentation of information by teachers, students, and administration. Technology also enhances communication and information exchange between teachers, parents, students, and administration. **PUC ECALS** 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 ECALS** 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 preparation for the SBAC in the spring
- Embed the practice typing in classes.
- Take the training tests prior to taking the summative test.
- Use Newsela weekly, which helps to support them in many of the thinking and computer navigation skills they need for CAASPP testing.

As a result, technology use at **PUC ECALS** is guided by the following principles:

- The use of technology at **PUC ECALS** 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 ECALS** 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 GRADUATION REQUIREMENTS

Each student will take at minimum the following course scope and sequence designed specifically to meet the grade level standards and satisfy University of California’s “a-g” undergraduate course requirements, and must earn a grade of C or higher (PUC does not award “D” grades with the exception of students with special education eligibility who per an IEP team decision require modified grading).

The PUC ECALS school program and course schedule enable all students to obtain the necessary credits for graduation and A-G eligibility requirements within 4 years. Our two full-time College and Career Counselors work with each student from the summer before their freshman year until graduation and beyond to make sure that they are registered for the appropriate classes needed for graduation. The counselors support students in progress monitoring and implementaiton of intervention, enrichment and credit recovery services for students as well.

All “a-g” approved courses taught in PUC School’s program are transferable to college/universities or other public high schools, including those within LAUSD. Parents receive notification of course transferability in all student recruitment and student enrollment materials. In addition, parents are notified via the PUC high school’s Student/Parent Handbook regarding the transferability of courses to other public high schools.

Students work with their School & College Counselor annually to map out their 9th-12th grade course schedule and review their academic progress. If a student falls off course, an individualized plan is created to support the student with recovering credits via (See 1.17.1 Credit Recovery for program options). In addition the student is provided tutoring and school counseling to support their success.



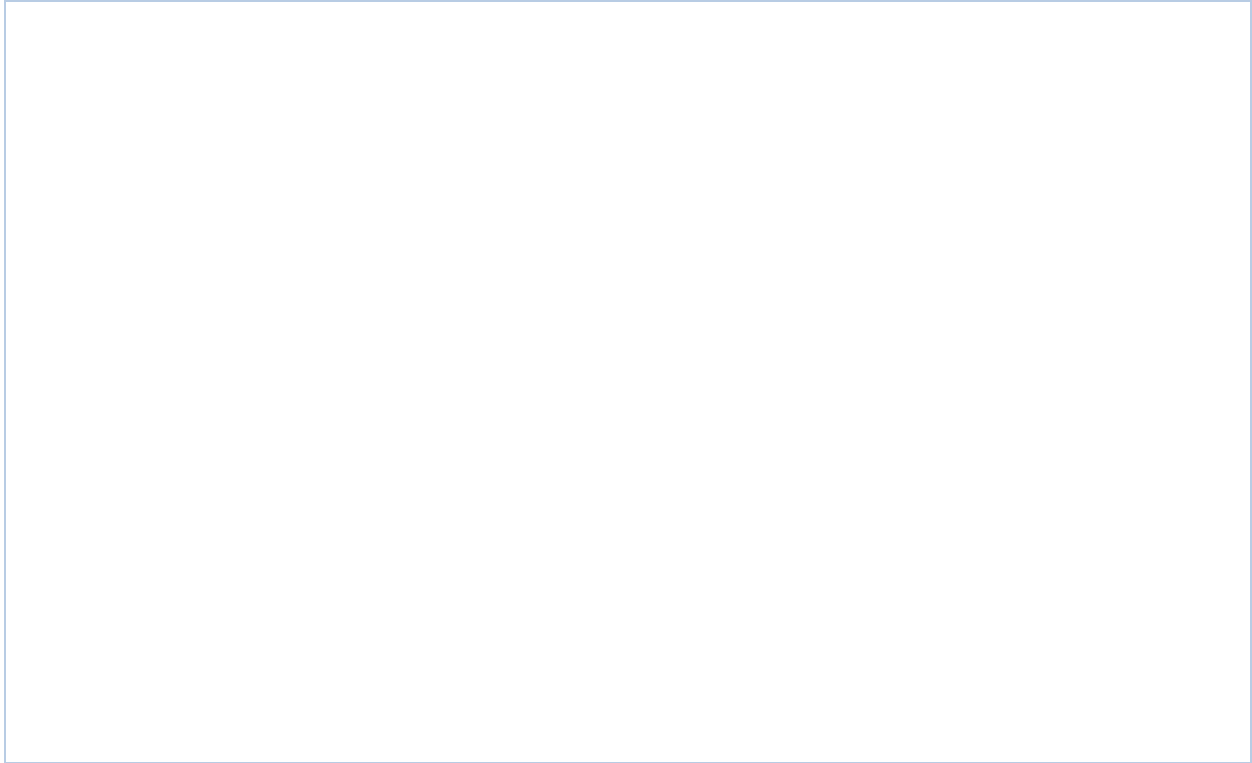
HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECTS	HIGH SCHOOL GRADUATION REQUIREMENTS	CREDITS
A. History/Social Science	3 years required	30 credits
B. English	4 years required	40 credits
C. Mathematics	3 years required <i>(4-yrs. Recommended for career & college competitiveness)</i>	30 credits
D. Laboratory Science	2 years required <i>(3-yrs. Recommended for career & college competitiveness) *1-year Physical Science & 1-year Biological Science</i>	20 credits
E. Language Other Than English (L.O.T.E.)	2 years required <i>(3-yrs. Recommended for career & college competitiveness) *In the same language</i>	20 credits
F. Visual and Performing Arts (VAPA)	1 year required <i>(1 year-long course)</i>	10 credits
G. College-Prep Elective	1 year required	10 credits
Physical Education	2 years required	20 credits
• Other	Additional classes align with individual's academics needs, career & higher education plans	40 credits
TOTAL PUC HIGH SCHOOL DIPLOMA CREDIT REQUIREMENTS		220 credits

- 160 of the 220 credits are “a-g” courses, aligned with UC/CSU’s minimum undergraduate admissions requirements
- 60 additional course credits (i.e.: high school classes, APs & Dual Enrollment College Courses)

- **Dual Enrollment College Courses** - Provides college courses to students in 9th-12th grade, expanding the high schools’ course offerings. These courses also allow students the opportunity to explore careers, get a head start on earning a certificate and/or college degree and save money on tuition. Taking college courses while in high school makes students more competitive for college, allows them to access the college’s library and campus resources, as well as provides a true college campus experience.
- **Advanced Placement (AP) Courses** - AP courses provide the same benefits noted under the dual enrollment courses with the following exceptions: AP courses are not affiliated with certificate programs, do not provide access to college campus resources, and require an AP passing exam grade in order for a student to earn college credit (three or higher *1-5 exam scale).
- **Advisory** – PUC high school Advisory courses promote meaningful relationships between staff and students, while providing academic support. In addition, students will further develop the [PUC’s Countdown to Independence](#) identified competencies, abilities, knowledge & skills to prepare them for long-term success after high school. These 6-competencies include: 1) Transition Skills; 2) Social Emotional Learning (SEL); 3) Interpersonal Skills; 4) Academic Skills; 5) Career Knowledge, as well as 6) Explore College & Alternative Higher Education Options. All students will develop an Individual Learning Plan (ILP) that aligns their personal, career and education goals with a post-high school graduation plan.
- **Community Service** – Students are welcome to complete community service for the 2020-21 school year. Please note due to COVID-19 completing community service is a student’s choice not a PUC requirement. We advise students to make sure to prioritize your safety and well-being. Limiting the spread of COVID-19 is of utmost importance. Protect yourself by taking the [recommended public health precautions](#) at all times.

All “A-G” approved courses taught at PUC High Schools meet undergraduate college admissions requirements, and are transferable to public high schools, including those within Los Angeles Unified School District.



1.17.1 CREDIT RECOVERY

PUC ECALS provides sufficient credit recovery opportunities through a variety of options to ensure student’s credit recovery needs are met and the options work with the student’s school and family schedule. The School & College Counselor along with school leadership create an individualized credit recovery plan, and monitor students’ course progress through student check-ins, online course administration monitoring, and course instructor communications when available. Here is the list of online, independent study and teacher-led credit recovery options **PUC ECALS** promotes (All are accredited and University of California “a-g” approved):

- 1) APEX learning online courses;
- 2) Community College Courses (LACC, LATT & PCC);
- 3) Glendale Community College’s Student Success Center;
- 4) Options for Youth;
- 5) Opportunities for Learning and
- 6) Garfield High School Credit Recovery program.

1.17.2 TRANSFER STUDENT’S GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Students and their family who transfer into a PUC high school meet with their School & College Counselor to review the following:

1. **Welcome them to their new PUC high school**
2. Learn about **PUC K-16 Countdown to Independence Program** that aligns with Career College Life Readiness (CCLR) research-based framework, preparing students for high school, and post-high school success (career and higher education plans.) The grade-specific program tasks will be reviewed and student's responsibilities complete for the school year.
3. Share a copy of the **High School Profile**, its purpose of providing context to a student's transcript, such as the school's demographics, policies and extracurricular offerings. Note this document is shared with external parties (colleges, scholarship committees, high schools). The student's career and extracurricular interests will be discussed, along with how a student can get involved at their new high school.
4. Discuss how **PUC Schools prepares all students for 4-year college admissions and completion, and encourages students to pursue their desired post-secondary pathway**, whether that is direct entry into 4-year college, an alternative higher education option (Trade-school, technical school, apprenticeship, Military) or direct high school to employment.
5. Students & families will learn about **Naviance Student online platform**, and how Naviance Student provides 24/7 online access to support students' career, scholarship and college exploration and planning.
6. Students & families will learn about **PowerSchool's online platform**. It will be noted how PowerSchool allows students & parents to self-monitor their grades and attendance, as well as communicate with teachers 24/7.
7. **PUC Schools' high school graduation requirements will be presented and the student's transcript will be analyzed**, allowing the student and family to note the student's grade level standing (based on high school credits earned to date), and course sequence pathway the student must take to meet PUC graduation requirements. The following items will be noted:
 - a. UC/CSU UNDERGRADUATE ADMISSIONS ALIGNMENT – Note that PUC Schools' high school graduation requirements align with The University of California (UCs) and California State University's (CSUs) "a-g" undergraduate admissions requirements.
 - b. INDIVIDUALIZED LEARNING PLAN (ILP) – The course planning portion of the ILP will be completed, identifying specific courses the student must complete to meet *both* PUC high schools' and UC/CSU minimum undergraduate admissions requirements.

- c. DIFFERENCE BETWEEN UNDERGRADUATE COLLEGE ELIGIBILITY AND COLLEGE COMPETITIVENESS - Note that college admissions competitiveness and major competitiveness may require a student to take additional courses beyond the minimum requirements (i.e. – Engineering Major requires additional math and science courses beyond general “a-g” minimum undergraduate requirements)

1.17.3 COLLEGE & CAREER INDICATORS

PUC ECALS will provide options that will ensure students in the high school program meet the CDE’s College and Career Indicators through the following:

1. **Career Technical Education (CTE):** CTE course options may be taken through our Early College High School model (ECHS). All PUC high schools present college course options from local Los Angeles Community Colleges, and map out timelines to support students with planning, enrolling, and certificate completion.
2. **Smarter Balance Summative Assessments** (ELA and Mathematics): In addition to the common core aligned college preparatory PUC Schools' high school curriculum, students who identify via NWEA MAP data are provided supplemental English Language Arts (ELA) support via ELA courses, NEWSLA and math support via Khan Academy.
3. We currently offer a variety of **college credit course electives** that expand our high school’s current course offerings. Through our partner Los Angeles Community College District (LACCD) schools, we select course sequences that focus on developing transfer paths (3 or more classes in one program) and Career Technical Education (CTE) certificates. All college course offerings are selected to expand students career knowledge, prepare students for employment and with regards to CTE course sequences, certificates may be stackable to meet AA/AS requirements, allowing students to transfer to a 4-year college depending on a student’s career and higher education goals.
4. PUC Schools’ high school graduation requirements align with **UC/CSU “a-g” undergraduate admissions minimum requirements**. All PUC Schools' students who are on a general education graduation pathway complete UC and CSU's "a-g" minimum undergraduate admissions requirements. Students who are special education eligible and per an IEP team decision have been placed on an alternative graduation path may be placed on a non-“a-g” diploma pathway (i.e. - Certificate of Completion or California Minimum High School Diploma).
5. We provide students the opportunity to earn **The State Seal of Biliteracy (SSB)** for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. We offer foreign language classes through our high school offerings (general education and Advanced Placement courses), and students have the opportunity to take foreign language courses

through our early college high school/dual enrollment program. SSB eligibility is calculated in July after Advanced Placement exam scores are released, allowing PUC Schools’ to make sure all eligible students may be honored with SSB recognition.

1.18 WASC ACCREDITATION:

PUC ECALS received a full accreditation from the Western Association of Schools and Colleges (WASC) expiring in June 2021. In the 2017-18 school year, **PUC ECALS** had its mid-cycle review and met the WASC criteria for accreditation. Our accreditation is now reaffirmed through the end of the six-year cycle. Teacher professional development will continue to occur on Tuesdays and will be dedicated to the achievement of our WASC goals. Additionally, our School Success Plan (SPSA) is aligned with WASC goals. The goals are as follows:

- Goal 1: Raise the level of achievement on school-wide and college-ready indicators.
- Goal 2: Cultivate a Community of Leaders, Scholars and Citizens.
- Goal 3: Improve performance of Special Education and English Learners.
- Goal 4: Engage families as partners
- Goal 5: Increase the principal’s role as an instructional leader.

1.19 HIGH SCHOOL COURSE TRANSFERABILITY

All “a-g” approved courses taught in PUC Schools’ high schools are transferable to colleges/universities and other public high schools, including those within LAUSD. Parents receive notification of course transferability in student recruitment materials, student enrollment materials, as well as PUC Schools’ High School Student/Parent Handbook.

1.20 TRANSITIONAL KINDERGARTEN

This section does not apply as **PUC ECALS** is a 9th – 12th grade school.

1.21 ACADEMIC CALENDAR

PUC ECALS will adopt at least a 180-day instructional calendar divided into semesters. Teachers and selected staff will be required to participate in 5 - 20 additional days during the summer to prepare for the upcoming school year in addition to 5 professional development days during the year.

July / julio 2021 (0)					PUC ECALS	January / enero 2022 (15)				
Mon	Tue	Wed	Thu	Fri		Mon	Tue	Wed	Thu	Fri
			1	2	School Year 2021-2022					
5	6	7	8	9	10	11	12	13	14	
12	13	14	15	16	Student # of Days = 180 days during SY					
					17	18	19	20	21	

19	20	21	22	23			24	25	26	27	28
26	27	28	29	30			31				
					Teacher # of Days = 185 days during SY						
August / agosto (12)					February / febrero (18)						
Mon	Tue	Wed	Thu	Fri	Aug., 2021	Summer Bridge	Mon	Tue	Wed	Thu	Fri
2	3	4	5	6	Aug. 16	First Day of School		1	2	3	4
9	10	11	12	13	Sept. 6	Labor Day	7	8	9	10	11
16	17	18	19	20	Sept. 13	Site PD #1	14	15	16	17	18
23	24	25	26	27	Nov. 11	Veteran's Day	21	22	23	24	25
30	31				Nov. 19	PUC-wide PD #1	28				
					Nov. 29	Site PD #2					
Sept. / septiembre (20)					Nov. 25-26	Thanksgiving Holiday	March / marzo (18)				
Mon	Tue	Wed	Thu	Fri	Dec. 13 - Jan. 1	Winter Recess	Mon	Tue	Wed	Thu	Fri
		1	2	3	Jan. 17, 2022	Dr. Martin Luther King Jr. Holiday		1	2	3	4
6	7	8	9	10	Feb. 7	Site PD #3	7	8	9	10	11
13	14	15	16	17	Feb. 21	Presidents' Day	14	15	16	17	18
20	21	22	23	24	Mar. 7	Site PD #4	21	22	23	24	25
27	28	29	30		Mar. 29-Apr.2	Spring Break	28	29	30	31	
					Mar. 31	Cesar Chavez Day					
October / octubre (21)					May 30	Memorial Day	April / abril (20)				
Mon	Tue	Wed	Thu	Fri	June 10	Last Day of School & Minimum Day	Mon	Tue	Wed	Thu	Fri
				1							1
4	5	6	7	8			4	5	6	7	8
11	12	13	14	15			11	12	13	14	15
18	19	20	21	22			18	19	20	21	22
25	26	27	28	29			25	26	27	28	29
Nov. / noviembre (14)						STAFF MEETING / PD / MINIMUM DAY!	May / mayo (21)				
Mon	Tue	Wed	Thu	Fri		FIRST DAY / LAST DAY OF SCHOOL	Mon	Tue	Wed	Thu	Fri
1	2	3	4	5		INTERSESSION / BRIDGE & SITE PD	2	3	4	5	6
8	9	10	11	12		HOLIDAYS / RECESS	9	10	11	12	13
15	16	17	18	19		REGULAR DAY OF ATTENDANCE	16	17	18	19	20
22	23	24	25	26		PROGRESS REPORTS / REPORT CARDS	23	24	25	26	27
29	30					NEW TEACHER/LEADER LEARNING LAB/PD	30	31			
						TEACHER PD (NO STUDENTS)/PUPIL FREE					
Dec. / diciembre (13)						SUMMER SITE DAY PDS	June / junio (8)				
Mon	Tue	Wed	Thu	Fri		SUPER MINIMUM DAYS	Mon	Tue	Wed	Thu	Fri
		1	2	3					1	2	3
6	7	8	9	10		128 Regular Days	6	7	8	9	10
13	14	15	16	17		46 Minimum Days	13	14	15	16	17
20	21	22	23	24		6 Super Minimum Days	20	21	22	23	24
27	28	29	30	31			27	28	29	30	

1.22 DAILY SCHEDULES

PUC ECALS SAMPLE STUDENT SCHEDULES

PUC ECALS Regular Day (Monday/Wednesday)							
Total Daily Instructional Minutes: 400 minutes (370 + 30 for Passing Time)							
GRADE LEVEL	Period 1 (8:30-9:25) 55 min	Period 2 (9:30-10:25) 55 min	Advisory (10:30-11:10) 40 min	Period 3 (11:15-12:10) 55 min	Period 4 (12:15-1:10) 55 min	Period 5 (1:15-2:10) 55 min	Period 6 (2:15-3:10) 55 min
9 th /10 th	English 10	Prep	PCE	English 9	English 9	English 9	English 9
9 th /10 th	Math 1	Math 1	PCE	Prep	Math 1	Math 1	Math 1
9 th /11 th	Chemistry	Bio	PCE	Bio	AP Biology	Chemistry	Bio
9 th /12 th	PE	PE	PCE	PE	Literacy Lab	Prep	Athletics
10 th /11 th	English 11	English 11	PCE	English 10	English 10	English 10	Prep
10 th /12 th	Math 2	AP Statistics	PCE	Prep	Math 2	Pre-Calculus	Math 2
9 th /10 th	Physics	Chemistry	PCE	Chemistry	Physics	Physics	Prep
10 th /Mixed	Prep	World History	PCE	AP US History	World History	World History	World History
10 th /12 th	Spanish 1	Spanish 1	PCE	Spanish 1	DESIG. ELD (Levels I-II)	DESIG. ELD (Level III-IV)	Spanish 1 Native
11 th /12 th	Prep	Pre-Calculus	PCE	Math 3	Math 3	Math 3	Math 3
11 th /Mixed	Literacy Lab	US History	PCE	US History	Prep	Yearbook	US History
10 th /11 th	Spanish 2	Spanish 2 Native	PCE	Spanish 1 Naative	Spanish 2	AP Spanish	Prep
11 th /12 th	ERWC	Prep	PCE	ERWC	ERWC	AP Eng Lang	ERWC
12 th /Mixed	Govt/Econ	Govt/Econ	PCE	Govt/Econ	Govt/Econ	Prep	Leadership
Mixed	Adv. Ens	Prep	PCE	Int Ens.	Guitar 2	Guitar	Beg. Ensemble
9 th /Mixed	AP Art	Art 1	PCE	Art 1	3D Art	Literacy Lab	Prep
11 th /12 th			PCE				College Class: Criminology
9 th /12 th		Eng. Lab	PCE		Math Lab		

PUC ECALS Regular Day PTCW Block (Thursday/Friday)				
Total Daily Instructional Minutes: 400 minutes (385 + 15 for Passing Time)				
GRADE LEVEL	Period 1/ Period 4 (8:30-10:15) 105 min	Period 2/ Period 5 (10:20-12:05) 105 min	Advisory (12:10-1:20) 70 min	Period 3/ Period 6 (1:25-3:10) 105 min
9 th /10 th	English 10/ English 9	Prep/ English 9	PCE	English 9
9 th /10 th	Math 1	Math 1	PCE	Prep
9 th /11 th	Chemistry/ AP Biology	Biology/ Chemistry	PCE	Biology
9 th /12 th	PE/ Literacy Lab	PE/Prep	PCE	PE/ Athletics

10 th /11 th	English 10 / English 11	English 10/ English 11	PCE	English 10/ Prep
10 th /12 th	Math 2	AP Statistics/ Pre-Calculus	PCE	Prep/Math 2
9 th /10 th	Physics	Chemistry/ Physics	PCE	Chemistry/ Prep
10 th /Mixed	Prep/ World History	World History	PCE	World History /AP US History
10 th /12 th	Academic ELD (Levels 1 + 2) /Spanish 1	Academic ELD (Levels 3 + 4) /Spanish 1	PCE	Spanish 1/Spanish 1 Native
11 th /12 th	Prep / Math 3	Pre-Calculus/ Math 3	PCE	Math 3
11 th /Mixed	Literacy Lab/ Prep	US History/ Yearbook	PCE	US History
10 th /11 th	Spanish 2	Spanish 2 Native/ AP Spanish	PCE	Spanish 1 Naative/ Prep
11 th /12 th	ERWC	Prep/AP Eng Lang	PCE	ERWC
12 th /Mixed	Govt/Econ	Govt/Econ/ Prep	PCE	Govt/Econ/ Leadership
Mixed	Adv. Ens/ Guitar 2	Prep/Guitar	PCE	Int Ens./ Beg. Ensemble
9 th /Mixed	AP Art/ 3D Art	Art 1/ Literacy Lab	PCE	Art 1/Prep
11 th /12 th			PCE	College Class: Criminology
9 th /12 th	Math Lab	Eng. Lab	PCE	

PUC ECALS Early Dismissal Day (Tuesday)						
Total Daily Instructional Minutes: 295 minutes (270 + 25 Passing Time)						
GRADE LEVEL	Period I (8:30-9:15) 45 min	Period 2 (9:20-10:05) 45 min	Period 3 (10:10-10:55) 45 min	Period 4 (11:00-11:45) 45 min	Period 5 (11:50-12:35) 45 min	Period 6 (12:40-1:25) 45 min
9 th /10 th	English 10	Prep	PCE	English 9	English 9	English 9
9 th /10 th	Math 1	Math 1	PCE	Prep	Math 1	Math 1
9 th /11 th	Chemistry	Bio	PCE	Bio	AP Biology	Chemistry
9 th /12 th	PE	PE	PCE	PE	Literacy Lab	Prep
10 th /11 th	English 11	English 11	PCE	English 10	English 10	English 10
10 th /12 th	Math 2	AP Statistics	PCE	Prep	Math 2	Pre-Calculus
9 th /10 th	Physics	Chemistry	PCE	Chemistry	Physics	Physics
10 th /Mixed	Prep	World History	PCE	AP US History	World History	World History
10 th /12 th	Spanish 1	Spanish 1	PCE	Spanish 1	Academic ELD1 + 2 (9th / 10th)	Academic ELD 3 + 4 (11th & 12th)
11 th /12 th	Prep	Pre-Calculus	PCE	Math 3	Math 3	Math 3
11 th /Mixed	Literacy Lab	US History	PCE	US History	Prep	Yearbook

10 th /11 th	Spanish 2	Spanish 2 Native	PCE	Spanish 1 Naative	Spanish 2	AP Spanish
11 th /12 th	ERWC	Prep	PCE	ERWC	ERWC	AP Eng Lang
12 th /Mixed	Govt/Econ	Govt/Econ	PCE	Govt/Econ	Govt/Econ	Prep
Mixed	Adv. Ens	Prep	PCE	Int Ens.	Guitar 2	Guitar
9 th /Mixed	AP Art	Art 1	PCE	Art 1	3D Art	Literacy Lab
11 th /12 th			PCE			
9 th /12 th		Eng. Lab	PCE		Math Lab	

PUC ECALS Super Minimum Day Total Daily Instructional Minutes: 240 minutes (215+ 25 Passing Time)						
GRADE LEVEL	Period 1 (8:30-9:10) 40 min	Period 2 (9:15-9:50) 35 min	Period 3 (9:55-10:30) 35 min	Period 4 (10:35-11:10) 35 min	Period 5 (11:15-11:50) 35 min	Period 6 (11:55-12:30) 35 min
9 th /10 th	English 10	Prep	PCE	English 9	English 9	English 9
9 th /10 th	Math 1	Math 1	PCE	Prep	Math 1	Math 1
9 th /11 th	Chemistry	Bio	PCE	Bio	AP Biology	Chemistry
9 th /12 th	PE	PE	PCE	PE	Literacy Lab	Prep
10 th /11 th	English 11	English 11	PCE	English 10	English 10	English 10
10 th /12 th	Math 2	AP Statistics	PCE	Prep	Math 2	Pre-Calculus
9 th /10 th	Physics	Chemistry	PCE	Chemistry	Physics	Physics
10 th /Mixed	Prep	World History	PCE	AP US History	World History	World History
10 th /12 th	Spanish 1	Spanish 1	PCE	Spanish 1	Academic ELD 1 + 2 (9 th / 10 th)	Academic ELD 3 + 4 (11 th & 12 th)
11 th /12 th	Prep	Pre-Calculus	PCE	Math 3	Math 3	Math 3
11 th /Mixed	Literacy Lab	US History	PCE	US History	Prep	Yearbook
10 th /11 th	Spanish 2	Spanish 2 Native	PCE	Spanish 1 Naative	Spanish 2	AP Spanish
11 th /12 th	ERWC	Prep	PCE	ERWC	ERWC	AP Eng Lang
12 th /Mixed	Govt/Econ	Govt/Econ	PCE	Govt/Econ	Govt/Econ	Prep
Mixed	Adv. Ens	Prep	PCE	Int Ens.	Guitar 2	Guitar
9 th /Mixed	AP Art	Art 1	PCE	Art 1	3D Art	Literacy Lab
11 th /12 th			PCE			
9 th /12 th		Eng. Lab	PCE		Math Lab	

1.23 INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Yes	128	400	46	295	6	240			180	64800	66210	1410
10	Yes	128	400	46	295	6	240			180	64800	66210	1410
11	Yes	128	400	46	295	6	240			180	64800	66210	1410
12	Yes	128	400	46	295	6	240			180	64800	66210	1410

1.24 EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOL ATTENDANCE REQUIREMENTS

Per California Education Code Section 46146.5 as amended by SB 379, the “existing law provides that a day of attendance for a pupil enrolled in grades 11 and 12 at an early college high school or middle college high school is 180 minutes of attendance if the pupil is also enrolled in a community college, classes of the California State University, or classes of the University of California, as specified. Existing law, the Charter Schools Act of 1992, requires, as a condition of apportionment, among other things, a charter school to offer 64,800 minutes of instruction in a fiscal year for pupils in grades 9 to 12, inclusive, and, for classroom-based instruction, as defined, to have at least 80% of the instructional time offered to be at the school site.”

PUC ECALS will have a limited number of students each school year that will be granted early release based upon their individual academic progress levels.

1.25 PROFESSIONAL DEVELOPMENT

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

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

PUC Schools has developed a teacher development system that:

- Defines effective teaching as a collaborative and reflective endeavor that engages peers, students, and their families in ensuring student success. (College Ready Teaching Framework (CRTF))
- Develops methods of measuring teacher effectiveness.
- Implements high-quality, targeted supports that help build teacher capabilities. (Professional Development)
- Provides a career path and compensation system that offers the most effective teachers the opportunity to grow professionally.

SAMPLE PUC ECALS PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE:	
PUC ECALS PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE SAMPLE 2021-2022 SY	
SEMESTER 1	TOPICS
WEEK 1 (AUG. 16)	PCE: Glows and grows from day one, Explanation of the plan for the week, Grade Level Time, Check-in regarding norms, Inclusion Presentation: Overview of procedures, expectations and goals
WEEK 2 (AUG. 23)	EL student collaboration - discuss strategies, Staff dress code, MAP Testing support Grade Level/PCE Time (45 min): Review student success checklist data, Inclusion Specialist Check-ins, Committee Time, School and College Counselors: Naviance intro and inputting of smart goals
WEEK 3 (AUG. 30)	Focus on Culture: Grade Level Time, Back to School Night prep Committee Work Time, Continue tasks from first week
WEEK 4 (SEPT. 6)	Focus on Instruction: Grade Level Time, AP Teachers Collaboration Time, I/E planning time, AP planning time, Committee Time, Content time Instruction Collaboration Time
WEEK 5 (SEPT. 13)	SITE PD #1-Focus on Instruction: Introduce Coordinator, Inclusion, PLP's Leadership cadre, Use of collaboration time - efficiency; roles for each session, Growth goals, School and College Counselor Presentation, PTCW Intro (PTCW overview), Grade Level Time, PLP Writing Time
WEEK 6 (SEPT. 20)	Focus on Culture: Recruitment events, PCE survey, Committee Time, Grade Level Time, PTCW preparation
WEEK 7 (SEPT. 27)	Focus on Instruction: PTCW feedback, Learning walks debrief, PSAT schedule for 10th and 11th grades only, California Shakeout earthquake drill, SSICA Overview, Instruction Collaboration Time/Content Time, Grade Level Time 9th grade teachers of the fab 4 meet with S&C Counselors and Inclusion representative (including IA's?)... FST docs?, Committee Time, Discipline - new system for tracking trackers
WEEK 8 (OCT. 4)	Focus on Culture: Classroom norms - ripple effect – accountability, Shake Out prep, Teachers must be aware of what is happening in their classes, Committee Time, EL

	Students' Teachers Collaboration Time, Grade Level Time, Inclusion Collaboration Time
WEEK 9 (OCT. 11)	Focus on Student Academic Support: Grade repository- I/E collaboration/Mandatory tutoring rollout, PAC - what do teachers need help with? Teachers at recruitment events, Teacher feedback on PSAT proctoring, Earthquake drill feedback, Instruction Collaboration Time/Content Time, Inclusion Time for PLPs, Committee Time, Grade Level Time, Interventions for failing students
WEEK 10 (OCT. 18)	PUC-WIDE PROFESSIONAL DEVELOPMENT-DATA ANALYSIS FOCUS
	Focus on Instruction & Differentiation: Grade repository- I/E collaboration/inputting over grades time, Mandatory tutoring rollout, Grade repository, PAC - what do teachers need help with? Teachers at recruitment events, Sexual assault online training, SBAC aligned assignment - bring into PD next week Counselors Brief Presentation, Committee Time, Grade Level Time, Differentiated Collaboration, AP Teachers, Literacy Lab, Math planning, VAPA Planning
WEEK 11 (OCT. 25)	Focus on Instruction and Culture: Learning Walks, Learning Lab procedures, Students missing classes, Utilize referral slips when students are sent out, Literacy Lab procedural overview, Committee Time, Instruction Collaborative, Content Time, Grade Level Time, Instruction Time, SBAC aligned rubric assignment
WEEK 12 (NOV. 1)	Focus on Instruction: I/E grades, Students to learning lab – process, Committee Time, Grade Level Time
WEEK 13 (NOV. 8)	Focus on Instruction: Committee Time, Grade-level Articulation
WEEK 14 (NOV. 15)	Focus on Instruction: Committee Time, Grade-level Articulation
WEEK 15 (NOV. 22)	THANKSGIVING BREAK (WHOLE WEEK)
WEEK 16 (NOV. 29)	Focus on Grading: I/E grades input, Inclusion - grading plug - can give a 70%, Semester grades - sign out sheet, Drill updates, online training and HR survey, Committee Time, Grade Level Time
WEEK 17 (DEC. 6)	Focus on Instruction: Committee Time, Grade-level Articulation
WEEK 18 (DEC. 15-17)	FINALS WEEK
SEMESTER 2	TOPICS
WEEK 1 (JAN. 3)	WINTER BREAK
WEEK 2 (JAN. 10)	Focus on Semester 2 Overview: Classroom set-up, Unit plan and scope and sequence document sharing across grade level, Grade level assessment alignment for the semester, Content team assessment alignment for the semester, Grading procedures alignment, AP Grading Policy, Introduce peer observation system and expectations for the month of January, Introduce content writing expectations, Introduce updates to restoration system, Review I/E grading repository for semester 2, PCE Planning Workshop: Review Schoolwide, Inclusion Dept. Check-In
WEEK 3 (JAN. 17)	Focus on Instruction: Lesson Planning with focus on incorporating writing tasks MAP Testing: Math
WEEK 4 (JAN. 24)	Focus on Culture: Grade level student behavior updates: Both positive and Negative discussion on Intervention/Incentive Campaigns PCE Updates MAP Testing: Reading
WEEK 5 (JAN.31)	Focus on Instruction: Peer Observation Debrief Workshop, MAP Data Analysis with focus on Intervention/Enrichment Groupings
WEEK 6 (FEB. 7.)	SITE PD #3-Focus on Instruction: Student work analysis Workshop(focus on Writing Tasks) GL Check-Ins, AP Teachers Check-In, Inclusion Dept. Check-In Review and Discuss Parent-Teacher Collaboration Week (PTCW), SBAC Performance Task Prep., AP Student Progress Discussion, IEP Student Progress Discussion, GL Check-Ins
WEEK 7 (FEB. 14)	Focus on Instruction: Site-level Data PD, PTCW Prep, Lesson Plan Review(focus on Writing Task), GL Check-Ins
WEEK 8 (FEB. 21)	Focus on Instruction: Peer Observation debrief Workshop, PTCW Prep.-Finalize Setup, GL Check-Ins
WEEK 9 (FEB. 28)	PARENT-TEACHER CONFERENCE
WEEK 10 (MAR. 7)	Focus on Culture: SBAC Interim Assessment Block (1AB) prep, Grade-level student behavioral updates, Intervention and Incentive Campaigns, GL check-ins, AP and Inclusion Dept. Check-Ins
WEEK 11 (MAR. 14)	Focus on Instruction: Site-level PD day (GL Check-Ins, PTCW Make-Ups), Tuesday: Student work analysis workshop-focus on writing tasks. GL Check-Ins
WEEK 12 (MAR. 21)	Focus on Instruction: Student work analysis workshop, GL Check-Ins, Data Analysis

	focus on updating intervention and enrichment groupings
WEEK 13 (MAR. 28)	SPRING BREAK
WEEK 14 (APR. 4)	Focus on Instruction & Assessment: SBAC Interim Assessment Block administration (11 th gr), Lesson Plan review Workshop with focus on writing task implementation, GL Check-ins
WEEK 15 (APR. 11)	Focus on Instruction: Peer Observation debrief Workshop, GL Check-Ins, AP Teacher Check-In, Inclusion Dept. Check-In
WEEK 16 (APR. 18)	Focus on Assessment: Assessment overview and prep-SBAC, ELPAC, AP and ACT Aspire, GL Check-Ins
WEEK 17 (APR. 25)	Focus on Assessment: AP Testing, ELPAC Exam, SBAC Prep, GL Check-ins, Inclusion Dept. Check-In
WEEK 18 (MAY 2)	Focus on Assessment: SBAC Testing
WEEK 19 (MAY 9)	Focus on Assessment: SBAC Testing
WEEK 20 (MAY 16)	Focus on Grade-level Articulation, GL Check-Ins, Inclusion Dept. Check-In
WEEK 21 (MAY 23)	REFLECTION DAYS: FOCUS ON ACADEMICS, CULTURE, AND GRADE-LEVEL
WEEK 22 (MAY 30)	CLOSING PROCEDURES
WEEK 23 (JUNE 6)	CULMINATING ACTIVITY WITH STAFF

PUC SCHOOLS TEACHER DEVELOPMENT SYSTEM

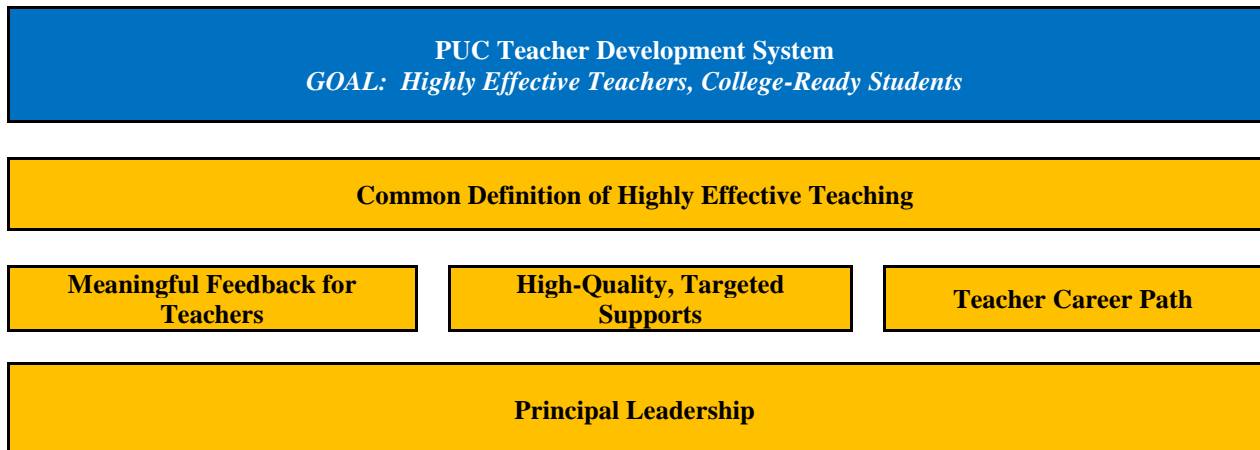
PUC’s Teacher Development System provides a common language and definition for highly effective teaching in a college-ready culture – based on teachers’ impact on student learning and teachers’ practices – that sets clear performance expectations for all PUC teachers and a shared vision of excellence. 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 ECALS**. While this year we have retained the largest number of teachers in the school’s history, we know teacher retention has a substantial difference in terms of culture and achievement.

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

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

Our TDS includes five components:



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

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

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

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

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

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

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

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

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

PUC SCHOOLS INDUCTION PROGRAM

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

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

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

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

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

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

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

Domains, Standards, and Indicators

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

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

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

College Ready Teaching Framework (Sample)

Domain I: 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
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Prior research (Gordon, Robert James, Thomas J. Kane, and Douglas Staiger. *Identifying effective teachers using performance on the job*. Washington, DC: Brookings Institution, 2006.) has shown

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

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

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

- Site Specific Professional Development (Minimum Days): The school will engage in PD during minimum days based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Superintendent, and PUC Academic Team members.
- Site Specific Professional Development (Full Days): The school will engage in full day PD based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Superintendent, and PUC Academic Team members.
 - A minimum of five site specific PD days during the summer
 - 5 days during the school year
 - Two days focused on data analysis after NWEA MAP assessments
 - Three site specific PD based on need and data.
- PUC-Wide Professional Development (Full Days)
 - Summer Institute: New teachers attend a summer series of professional development that combines theory and practice. The objectives of this lab include:

- Articulate how the College-Ready Teaching Framework defines *Powerful Teaching and Learning* in a PUC school;
- Articulate how relationships, routines, rituals, and artifacts provide the foundation for effective classroom management;
- Observe powerful teaching and learning in action in the Lab Classrooms;
- Design and receive feedback on a learning experience using the learning cycle and integrating other common instructional practices as applicable.
- Describe the PUC Inclusion philosophy
- Describe how to leverage the Clinical Counseling Program to support the success of PUC students; and
- Review IT basics at PUC.
- o A PUC-Wide Kick Off to celebrate the start of every school year.
- o A PUC-Wide Community of Practice, a conference wherein PUC teachers deliver PD sessions to their peers. Teachers have the opportunity to attend multiple sessions of their choice.
- Weekly grade-level team meetings: All PUC schools utilize grade-level team meetings embedded into their PD Scope & Sequences. The purpose for these meetings is to reinforce teacher collaboration, build teacher leaders, and best meet the needs of students. Each teacher is a member of a grade-level team, or group of teachers who all teach the same grade of students. Within these grade-level teams, we focus on one indicator from the CRT Framework per month and go through a series of discussions, reciprocal peer observations, and best-practice shares that drive forward teacher growth and development. We pick apart the language that describes level 3 effective teaching and brainstorm and share techniques for improving our practice to reach this specific level. The agenda for these meetings includes specific non-negotiable and school / grade level team specifics that are added as needed by the school / grade level. The non-negotiables include student praise, students of concern and interventions, sharing of content / current and upcoming focus and collaboration, and inclusion.
- Weekly whole staff professional development: Weekly meeting provides time for necessary communication and whole staff discussion. The time ranges from 1 – 2 hours and may be used to address school needs based on data (e.g., EL strategies, special education, inquiry, and school culture).
- Content team meetings: Teachers have a content-alike department team time as needed during early release day and may utilize common preparatory periods. Teachers use this time to collaborate, using the teaching framework as the common language on which to base this collaboration. Instead of having to describe a teaching practice and spend time framing a goal that a teacher might have for development, colleagues can jump directly into active, tangible discussion because they have the common language and expectations of the effective teaching framework.
- Co-planning, observing, and co-teaching model lessons: **PUC ECALS** teachers receive direct instructional support from the site administrator(s) through coaching and side-by-side

collaboration. The side-by-side collaboration includes co-planning of lessons, observation of peers focused on specific standards in the teacher framework, and co-teaching. We believe it is not enough to talk about instructional practices; it is imperative that leaders and teachers engage in the creation, refinement, and implementation of effective instructional practices.

- Analysis of student work: Teachers will be trained in the analysis of student data. They will become experts at conducting data analysis through ongoing analysis of network-wide assessments and the creation and analysis of their own internal assessments in Illuminate. Assessment is one achievement data point; other important data points for achievement analysis are grades and anecdotal teacher evidence. Through data analysis teachers will:
 - Share and innovate based on results
 - Adjust intervention strategies and students in need of intervention
 - Link results back to practice through reflection
 - Refine their scope & sequence, instructional strategies
- Web-Based Professional Development: PUC has a wealth of materials (documents such as lesson plans, assessments, graphic organizers, etc., as well as videotapes) aligned to the College Ready Teaching Framework. All teachers will have access to these resources through the PUC Intranet and EdReflect.

1.26 TEACHER RECRUITMENT

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

PUC ECALS 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 Superintendents 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 ECALS** will follow the process below when hiring teachers:

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

RETAINING HIGH QUALITY TEACHERS

As described above, **PUC ECALS** 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 ECALS** 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 ECALS** 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 Tuesdays 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 ECALS** 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 ECALS** 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 ECALS** will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, **PUC ECALS** 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.

1.27 MEETING THE NEEDS OF ENGLISH LEARNERS

PUC ECALS 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 ECALS** will follow the existing **PUC 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, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. **PUC ECALS** will implement policies to assure proper evaluation and communication regarding EL students and the rights of students and parents.

PUC Schools Mission and Vision for English Learners

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

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

1. What language did this student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. What language is most often used by the adults at home?
5. Has this student received any formal English language instruction (listening, speaking, reading, or writing)? Yes No

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

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

Initial Assessment and Classification of Students

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

- The English Language Proficiency Assessment for California (ELPAC)

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

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

	Students Initial Classified as EL	Student Initially Classified as IFEP
9th gr.-12th gr.	Overall Level 1- 3 on ELPAC	Overall High Level 4 on ELPAC

Initial Parent Notification Letter

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

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

Parents’ Rights

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

Schools will remain responsible for:

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

Annual Language Proficiency Tests Required for all ELs

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

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

Reclassification of ELs

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

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

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

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

PUC Schools' instructional program for ELs is:

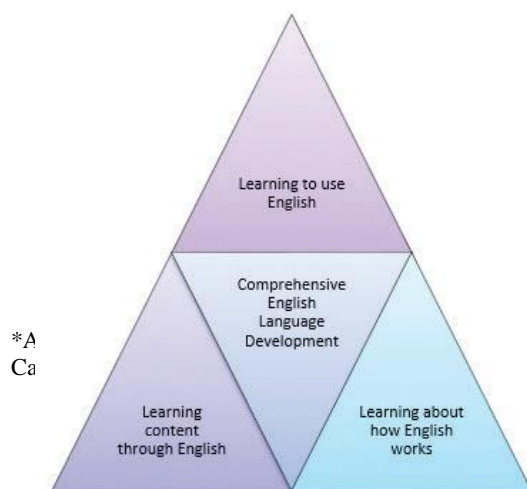
- Researched based
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards, and California ELA/ELD Framework
- Designed to address the needs of each EL subgroup.
- Effectively monitored

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

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

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

Three Interrelated Areas of Comprehensive ELD*



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Designated and Integrated ELD

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

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

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

ELD Proficiency Level Continuum

Teachers will use the ELD Proficiency Level Continuum to develop targeted ELD and differentiate instruction in all content areas.

Newcomer Support

Newcomers will receive the most intensive support in years 1 and 2 and should be monitored for up to four years. Grades 9th -12th 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 ECALS** are linked to the CA Common Core and Next Generation standards. Instructional Units will be planned by bundling the content standards with the CA ELD standards.

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

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

Minimum Progress Expectations for ELs

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

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 summative ELPAC exam will be administered every spring 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 ECALS** staff will examine the results from this test alongside other assessments since the school will be focused on providing quality English language development instruction to all LEP students at the school at their proficiency level. The ELPAC is one of the measures used to determine whether students are able to be re-designated. Re-designation will be one of the school's primary goals and measures of success. Long term English learners (LTELs) will be targeted for intensive support, after school and throughout the school day, with the target of getting them to reclassify. The principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications.

PROGRAM EVALUATION

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

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

PROCESS FOR MONITORING RFEP PROGRESS

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

will include, but is not limited to, data on SBAC scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

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

PROCESS FOR MONITORING THE PROGRESS AND SUPPORTS FOR LTELS

ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting re-classification criteria at the beginning of their 6th year are considered Long-Term ELs. In order to support the progress and reclassification of LTELS we will monitor the progress in the following way:

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

1.28 MEETING THE NEEDS OF GIFTED STUDENTS

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

PUC ECALS 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 ECALS** 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 ECALS** 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 ECALS 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 under the guidance of the principal:

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

1.29 MEETING THE NEEDS OF STUDENTS OF ACHIEVING BELOW GRADE LEVEL

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

Based on our many years of experience with our current PUC schools located in the NE San Fernando Valley and Northeast Los Angeles, **PUC ECALS** 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 ECALS** 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 ECALS** 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 ECALS** 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 ECALS** will continue to enroll students who have not yet been identified as having a special need. Accordingly, **PUC ECALS** 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 ECALS** 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 ECALS** 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 ECALS** will rapidly modify instructional methods (including delivery and tools) within the general education classroom to address the students’ specific needs and will also begin to track interventions.

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

The PUC Family Support Team (FST) is what many other schools call a Student Support Team or Student Study Team (SST). The team consist of the following: 1. Administrator or Admin Designee, 2. Counselor (Academic) 3. Inclusion Specialist, 4. Teacher(s), 5. Parent, 6. Student (if appropriate), 7, Counselors (Clinical), and 8. Additional outside resource. PUC uses the term FST to emphasize the collaborative aspects of the team, and the fact that it is the family that needs support, not only the student. The Family Support Team is a positive school-wide early identification and early intervention process. The FST provides both academic and behavioral intervention. Working as a team, the student, parent/guardian, teachers, school administrator, and other appropriate school personnel identify the student's strengths and assets, upon which an improvement plan for school success can be designed. Concerns are seen as obstacles to student success and not descriptors of the student or his character. As a regular school process, the FST intervenes with school and community support and designs a practical improvement plan that all team members (school, student, parent/guardians) agree to follow. Follow-up meetings are planned to provide a continuous casework management strategy to maximize the student's achievement and school experience. The Pyramid of Intervention on the following page illustrates **PUC ECALS’** multi-level approach to academic interventions and supporting the needs of struggling students.

MONITORING THE PROGRESS OF STRUGGLING STUDENTS

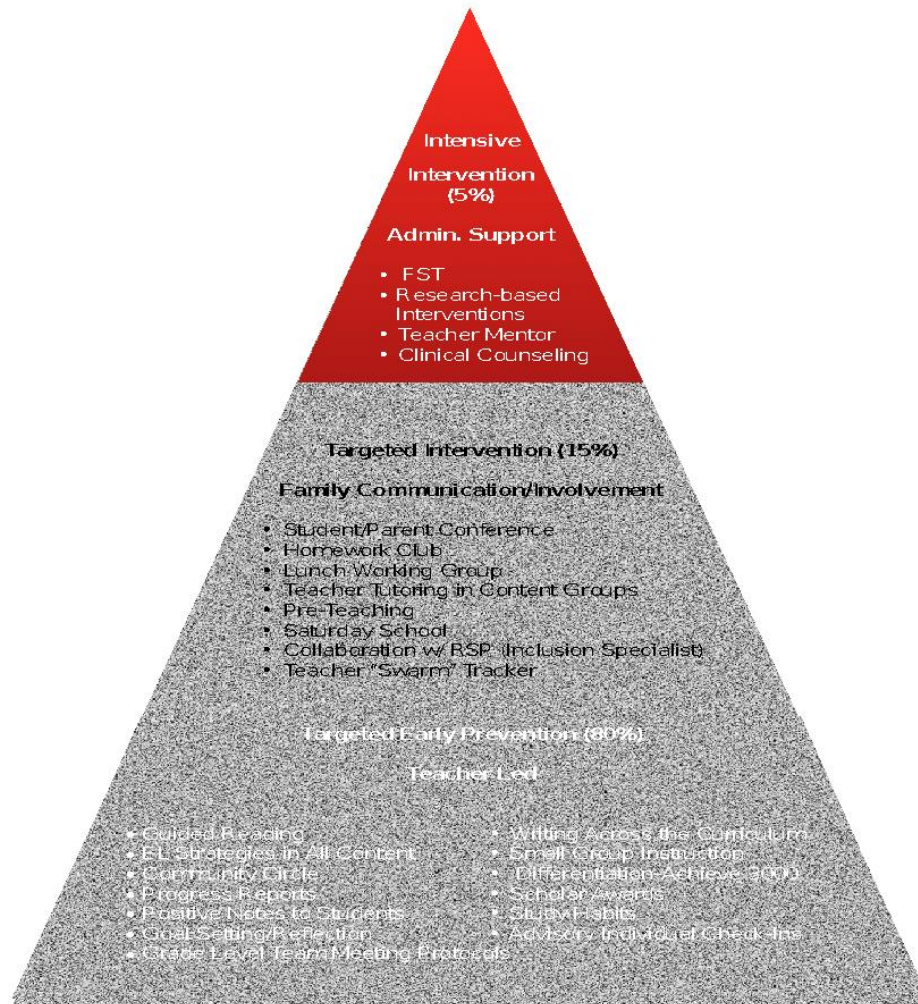
Monitoring is vital and will be done at two levels: 1. School-wide and 2. Classroom-level:

1. School-wide: Administration plans for and allots specific times during the school year where teachers and counselors can review the data of struggling students. Administration then leads the conversations and provides guidance for supporting struggling students. Additionally, administration meets regularly with students that are considered tier 3 and that need additional check-ins. All subject area teachers meet by grade-level on a regular

basis to discuss school-level progress of all students, highlighting those students who are struggling or who are not at grade-level. Teachers analyze school-level data from both State and Local assessments that informs them of overall progress and trends that will help determine future planning. Teachers discuss ways that each subject area teacher can support all struggling students, creating a cross-subject support plan.

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

PUC ECALS' PYRAMID OF INTERVENTION



TIER 1

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

- Writing Across the Curriculum
- EL Strategies in all content
- Small Group Instruction
- Community Circle
- Differentiation through Achieve 3000/Newsela
- Progress Reports
- Scholar Awards
- Positive Notes to Students

- Study Habits
- Goal Setting/Reflection
- Advisory Individual Check-In's
- Grade Level Team Meeting Protocols

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

TIER 2

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

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

- Change of seating or cohort
- Peer support
- Graphic Organizers
- Lecture Notes
- Student/Parent Conference
- Homework Club
- Lunch working Group
- Teacher Tutoring in Content Groups
- Pre-Teaching
- Saturday School
- Collaboration w/ RSP
- Teacher "Swarm"
- Academic or Behavior Tracker

Typically, in Tier 2 interventions the grade level team gets involved in implementing interventions and monitoring student progress. The general education teacher may also receive support as

needed from other educators in implementing interventions. Focus will begin given to solving problems rather than creating placements.

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

TIER 3

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

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

In the case that the most intensive level of intervention fails to assist a student and progress is deemed unattained, the entire school community (including parents) may determine that a referral for a comprehensive evaluation to determine eligibility for special education be made. In addition, the FST is a requirement that must be filled prior to referral for special education services. If/when assessment results indicate that students have made necessary growth, they will exit Tier 3 interventions.

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

AT-RISK

PUC ECALS is hesitant to compartmentalize its approach specific to serving designated populations given the collaborative nature of its model. **PUC ECALS** 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 ECALS** will provide every student and, in particular, those who are placed in at-risk situations and those identified as gifted and talented with a powerful, engaging, and accelerated curriculum that will enable them to succeed.

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

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

STRATEGIES, PROGRAMS, and RESOURCES

CURRICULUM AND INSTRUCTION

As stated previously, the **PUC ECALS** 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 ECALS'** 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 ECALS** will work tirelessly toward its goal of moving each student over the high bar.

STRONG STAFF AND FACULTY

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

CLASSROOM MODIFICATIONS AND INSTRUCTIONAL METHODS

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

ACADEMIC

Instructional Strategies:

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

Modifications and Accommodations:

- **Time:** *extended time on classroom assignments, tasks, tests, and quizzes*
- **Directions:** *read directions aloud, restate and clarify directions, highlight key words, have students repeat directions back to teacher or class*

- Use of graphic organizers
- Use of manipulatives and hands-on materials
- Provide a copy of class notes or an outline on which student can take notes
- Provide work samples as a model (examples and non-examples)

BEHAVIORAL AND SOCIAL

Classroom-based strategies:

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

Cueing, Prompting, and Praising systems:

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

Reinforcements:

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

ORGANIZATION

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

ATTENTION

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

- Preferential seating
- Cooperative learning with clearly defined role in group work

MISCELLANEOUS

- Set reasonable goals and expectations

1.30 MEETING THE NEEDS OF SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

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

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

IDENTIFICATION PROCESS

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

DEDICATED TIME

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

EFFECTIVE PROFESSIONAL DEVELOPMENT

Effective implementation of the **PUC ECALS** model demands professional development (PD), value added collaboration and ongoing supervision. **PUC ECALS** 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 ECALS** will offer that relate to at-risk students:

- **Supporting At-Risk Students:** organizational, regional, and school-based PD that is based on PUC Schools Teacher Development System (TDS) Teacher Framework.
- **Data Driven Planning & Assessment to Best Meet the Needs of Your Students:** knowing

our students through qualitative and quantitative data analysis. Teachers learn how to collect and utilize data to inform instruction.

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

students who need additional help in meeting high academic standards. Research findings also are helping educators recognize the need for students to take an active role in the learning process. When students are responsible for their own learning, they actively plan, organize, and evaluate their progress. At-risk students can become more active, strategic learners when they develop metacognition, or the ability to think about their own thinking and learning. With metacognitive awareness, students can actively plan how to learn, monitor their progress, and evaluate their own achievements. Cooperative learning allows students of varying abilities and interests to share responsibility for learning as they work together in small groups to research topics, solve problems, and improve their understanding of subject matter. Peer tutoring, which can help both tutor and student to take an active role in learning, encourages the development of academic and social skills as students teach other students.

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

1.30.1 MEETING THE NEEDS OF STUDENTS WITH DISABILITIES

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

1.31 STUDENTS IN OTHER SUBGROUPS

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

IDENTIFICATION OF SUB-GROUPS

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

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

1.32 TYPICAL DAY

In a typical **PUC ECALS** day, school begins at 8:30 am, and students begin their day with breakfast served to them as they enter school and head 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.

A visitor will see students, parents, teachers, and administrators articulating the high academic expectations in the school and how these will prepare them for college preparatory high school coursework. This will be displayed while a student flaunts about the vast amount of work that they do on a daily basis. The student will be able to explain how the academic work they do prepares them for success.

On this **PUC ECALS** 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.

English Language Arts: Students have just finished their Do Now exercise to review Greek and Latin roots and affixes and take out their reader's notebooks to get ready for today's lesson, which is aimed at creating original thesis statements about a text and supporting the thesis with evidence from the text. The teacher gathers a group of students who read almost at grade level to briefly summarize the previous chapter of Elie Wiesel's *Night*, which they read the day before, and make a prediction with their partner. She asks them to take "stop and jot" notes as well as to use a graphic organizer to capture quotes that are a reflection of Eliezer's changing attitude toward his family and the Nazis. She pauses the group when she notices some confusion and asks them to make a claim about how the narrator's attitude is changing, and to defend their claim with evidence.

Meanwhile, three other homogeneous groups of students are working independently in stations to read historical letters, such as Jackie Robinson's letter to President Eisenhower, and use a graphic organizer to identify the author's thesis and supporting evidence. A group leader from each station has a list of questions that is used when a student is stuck.

Later to close the class, the teacher asks all students to reflect in their notebooks on the habits of mind they used that day to help them make sense of the texts. They then list two things they want to practice the next day in their reading and share one of the ideas aloud at their tables.

Math (Constructivist Learning): In math, students are working toward being able to represent a linear function by creating tables, drawing graphs, and calculating and describing the slope. Students will then use patterns found within these tables, graphs, and calculations to connect and describe multiple representations of a linear function. To begin the class, students work on a Do Now exercise by answering questions on commonly missed problems from the previous day's lessons on calculating slope. The teacher uses this time to check in with specific individuals to check their understanding and clear up any misconceptions. To extend students' knowledge, students are asked to make connections and locate patterns between linear graphs and their equations. This opens up a class discussion in which the teacher encourages students to identify key pieces of information about each graph and equation. At this point students are able to uncover where the slope and y-intercept are located in a linear equation. Using the aforementioned skills, students are then asked to work in pairs to compare/contrast and match linear graphs with its equation. The teacher circulates to provide support and ask questions that require students to use

mathematical language and reasoning. For closure, the teacher asks students to reflect in their math journals on their progress toward meeting the standard of describing linear functions.

US Government (Direct Instruction): Students begin class by working on the Do Now on the board: “How might the relationship between the king and the colonists change due to the distance between them? Compare that to your relationships when your friends or family move far away.” They note their homework and the day’s learning target in their weekly tracker. They will use the tracker throughout the lesson to reflect on how often they share out in class, persist through difficult readings, and to note strategies that are helping them persist and develop grit.

Next, the students pair-share regarding the warm-up question. After reviewing the day’s learning target, the teacher provides an opportunity for students to connect new knowledge to their prior learning. For 20 minutes, students read primary source quotes, analyze images, and note key ideas. The teacher “levels the playing field” by restating main ideas for all students. Students now get an opportunity to apply this new information. On a teacher-created graphic organizer, they respond to four vignettes from either the British or colonist perspective, analyzing the author’s point of view. The teacher circulates to check work and clarify misconceptions.

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

PUBLIC SCHOOL CHOICE PERFORMANCE

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research

organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School's performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

2.1 MEASURABLE GOALS

Local Control Accountability Plan ("LCAP")

The school's annual goals, for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, for each of the eight state priorities identified in Education code Section 52060(d) and pursuant to Education Code Section 47605(b)(5)(A)(ii), and specific annual actions to achieve those goals are in the completed "LCFF State Priorities" table (Chart 1.32) provided in Element 1 of this petition which meets the above requirement.

2.2 SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

See Element I, Chart 1.32, titled, "LCFF State Priorities" that is "consistent with the way information is reported on a school accountability report card", EC § 47605(b)(5)(C)), identifying and describing specific targets that align with the eight (8) state priorities identified in California Education Code § 52060(d).

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

To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized 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 provides instructional, evaluative, and predictive information for all stakeholders. At PUC, we commit to ensure all students are proficient within four years, and believe there is a need for internal measures to progress monitor towards this goal. The PUC Assessment System intends to fill the gap between summative state tests and teacher created assessments. We want teachers and leaders to be able to use assessment data to adjust instruction, modify curriculum, and tailor professional development to meet student needs. Additionally, the assessment system should signal the extent to which teachers, schools, and

programs are helping students maximize their potential and master content standards. Finally, as a source of information for students, parents, teachers, and leaders the assessments should be predictive of performance on state tests. Although we recognize the importance of external, high stakes exams, we want to limit our dependency on them to tell our intrinsically unique story of student achievement. It is our desire that with the continuous improvement of the PUC Assessment System that we will have comprehensive data beyond the state tests to illustrate our success in reversing the achievement gap for our students.

The chart(s) below shows the Assessment Plan for the 2020-2021 School Year
HIGH SCHOOL ASSESSMENT PLAN

Content	Grades	Assessment	Description	Frequency
Reading	9-12	NWEA MAP Growth Assessment	Norm-referenced assessment that indicates students' growth within and across the school year and provides predicted achievement levels on the SBAC tests.	Pre, Mid, and Post
	9-12	SBAC IAB	Interim Assessment Blocks are used to assess progress towards mastery of the standards and show growth between grade levels.	Used as formative assessments as needed
	9-10	I-Ready Diagnostic	Computer adapted test that identifies additional learning needs and creates unique learning pathway for online independent study, and groups for teacher-led small group instruction	3X/year, at the beginning of the year, and approximately every 10-12 weeks thereafter
Math	9-11	NWEA MAP Growth Assessment	Norm-referenced assessment that indicates students' growth within and across the school year and provides predicted achievement levels on the SBAC tests.	Pre, Mid, and Post
	9-12	SBAC IAB	Interim Assessment Blocks are used to assess progress towards mastery of the standards and show growth between grade levels.	Once

	9-10	I-Ready Diagnostic	Computer adapted test that identifies additional learning needs and creates unique learning pathway for online independent study, and groups for teacher-led small group instruction	3X/year, at the beginning of the year, and approximately every 10-12 weeks thereafter
Science	9-12	NGSS Assessments in Illuminate	NGSS-aligned assessments	Twice
Spanish	Varies	PUC Spanish Assessments	Backwards mapped from AP Spanish exams to provide data to teachers about student progress.	Pre and Post
Visual and Performing Arts	Varies	Performance Exhibitions	Performances or exhibitions of student art work.	Throughout the Year
PE	9	Physical Fitness Test	Several components of the CA Physical Fitness Test administered to indicate growth between and across school years	Pre and Post

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

- **Standardized Tests:** **PUC ECALS** administer all state required standardized tests including Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics, the California Science Test (CAST), and the Physical Fitness Test (PFT) to students in the required grade levels during the designated testing windows. All students who are English Learners as indicated on their Home Language Survey take the English Language Proficiency Assessments for California (ELPAC). The school also administers any additional assessments required by the state during the period covered by this petition. Results from these tests are analyzed prior

to the beginning of the subsequent school year to create school-wide, grade-level, and department-level instructional goals. These goals drive professional development at the site.

- **Performance Assessments:** Performance assessments include projects, papers, or tasks that require students to produce a product. **PUC ECALS** emphasizes authentic performance tasks or real-world application whenever possible through this articulation, we can ensure that our students are not only ready to perform well on end of the year summative assessments, but also are prepared to enter high school.
- **Ongoing Classroom Assessment (in each content area):** Ongoing, periodic assessment is an integral part of the learning process for both teachers and students. Assessment of student progress will occur at the end of units of study, before, during, and after individual lessons, and as needed to check for understanding and to measure the internalization of new concepts and skills. In addition to measuring student growth, these assessments serve as an important reflection tool for teachers to use in assessing the effectiveness and impact of their instruction.
- **Rubrics and Criteria Charts:** Teacher- and student-generated rubric and criteria charts are used to evaluate student work. Rubrics may be tailored to a classroom assignment, to a grade level benchmark assessment, or a school-wide assessment **PUC ECALS** 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.

The PUC Assessment Framework contains several different components of assessment, all of which build upon the expectations we share for how teachers should measure student progress. This includes a five “layer” approach that uses a unique combination of state, 3rd party assessment systems, and teacher created assessments to meet the needs of students and conform to the teacher expectations.

1. Mandatory State Testing - CAASPP, CAST, PFT, ELPAC, CAA (Summative)

These summative assessments provide data for the California dashboard, charter renewal, measuring student progress, and additional accountability purposes.

2. NWEA Growth Benchmark assessments (Normative)

The NWEA Growth assessment is administered three times a year at the beginning, middle, and end of year to students in Grades 6-12. The NWEA Growth Assessment measures both Mathematics and English Language Arts across a normed learning continuum and provides an indicator of how well a student is performing vis-à-vis their national peers. Data collected from the beginning of the year NWEA Growth test is also used to determine which students are a year or more behind their peer group and in need of additional diagnostic assessments and individualized instruction. The Growth assessment is computer adaptive and reveals how much learning growth occurs throughout the year and over multiple years. Each test is uniquely created for each student based on how he or she responds to questions. If a student responds correctly the next question will be a little harder, or, a little easier if the student responded incorrectly. Educators use the growth and achievement data from MAP to develop targeted instructional strategies, to

plan school improvement, suggest additional diagnostic assessments, and to provide customized learning paths for students.

Additionally, the NWEA Growth test provides a Lexile reading score which is used for purposes of determining the progress of our English Learner students. Students who meet certain grade-level specific Lexile score thresholds are eligible to be evaluated for possible reclassification as English Proficient. The Lexile score data is combined with three other criteria (ELPAC score, CAASPP ELA Score, and most recent English course grade) to determine eligibility to reclassify.

Student MAP testing results are reported in RIT scores (short for Rasch UnIT). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to measure academic growth from year to year and throughout the year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn. The RIT Score is an “equal interval scale” which means that the difference between scores is the same regardless of whether a student has a high or low score. All questions come from a huge bank of questions with each corresponding in difficulty to a particular RIT score. Because a question with a RIT level of 215 is more difficult, or represents a higher level of learning or skill level, than a question from a RIT level of 214, it is possible to measure growth over time. RIT scores range from about 140 to 300. Students typically start at the 140 to 190 level in the third grade and progress to the 240 to 300 level by high school. RIT scores make it possible to follow a student’s educational growth from year to year.

It is important to remember that the RIT scores are NOT targets or learning goals. They are mean scores. The mean score tells you the average score of most kids at a given point in time at a particular grade level. RIT scores from the NWEA Growth test are also not used to compare students across grade levels because the same RIT score at one grade level is not necessarily equivalent to the same RIT score at another grade level. In other words, if a 7th grade student earns a RIT score of 223 in mathematics and a 9th grade student earns the same RIT score of 223 in mathematics, they are at similar levels of mathematics understanding and ability. The 7th grade student in that example would be slightly above his/her peers at the time the test was taken, and the 9th grader would be slightly behind his/her peers. And both students would benefit from instruction geared towards their shared level of math understanding.

It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

3. The I-Ready Diagnostic and Instructional assessment (Diagnostic)

i-Ready is a K-12 integrated blended learning program for both reading and math that personalizes learning for all students. It combines online computer adaptive assessments and progress monitoring with personalized learning and intervention. This is supported by the teachers through coordinated classroom instruction via the Schoology Learning Management System.

The I-Ready diagnostic in both Math and ELA is administered THREE times per year to all 6-8 grade students as well as to all 9-10 grade students who score at least one or more standard deviations below the norm on the NWEA normative test.

The diagnostic tests are adaptive and provide individual performance levels for each student. In addition, and perhaps more importantly, it provides an individualized learning pathway for each student in both math and ELA. This pathway is used by the student for a 10-12 week “sprint” in which they work both independently on individual online learning modules based upon their personal learning goals, as well as work with instructors in organized, coordinated small group lessons to re-teach needed skills or introduce new concepts. Students typically spend 45-60 minutes a week on this independent practice in each subject, math and ELA. To make up for some potential learning loss, and to maximize learning during our distance learning instructional model, students may be asked to spend between 2 and 3 hours per week on the I-Ready learning modules.

Additionally teachers may utilize the information from both the NWEA Growth and I-Ready diagnostic tests to plan whole class instruction, modify their pacing plans, or provide remedial instruction as necessary.

4. Additional Assessment Systems (Formative)

PUC has access to two additional resources for providing formative assessments, the CAASPP Interim tests in Math and English Language Arts, and the Illuminate assessment system which can be utilized across other subjects as well.

The CAASPP Interim assessments come in three types: Interim Comprehensive Assessments, Interim Assessment Blocks, and Focused Interim Assessment Blocks. They are grade level specific and cover grades 6-11. They range in scope from the comprehensive assessment which usually cover most if not all of the core standards in each subject and grade level and can actually be used as a benchmark, to smaller, more formative tests consisting of between 3 and 15 items each.

Additionally we use a series of NGSS assessments in the Illuminate system to administer formative assessments in Science for all students.

5. Individual Teacher Formative Assessments

In addition to the state mandated summative CAASPP tests, the NWEA benchmark tests, the I-Ready Diagnostic tests, teachers at PUC have access to the Illuminate DNA online test management system with it’s collection of nearly 60K grade-level specific questions. Teachers can pull these items (or create their own from scratch) to build any type of formative assessment they need.

PROGRESS MONITORING

PUC ECALS will monitor student progress towards mastery of state standards through internal benchmark systems, including the use of NWEA MAP (3 times per year), iReady (3 times per year) and the CAASPP IAB and ICA platforms (5 times per year). Through consistent use of

feedback from these platforms, we will track student progress towards meeting and exceeding state standards. Below are our assessment objectives for the 2020-2021 school year. We will improve upon performance each year.

Common Core Strategic SBAC Objectives

ELA- 65% of students will be deemed proficient, which means that they met or exceeded standards, which is indicated by reaching Level 3 or 4 on the exam (Two years ago, 59% reached this mark)

English Language Learners: 25% of students will be deemed proficient (Two years ago, 22.5% reached Level 3/4)

Inclusion: 20% of students will be deemed proficient (Two years ago, 15% reached Level 3/4)

Math- 40% of students will be deemed proficient (Two years ago, 33% reached Level 3/4)

English Language Learners: 15% of students will be deemed proficient (Two years ago 9% reached Level 3/4)

Inclusion: 10% of students will be deemed proficient (Two years ago, 7% reached Level 3/4)

EL Reclassification Rate: 70% of students will be deemed proficient (Two years ago, 64% reached Level ¾)

Graduation Rate: School will achieve $\geq 85\%$ cohort graduation rate (Two years ago, the rate was 77%)

School-Wide Reading and Math Growth as Measured via NWEA MAP:

100% of students will reach their individual projected growth target in both ELA and math (Two years ago, 41% met their target during spring benchmarks)

Our target median conditional growth percentile is 75 for the whole school in math (Last year, we were in the 62nd percentile) and 70 for the whole school in ELA (Two years ago, we were in the 43rd percentile)

ASSESSMENTS NOT YET SELECTED

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

- Are in alignment with the CA Common Core Standards and Next Generation Science Standards (NGSS)
- Provide data to support the full range of learners, those demonstrating the need for remediation, as well as those demonstrating the need for acceleration.
- Are valid and reliable.

2.4 DATA ANALYSIS AND REPORTING

PUC ECALS 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 ECALS** concurs with each of the ten uses and is committed to establishing and maintaining a data driven culture.

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

(Love, 2000)

ANALYSIS

Research indicates that when teachers use data to adjust their instruction, student learning is significantly impacted. “If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education.”⁵

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

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

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

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

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

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

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

TEACHERS

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

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

PRINCIPAL

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

- Analyze classroom and grade level assessments to guide dialogue among teachers around improving instruction and increasing student performance.
- Ensure that assessments are given on schedule.
- Ensure that data is analyzed in a timely manner.
- Track student mastery of content across the curriculum.
- Facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized.

- Make recommendations to the Board of Trustees for reallocation of resources in the areas of money, time and personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments.
- Make recommendation to the Board of Trustees as school priorities are followed and set.
- Monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught; Evaluate instruction.
- Ensure tests (and administration of) are valid and reliable.
- Determine focus of and provide professional development.
- Compile a school-wide dashboard showing the recent data along with previous year's data.
- Encourage ongoing reflection of student performance.

BOARD OF TRUSTEES

Students' academic progress are shared with the **PUC Los Angeles Board of Trustees** via regular meetings and through updates that are provided by the school leader. The board uses data:

- To ensure the school is academically successful and meeting its mission.
- To evaluate school progress.
- To hold PUC accountable for the academic support it provides to the schools.
- To gather a longitudinal record for comparison purposes.
- To compare **PUC ECALS** achievement to that of schools in the district and state.
- To make informed decisions regarding the instructional and curricular practices that are 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 provides the Regional Board representing the school and the staff with the information needed to drive school-wide improvement. The Regional Board and the staff use data:

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

STUDENTS

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

COMMUNICATION OF ACADEMIC ACHIEVEMENT AND PROGRESS TO PARENTS

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

To keep families up to date in regards to their scholar's progress, we host regular conferences and check-ins with families in which we discuss the California state dashboard metrics and individual student progress, as well. These family engagement opportunities include orientation sessions at the beginning of the year, parent-teacher collaboration week in the fall and spring, regular family support team meetings, and continual feedback through email, text messages and web postings regarding PowerSchool progress reports.

SCHOOL SUCCESS PLAN (SSP)

PUC's School Success Plan (SSP) is an instructional and operational practice that serves as the foundation for the alignment of all school wide goals. Rooted in PUC's three commitments, each school uses the SSP to articulate goals pertaining to student academic proficiency, college readiness and student and parent engagement so that our students achieve our mission by

graduating from high school prepared for college success. Goals are crafted by the site leadership team using data and feedback from the previous school year. This data comes from a variety of sources including reflections from school wide professional development days, internal assessment scores, state assessment results and parent and student surveys in order to provide a robust depiction of the culture and context of the school.

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

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

Over the summer, Superintendents meet with site leaders to reflect on the previous year's data and discern what elements of their school led to success in their SSP and which areas need to be strengthened if any SSP goals were not attained. This data then becomes the baseline for the following year's SSP, thus creating an endless loop of reflection, goal setting and data collection that fuels student-driven decision making at the school site.

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

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

Each year, the principal and **PUC Schools'** Superintendent are responsible for preparing and presenting an annual report to the Board of Trustees which detail the school's overall progress toward meeting the above listed measurable pupil outcomes. The **Partnerships to Uplift Communities 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 consist of A through C, any grade below a C is considered a failing grade of F. This a way to raise the bar and motivate our students to work harder. In addition, this helps boost students' GPAs for college and scholarship competitiveness. All teachers include categories such as assessments, homework, and effort for the Middle School. All high school teachers have adopted the college ready grading scale which consist of both traditional percentage grading for projects, exams, classwork and homework, and standards-based grading for quizzes only. Transfer students who have a "D" on his/her transcript have their credits honored but are required to retake the class in order to meet A-G requirements.

PROGRESS REPORTING

Parents are informed regarding progress of students through student led and parent/teacher/student conferences, progress reports at least every 2 weeks, graded report cards at the conclusion of each semester, ad hoc meetings and access to their child's grades via PowerSchool.

MATRICULATION

Students must pass all courses in 9th through 11th grade with a grade of C- or better to matriculate to the next grade. The school and family work together to determine how students will earn any missing credits or determine if a student should be retained. In addition, regular school attendance is mandatory for matriculation, as per guidelines in the "Family Compact"; students are to have no more than 16 absences over the course of 2 semesters. The school provides all students every opportunity to meet the matriculation requirements. The students and families are also responsible to take advantage of the opportunities provided in order for the student to matriculate.

GRADUATION

Students in 12th grade must meet all graduation requirements, both in terms of overall number of credits (minimum of 220), and in terms of subject-specific requirements. The student regularly

attends school as per guidelines in the “Family Compact”; with no more than 16 absences over the course of two semesters. This includes students who are considered “Homeless.” The school provides all students every opportunity to meet the graduation requirements. The students and families are responsible to take advantage of the opportunities provided in order for the student to graduate.

PROMOTION/RETENTION APPEALS PROCEDURE

Challenges or objections to retention may be addressed directly with the **PUC ECALS** principal within 10 academic days from the initial intent to retain notification date. Students who are recommended for grade retention have a right to a hearing before the Principal makes the final decision to retain. The hearing is held no later than five academic days from the initial parent challenge/objection. If the decision is not mutually agreed upon, a parent can appeal the decision to the Superintendent within 10 academic days from the Principal’s final decision. If the request is not resolved to the satisfaction of the parent with the Superintendent, the parent has the right to take their concern to the **Partnerships to Uplift Communities Los Angeles Board of Directors**, which makes the final decision at their next regularly scheduled board meeting. The same procedure and timeline is followed in cases where parents think it in the best interest for their child to be retained.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter

School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

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

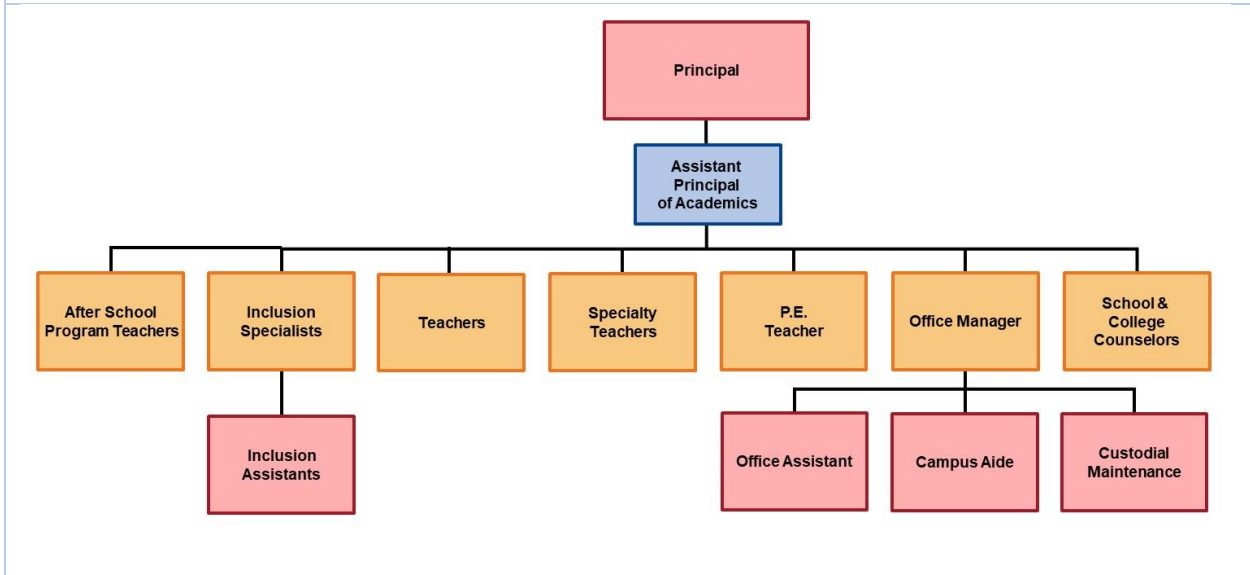
FEDERAL PROGRAM COMPLIANCE

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

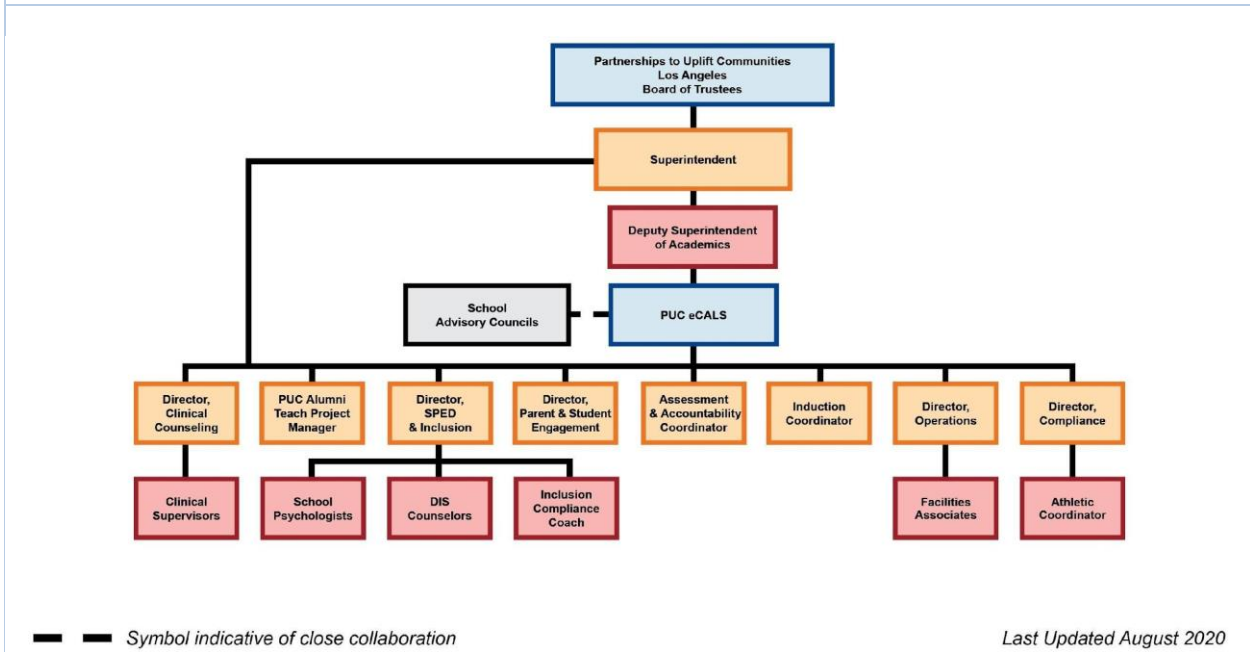
4.1 GOVERNANCE STRUCTURE

The organizational chart below indicates how **PUC ECALS** became and remains a viable enterprise. The organizational chart below shows how the PUC Los Angeles Board of Trustees, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern **PUC ECALS** in a manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board role is to hire, evaluate, and terminate the Superintendent who oversees the Principal. In addition, the Board has 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 ECALS ORGANIZATIONAL CHART



PUC LOS ANGELES ORGANIZATIONAL CHART



The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer (treasurer). The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may

be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president. The following is a list of the Board positions:

Board Chair (President)

Vice Chair (or Vice President)

Board Secretary

Board Treasurer

In addition, the specific responsibilities of the Board are:

- **Oversight of the school.** The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is accountable to the LAUSD for the achievement of the school's goals set out in the school's petition. The Board is responsible for the approval and monitoring of the School Success Plan, and for ratifying the school's mission. The Board reviews the School Success Plan at the beginning of the year and supports the goals set forth and monitor achievement of these goals.
- **Budget and financial resources.** The Superintendent in collaboration with the CFO of PUC National and the Board Treasurer prepares an annual budget for consideration by the Board. The Board approves the budget and, at each regular board meeting, reviews the school's financial performance and position.
- **Annual financial audit.** The Board hires the school's auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
- **Enhancing the organization's standing.** The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization's standing in the community.
- **Ensure legal and ethical integrity.** The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- **Fundraising.** The Board assists the school in fundraising, and in the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Strategic planning.** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **Selecting, evaluating, and holding the Superintendent accountable.** The Board is responsible for selecting, evaluating, and dismissing the **PUC Los Angeles** Superintendent. The Superintendent oversees a cluster of schools for **PUC Los Angeles**. The PUC Superintendent is responsible for selecting and dismissing the Principal.

- **School Policies.** The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies with respect to:
 - admissions,
 - curricular guidelines,
 - employment and other personnel matters,
 - student discipline,
 - special education,
 - English language education for English learners,
 - conflicts of interest policies/ethics,
 - fiscal policies and procedures,
 - student food services,
 - student health services,
 - communication with students' families,
 - communication with governmental and regulatory agencies,
 - public relations and outreach, and
 - hearing complaints
 - all or more particularly set forth in the By-Laws of the School.

Superintendent

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

Principal

The Principal will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for **PUC ECALS**. Overseeing all aspects of the daily operations, the Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, and local leaders.

PUC National Support Services

PUC National is a nonprofit public benefit corporation that was formed to serve as the support entity for the 3 existing Partnerships to Uplift Communities corporations – Los Angeles, Valley and Lake View Terrace. The purpose of PUC National is to promote, support, benefit, replicate and carry out the purposes of Partnerships to Uplift Communities (PUC Schools). These service functions grew out of the older PUC corporations and have now been transitioned and consolidated in PUC National, so that the older corporations can focus on their own day-to-day school operations while PUC National focuses on services and expansion for the greater PUC family.

PUC National provides support services to **PUC ECALS** including back office support, budget, finance, and audit support, staff development, faculty recruitment support and training, technical assistance regarding human resources, health and welfare benefits processing, local, state and federal compliance, fundraising support, student information systems, data management and IT support, and other general administrative assistance.

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

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

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

4.2 GOVERNANCE BOARD COMPOSITION

The **PUC Los Angeles** Board consists of 5 board members. School districts require a majority vote for Board actions to pass. If the vote is a tie, there is no action. In addition, the District reserves the right to appoint a single representative to the **PUC ECALS** governing board pursuant to Education Code section 47604(b). The Board is made up of individuals who possess an array of specific strengths relevant to the decision making and responsibilities for which the Board is responsible. These strengths are as follows: All of the Board members grew up and/or live in the communities served by PUC schools and have a deep understanding of the needs of the families that are being served. The Board Chair is a parent of two students who attend PUC schools and lives in one of the communities served by PUC, further increasing her understanding of the operations, mission, and vision of the PUC schools. The Board Chair is also Director of Student Outreach and Recruitment at California State University, Northridge (CSUN) which has been a partner to the PUC schools in the NE San Fernando Valley since the founding of the first school in 1999, in supporting the vision that every student will graduate from high school and attend college. She has a deep understanding of the pathway to college and in bringing this knowledge to the Board is able to support the policy making and the schools in a way that ensures that the

students are being appropriately educated and guided to graduate from middle and high school and attend and graduate from college. Another Board member has a deep understanding of fiscal management and budgets and is a highly experienced professional in the fiscal arena. In addition to having a deep understanding and expertise in the areas of budgets, audits, and fiscal management, this Board member stays abreast of all fiscal legislation and updates regarding California and Los Angeles and is able to bring that knowledge to the Board and organization overall. He also serves on the Board of another LAUSD authorized charter school which is a large conversion charter school. Another Board member is the founder and CEO of another successful LAUSD authorized charter school and brings a vast amount of expertise and knowledge regarding charter school regulations, functions, and compliance requirements to the Board. Another Board member is a highly experienced and successful CEO of a nonprofit public benefit corporation located in a high need area of Los Angeles and brings a vast amount of leadership and nonprofit experience to the board. The combined areas of expertise of all of the Board members support the decision making that the Board members must engage in including but not limited to the following:

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

The Board must approve the following;

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

The current membership is as follows:

Board Chair (President)

Vice Chair (or Vice President)

Board Secretary

Board Treasurer

PUC Los Angeles encourages all stakeholders to participate in and share responsibility for the educational design in a manner that will ensure that there will be active and effective representation of interested parties, including but not limited to parents (or guardians). This is accomplished in a number of ways that include the formation of School Advisory Councils (SAC) at each of the **PUC Los Angeles'** school sites, process, and educational results.

4.3 GOVERNANCE BOARD SELECTION

Trustees shall be selected at an annual meeting of the Board by the trustees holding office on and as of the date of such a meeting. Trustees shall hold office for a term of two (2) years, or until a successor has been elected and qualified, unless the trustee has been removed from office. Additional information on the Governance Board Selection is found in our Bylaws. The qualifications for trustees are generally the ability to attend Board meetings, a willingness to actively support and promote PUC Los Angeles and PUC ECALS, and a dedication to its educational endeavors. Trustees shall be selected at an annual meeting of the Board, by majority vote of the trustees holding office on and as of the date of such meeting.

4.4 GOVERNANCE PROCEDURES AND OPERATIONS

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

All meetings (regular and special) of the Board and its committees/councils shall be called, noticed, and held in compliance with the Brown Act. Posting of meeting notices, distribution of agendas and recording of governing board actions are implemented in accordance with the Brown Act. The Board will comply with Education Code 47604.1(c) by holding meetings of the Board within the boundaries of LAUSD and by establishing a two-way teleconference location at each school site and resource center.

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

- The agenda is created and reviewed by the Superintendent and Board President, generally two weeks prior to the scheduled board meeting
- The agenda includes location address (open to public), request for any special accommodations, if teleconference, a phone # is provided and a list of all board member

locations are posted (including location where they call in from if they will not be present in person). The location of the meeting will be within the boundaries of LAUSD.

- The agenda is posted at least 72 hours prior to the board meeting on the PUCschools.org website as well as the school's website and at every **PUC Los Angeles** school site (in locations where it is visible to parents, visitors, students, and staff).
- An e-mail is sent to all **PUC Los Angeles** Board Members, and the LAUSD Charter School Division with the agenda attached.
- As soon as it is available, a complete board packet with all documents related to the board meeting is mailed via U.S. Mail and/or emailed to the board members.

The specific procedure for calling a Special Board meeting is outlined in Article 4, Sections 10 and 11 of the **PUC Los Angeles** Bylaws and is in compliance with the Brown Act.

4.5 GOVERNANCE BOARD DECISION MAKING PROCESS

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. The Board will follow abstention procedures per Robert's Rules of Order. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)

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

In accordance with the Brown Act (Gov't Code Section 54953(b)(3), teleconferencing will take place as follows:

- At least a quorum of the Board must participate from teleconferencing locations within LAUSD's jurisdiction.
- Each teleconference location will be identified in the notice and agenda of the meeting.
- Agendas will be posted at each teleconference location.

- Each location will be accessible to the public.
- The agenda must provide the opportunity for the public to address the Board directly at each teleconference location.
- All votes will be taken by rollcall.

The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

4.6 STAKEHOLDER INVOLVEMENT

PUC ECALS believes that parent involvement translates into increased student achievement. The philosophy of **PUC ECALS** 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 ECALS** 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, community members and administrators to review the current year LCAP including the goals, action steps and resources allocated toward achieving the goals will be held. During this specific meeting, stakeholders will review proposed adjustments to the LCAP for the forthcoming year and provide comments, suggestions, and needs in order to complete the LCAP for the upcoming school year. The LCAP will then be presented to the **PUC Los Angeles** board for approval. Consequently, **PUC ECALS** will hold stakeholder meetings throughout the school year to monitor progress and continue to gather feedback. These stakeholder meetings the school year to monitor progress and continue to gather feedback. These stakeholder meetings will include parents, students, teachers and administrators during School Advisory Committee, Coffee with the Principal and Professional Development meetings. The data and feedback from these meetings will be collected and analyzed in preparation for the revision and development of the forthcoming LCAP.
- School parent meetings will be held regularly while school is in session or more frequently as necessary in order to facilitate the communication process between parents and the governing board.
- Parents will be encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.

- The school web site facilitates the dissemination of information on areas of specific interest to parents, including news about the school, programs, bell schedules, staff directories, and contact information. The school website also supports stakeholder involvement by providing links to student & parent portals, such as PowerSchool and Google Classroom, allowing parents to contact the school through a contact form and by providing survey links that allows for the school to receive feedback.
- Parents will be encouraged to volunteer at the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will volunteer in order to support the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to volunteer to spend at least one full day per school year in the classrooms with the child. Whether or not parents choose to volunteer has no impact on the students' admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The school will provide optional 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, 3 teachers, 1 other school employee, 2 parents/community members, and 1 student (student body president, or ASB or Student Leadership). This will ensure parity between school members and parent/community members. The Council is led by the **PUC ECALS** Principal. Council members are selected through the selection process outlined in the SAC/SSC (School Site Council) Standard Operating Procedure manual. Members will serve a one-year term. SAC/SSC will follow Green Act rules. Specifically, agendas will be posted 72 hours in advance of the meeting and all meetings will be open to the public and all stakeholders. The council members for **PUC ECALS**'s council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. In addition, the school's English Learner Advisory Committee (ELAC) committee is consulted by the School Advisory Council concerning English Learner progress, LCAP development, and the development of the School Plan for Student Achievement (SPSA). The ELAC composition will ensure a majority (51%) of EL parent representation and will match or exceed the percentage of the school's total EL population. In addition, will consist of at minimum, 1 administrator, 2 teachers, 1 other community member, and if applicable, 1 student representative.

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

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

5.1 POSITIONS

The following list represents the employment positions in **PUC ECALS**:

- Principal
- Classroom & Specialty Teacher
- PE Teacher
- School and College Counselor
- Inclusion Specialist
- Inclusion Assistant
- Office Manager
- Office Assistant
- Office Aide
- After School Program Teacher

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

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

5.2 JOB DESCRIPTIONS AND QUALIFICATIONS

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

PRINCIPAL JOB DESCRIPTION and QUALIFICATIONS

Job Purpose

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

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

School Culture

- Work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture

- Develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school
- Continually build and maintain an environment that promotes PUC Schools' values and vision while developing a sense of community in the school
- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Staff Leadership & Development

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

Scholarly Rigor & Academics

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

School Operations

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

Other

- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

Qualifications: Experience, Education & Skills

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

CLASSROOM and SPECIALTY TEACHERS

Job Purpose

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

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

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

Experience, Education & Skills Qualifications

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Possess a current California teaching credential in the appropriate field/subject or be enrolled in a credentialing/internship program at a college/university is highly preferred
- Must have completed California Basic Educational Skills Test (CBEST)

- Solid knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

PE TEACHER

Job Purpose

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

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

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Develops and maintains IATs (lesson plans)
- Establishes an environment where students are excited about learning and preparing for college
-
- Develops lesson plans according to the California state standards
- Prepares lesson plans for substitutes
- Builds strong relationships with students and parents
- Communicates with parents/guardians on a weekly basis
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes.
- Conducts both student and teacher lead parent conferences
- Collaborates with the Inclusion Specialist to meet the needs of all students
- Attends and participates in Academic Success Team, Parent/Teacher Advisory Council, and other schoolbased meetings and activities
- Performs disseminated leadership duties

- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Is detail oriented when tracking students' grades, attendance, etcetera
- Works with the Principal and Assistant Principal to ensure teaching methods are directed towards meeting and surpassing the standards
- Attends and participates in school-based meetings and activities
- Special assignments as assigned throughout the year
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Experience, Education & Skills Qualifications

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

SCHOOL & COLLEGE COUNSELOR

Job Purpose

The ideal School & College Counselor believes in, and is passionate about the mission and commitments of PUC Schools and exhibits this through their leadership, reflection, execution of school culture and collaboration to ensure student success. The School & College Counselor is a student advocate who supports students throughout their high school careers, ensuring students are equipped with the knowledge and skills for college degree obtainment and to be competitive in the 21st century job market. Through personal relationships, education, and data-driven practice, the School & College Counselor,

helps students maximize their academic achievement, making informed decisions in identifying their college/university matches, as well as alternative post-secondary education options.

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

- Coordinate and implement dissemination of information to students, parents, and community members pertaining to the college admissions process
- Assist and/or participate in college or related activities within the school as designated by your Administrator to support the college going culture of PUC Schools including but not limited to: field trips, parent meetings, student workshops, etc.
- In support of College Awareness and Preparation, update every student's Individual Learning Plan (ILP) annually which includes: high school credit check, post-secondary education plans, and individualized college/university matches
- Co-Coordinate with Administration student and family presentations and events per grade level
- Co-coordinate along with the PUC Schools Administrator, university admissions application workshops at the school site
- Conduct college awareness workshops; Juniors in spring semester and Seniors in summer or early fall
- Implement PUC College Counseling Scope and Sequence
- Provide strategic guidance based on school and student needs including but not limited to: 1-on-1, group counseling, and classroom guidance to all students in support of post-secondary plans. Co-develop Master Schedule with Administration
- Create personalized schedules for all students using ILP data, utilizing Power Scheduler.
- Ensure 100% of students receive individualized post-secondary education and career planning
- Application support, completion, submission, and tracking for college and financial aid for 100% of eligible high school seniors
- Order the AP and PSAT exams, along with fee-waivers for PSAT, SAT, ACT & AP exams.
- Disseminate information to students regarding college entrance exams on a yearly basis and assist with registration
- Administrating/coordinating AP exams if applicable
- Provide assistance to faculty and staff in writing letters of recommendations and write letters of recommendation as warranted
- Collaborate with administration and teachers to ensure students complete 9th-12th grade Naviance program tasks
- Assist and collaborate with the Administration to transition the incoming 9th graders.
- Work in collaboration with Administration and PUC Schools Clinical Counseling team to ensure all students receive the appropriate personal/social supports such as but not limited to: self-concept development, academic concerns, behavior problems, social skills, peer relationships, family concerns, development, academic concerns, grief and loss issues, child abuse, substance abuse, depression/ suicide, and gender identity issues
- Participate in Individual Education Plan meetings as it pertains to college counseling and contribute in the development of the students ITP for your case load
- Co-coordinate credit recovery efforts with Administration

Culture & Values

- Work in collaboration with all stakeholders to create a college bound culture for all students
- Collaborate with Administration to support PCE curriculum
- Develop and support college exposure opportunities for all students via: representative visits, field trips, college tours, and alumni presentations
- Create and implement career and college readiness presentations for 9th-12th grade

Record Keeping

- Use Power School and Naviance to assist with the tracking of students' records.
- Enter historical grades on transcripts (credit recovery, summer school, grades earned at outside PUC high school)
- Maintain student records in Naviance regarding career and post-secondary education plans and use data to drive counseling practices
- Keep college materials relevant and up-to-date

Early College/Concurrent Enrollment

- Coordinate classes between Administration and community college
- Promote, recruit and, register students for community college/early college high school classes
- Maintain communication with professors and community college contact
- Support students with managing college enrollment responsibilities (requesting transcripts, verify enrollment, dropping classes, etc.)
- Keep record of roster and final grades of community college classes

Financial Aid Awareness, Strategic Planning & Document Submission

- Educate students and families regarding financial aid options
- Promote scholarship opportunities and assist with application completion for student in 9th-12th grade
- Hold a FAFSA/California Dream Act application workshop for seniors and parents.
- Facilitate one on one meetings with 95% of seniors and their families (face to face) to review ILP and college options by October 31st

Team Member/Professional Development

- Demonstrates support and knowledge of school's goals and mission
- Communicates effectively and builds strong relationships appropriately with all stakeholders (parents, students, staff, community)
- Attends and participates in school-based and PUC wide meetings and activities
- Attend counselor conferences to receive recent information on university admission requirements and financial aid
- Attend WACAC Conference and NACAC Conference as Administration and budget permits

Time Management and Professionalism

- Make yourself accessible to parents and students during school and after school as scheduled
- Follows administrative processes and procedures (time off, orders, reimbursements, office materials, etc.) Processes may be specific to each school site
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position
- Dresses and conducts oneself professionally
- Demonstrates a capacity for time management in regards to preparation and completion of job responsibilities
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments

Experience, Education & Skills Qualifications

- A California Clear PPS Credential in School Counseling/Guidance is required
- MA/MS degree in School Counseling from an accredited college or university highly desired
- Experience working with high school students is desired

- Experience working in an urban school setting is desired
- Demonstrated leadership capabilities
- Proven management and team building skills
- Excellent interpersonal, communication and writing skills
- Ability to work with parents, students, faculty, post-secondary educational representatives, as well as school community groups
- Ability to understand school graduation requirements and parallel entrance requirements for post-secondary institutions
- Ability to motivate students and provide academic incentives for success
- Ability to understand the relationship between school curriculum and college programs
- Ability to understand the unique social-emotional needs of individual students
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.
- A passion for improving urban high schools and driving education reform
- Bilingual (English/Spanish) highly desired

INCLUSION SPECIALIST

Job Purpose

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

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

- Instruction and services for pupils whose needs have been identified in an Individualized Education Program (IEP) developed by the IEP team
- Information and assistance to students with disabilities and their parents
- Consultation, resource information, and material regarding students with disabilities to parents and to general education staff members
- Coordination of special education services with the regular school programs for each student with disabilities enrolled in the inclusion program
- Monitor pupil progress on a daily basis
- Collaborative inclusion model with emphasis on co-planning and direct services provided in the classroom
- Case and compliance management through completing all necessary paperwork for student IEPs on caseload and ensure that services and supports are provided and in compliance
- Supports shall include (but not limited to): behavior support, basic academic skills, organization and study skills, social skills, and use of cognitive strategies

In addition, the Inclusion Specialist will be responsible for:

- Fostering a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning and preparing for college

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

Experience, Education & Skills Qualifications:

- Bachelor's degree is required
- Master's degree is preferred
- Must have completed California Basic Educational Skills Test (CBEST)
- Possess a current California credential in Special Education or be currently enrolled in a Special Education credentialing internship program is highly preferred
- Enthusiastic and pleasant, highly motivated individual
- Solid knowledge of State and Federal guidelines for Special Education
- Ability to communicate effectively (verbal and written)
- Bilingual in Spanish is preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible and team-oriented
- Excellent written and communication skills
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

INCLUSION ASSISTANT

Job Purpose

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

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

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

Experience, Education & Skills Qualifications:

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

AFTER SCHOOL PROGRAM TEACHER

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

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

Job Purpose

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

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

- Teaches knowledge and skills in theater & film arts
- Instructs students on acting principles and technique including enunciation, diction, voice development, dialects, improvisation, pantomime, acting styles, and character development
- Lead and participate in school wide exhibition events
- Provides artistic direction for film productions
- Knowledge of historical and contemporary works
- Fosters a safe and nurturing learning environment
- Controls the storage and use of school-owned equipment and materials
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration, and rehearsal
- Develop curriculum for film courses including a final project or exhibition of student work
- Develop students' theater appreciation and skills via standards based instruction
- Engage in culturally responsive pedagogical practices to meet the needs of all students
- Establishes an environment where students are excited about learning and preparing for college
- Prepares lesson plans for substitutes
- Builds strong relationships with students and parents
- Communicates with parents/guardian on a regular basis
- Provides continual assessment of student progress, maintain student records and portfolios, and complete assigned paperwork in provided timeframes
- Conducts both student and teacher lead parent conferences
- Collaborates with the Inclusion Specialist to meet the needs of all students
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Works with Assistant Principal and Principal to ensure teaching methods are directed towards meeting and surpassing standards
- Attends and participates in school-based meetings and activities

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

Experience, Education & Skills Qualifications

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Solid knowledge of subject matter, including California state standards, National Standards, & Common Core standards for technical subjects
- Ability to communicate effectively (verbal and written)
- Must be computer literate
- Experienced in film and theater pedagogy and technique
- In depth knowledge of a variety of dance styles and genres
- Develops and maintain positive interactions with students and families
- A willingness to work in a professional learning community (PLC) with the visual and performing arts department
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

OFFICE MANAGER

Job Purpose

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

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

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner
- Answer the phone using a professional and courteous manner

- Ensure that the semi-monthly timesheets are collected and submitted to the PUC National by the designated date on the payroll schedule to the Payroll Administrator
- Ensure the timesheets are signed by the Principal
- Record daily attendance for all School Staff in the attendance book
- Submit monthly attendance report to the central office
- Coordinate Substitute teacher coverage by first communicating with teachers, then Assistant Principal and lastly Principals
- Supervise and delegate duties to Office Assistants
- Oversee and record facility maintenance
- Responsible for vendor quotes and relations
- Maintain accurate record of all keys and assets that have been distributed
- Responsible for Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms
- Sort through mail and distribute accordingly
- Arrange for timely delivery of manual checks, deposits and supporting documents to PUC National
- Work with Site Principal, Assistant Principal, Teachers and PUC National regarding any project or special requests
- Take responsibility for initiation through completion of all tasks
- Oversee the maintenance of all office equipment and school facility
- Adhere to all policies, practices and procedures established by PUC Schools
- Responsible for developing the school newsletter on a monthly basis
- In charge of parent correspondence and mailings
- Assist with translations (English to Spanish)
- Maintain petty cash
- Provide the PUC National with school pictures and activities as needed
- Responsible for the maintenance, storage, and security of all student files
- Responsible for inputting and maintaining student data into PowerSchool and CUM files
- Daily attendance should be entered into PowerSchool
- Responsible for daily attendance books for statistical and classification reports at the end of the month
- Responsible for count, call-in, counting money, making list, and keying lunch counts into MealTime by 4pm each day
- Assist teachers with photocopying and appointment set-up with parents
- Oversee all fundraising funds collection including student store (if applicable)
- Responsible for checking school voicemail periodically on a daily basis
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments

Experience, Education & Skills Qualifications

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

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

OFFICE ASSISTANT

Job Purpose

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

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

- Answer phones using a professional and courteous manner and route calls appropriately
- Take messages and distribute in a timely manner
- Reply to general information requests with the accurate information
- Assist Office Manager with proper documentation and accuracy of student attendance
- Fax and make copies and assist with typing and composing correspondence and letters
- Responsible for making phone calls to parents
- Assist with collecting the lunch count
- Flyer distribution
- Supervision during lunch and recess (policy and procedures)
- Assist with the preparation of parent meetings
- Sort and distribute mail
- Translate for teachers, parents and counselors (if bilingual)
- Make student files and organize student cumulative (CUM) files
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments

Experience, Education & Skills Qualifications

- Enrolled in college or possess a BA/BS degree strongly preferred
- Prior experience working with students in a learning environment preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Occasionally required to kneel, climb and reach with hands and arms above shoulder level, lift up to 30 pounds. To bend, sit, stand, squat, stoop, walk, push, pull, and reach with hands and arms at shoulder level or below. Always

required to wear the appropriate safety equipment for the task, which may include gloves, goggles, aprons, belts, etc.

OFFICE AIDE

Job Purpose

Under the direct supervision of the Office Manager, the Office Aide will aid the office staff; assist in maintaining proper environment and student control at the school.

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

- 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.
- Constant movement throughout the school, i.e. eating area, bathroom area, playground.
- Performs ad hoc duties as assigned.
- Helps with various office duties, including but not limited to: Composing letters, calling parents and helping with student needs.
- 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:

- 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 desired. Will provide training as needed.
- Graduation from high school or its equivalent is desirable.
- Experience in working with youth is desirable.

Skills:

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

CUSTODIAL MAINTENANCE

Job Purpose

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

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

- Inspects all areas for cleanliness and clean as required
- Clean spills, outside entrances, and pick up all trash
- Spot clean both sides of glass entry doors, clean marks or smudges from entry doors, corridor doors, and restroom doors
- Inspect and clean all restrooms every two hours
- Refill supplies (Hand soap, Towels, Toilet Tissues, etc.)
- Maintenance and complete “Bathroom Maintenance Log” daily
- Check and address the general cleanliness of the bathroom to the Campus Operations Manager
- Vacuum carpet, sweep and mop hard floors, as needed
- Check lunch areas and clean as needed
- Ensure the exterior of the building is clean by picking up trash and debris
- Change light tubes and bulbs as requested
- Dust horizontal surfaces, molding and tops of doors
- Assist moving various boxes, furniture, etc. as directed by the Campus Operations Manager

- Report any maintenance or safety needs observed in the building or on the outside of the property immediately to the Campus Operations Manager
- Keeps an inventory of supplies, equipment, and submit requisitions for supplies needed to the Campus Operation Manager
- Shall be trained and assigned to perform all the above duties, and any additional duties as directed by the Campus Operations Manager
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments

Experience, Education & Skills Qualifications

Knowledge of:

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

Ability to:

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

Skills:

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

Element 6 – Health and Safety Procedures

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

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

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

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

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

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

Comprehensive School Safety Plan

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

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

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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

Medication in School

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

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one

automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

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

TRANSPORTATION SAFETY PLAN

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

6.1 CUSTODIAN OF RECORDS

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

7.1 ANNUAL OUTREACH EFFORTS

In pursuit of our mission and our commitment to serve *all* students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. **PUC ECALS** 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: **Eagle Rock, Glassell Park, Cypress Park, Highland Park, Silverlake, Lincoln Heights, and Atwater Village**. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other

children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community-based organizations such as MEND and Northeast Health Services by the Superintendent and recruitment team. The recruitment activity period typically takes place from October through February, annually.

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

- Send out information to existing PUC families. The letter will include the enrollment period and lottery information (location, date, time). The enrollment period typically begins in October and ends in November and the lottery is normally held on the second Thursday in December. The enrollment period and lottery date are subject to change.
- Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
- Conduct community outreach efforts, including communication with local council members' field offices, local public libraries, park and recreation centers, community based organizations, and churches and synagogues.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time). The following measures will be taken to minimize any disruption to LAUSD schools:
 - **PUC ECALS** principal will contact principals of the local elementary schools to make arrangements to drop off flyers during normal office hours.
 - **PUC ECALS** will provide copies of the flyers to each school.
- **PUC ECALS** 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 ECALS** 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 ECALS** will utilize SchoolMint, a cloud-based enrollment management software for PreK-12 school systems.
- All outreach efforts will be completed in both English and Spanish.

7.2 RACIAL AND ETHNIC BALANCE

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

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

7.3 SPECIAL EDUCATION AND ENGLISH LEARNER BALANCE

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

Element 8: Admission Requirements

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

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL 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 documenting that students who reside within the designated attendance boundary have been offered enrollment in accordance with the terms of the Charter School prior to any other students being accepted for admission. . These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Education Code sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as

amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

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

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

8.1 SPECIFIC ADMISSION REQUIREMENTS

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

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

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

- **PUC ECALS**'s principal or designee will contact principals of the local schools to make arrangements to drop off flyers during normal office hours.
- **PUC ECALS** will provide copies of the flyers to each school.
- **PUC ECALS** 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 ECALS**'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 ECALS**.

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, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus to ensure that the preference in the lottery is given for students who reside within the attendance boundary established by the District*
2. Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)
 - 2a. Siblings of students currently enrolled in **PUC ECALS**, or wards of their parents. A ward is a child whom the parent of a current student has custody. The sibling priority is only given to applicants whose sibling(s) will attend the school in the following school year.
 - 2b. Children of current employees and founding parents of **PUC ECALS**, not to exceed 10% of the school population. A "founding parent" is an individual who has engaged in activities that have supported the opening of the school. A founding parent may be a parent who has a child who will enter the school in the founding year, in later years, or becomes a parent of a school aged child. These people are considered founding parents and will have priority for enrollment in the school any subsequent year after the school has been opened.
 - 2c. All other students who reside in the Los Angeles Unified School District
3. Students who reside outside of the Los Angeles Unified School District.
 - 3a. Siblings of students currently enrolled in **PUC ECALS**, 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.
 - 3b. Children of current employees and founding parents of **PUC ECALS**, not to exceed 10% of the school population. If the 10% threshold is reached at 2b, this category will be discarded so as to abide by LAUSD's policy for Charter Schools that states that children of current employees and founding parents cannot constitute more than 10% of the school's enrollment. If the threshold is not reached at 2b, we will accept students in this category until we reach that threshold, and only if necessary. A "founding parent" is an individual who has engaged in activities that have supported the opening of the school. A founding parent may be a parent who has a child who will enter the school in the founding year, in later years, or becomes a parent of a school aged child. These people are considered founding parents and will have

priority for enrollment in the school any subsequent year after the school has been opened.

3c. All other students who reside outside of the Los Angeles Unified School District

8.4 IMPLEMENTATION OF A PUBLIC RANDOM DRAWING

As per Education Code 47605(d)(2)(B), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated above). Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep families together. A school designee will review lottery forms to ensure the number of enrollment slots take into account the number of possible siblings who will be added to the lottery in order to avoid students who have already been accepted/chosen in the lottery process from being “bumped.”

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

Following the open enrollment period each year, the Charter School’s Director of Media Communications (or other designated SchoolMint Administrator) will check the application count in SchoolMint to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing, which will be advertised through the online enrollment request and in direct messaging to parents through the SchoolMint platform. Additionally, the lottery date will be included on all flyers. Current 9th, 10th, and 11th grade students of **PUC ECALS** are guaranteed enrollment in the following school year and therefore will be exempted from the lottery.

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

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

Application to **PUC ECALS** 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 ECALS**.

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

A student whose enrollment request is drawn will be listed by the number chosen and shall be considered an eligible student for enrollment. The parents will be notified of acceptance through the lottery through an email and/or SMS message from SchoolMint from a school designee.

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

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

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

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

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

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

When a space becomes available in a grade level, the slot will be offered to the first name on the waitlist for that grade level if a waitlist exists for that grade level. An email and/or SMS notification will be sent to the applicants via SchoolMint.

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

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

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

If the slot is accepted, an email and/or SMS notification will go out to parents to provide information and instructions for the online enrollment packet. The parent/guardian will have four weeks to complete the enrollment packet from the time they receive notification about the enrollment packet.

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

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

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

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

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

9.1 ANNUAL AUDIT PROCEDURES

PUC ECALS will retain the services of an independent auditor/CPA, from the list of State Controller’s list of approved auditors, who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue related data collection and reporting practices, and examine the school's internal controls.

The process for the selection of an independent auditor/CPA is:

1. PUC National will oversee the process of the formation of an Audit Committee
2. Send out requests for bids to approved auditors/CPAs from the State Controller’s list.

3. The Audit Committee reviews, scores, and final recommendation to the **Partnerships to Uplift Communities Los Angeles Board**.
4. The **Partnerships to Uplift Communities Los Angeles Board** makes final decision on auditor selection.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, **PUC ECALS's** Auditor will send a copy of the annual audited financial report to the Chief Financial Officer of the Los Angeles Unified School District, LAUSD Charter School Division, LA County and the California Department of Education by December 15 of each year.

The PUC National CFO and CEO will review any audit exceptions or deficiencies and report to the **Partnerships to Uplift Communities Los Angeles Board** of Directors with recommendations on how to resolve them. The **Partnerships to Uplift Communities Los Angeles Board** will provide the report in writing to the LAUSD Charter Division within 15 days after the first **Partnerships to Uplift Communities Los Angeles Board** meeting of the new year. It is understood that exceptions and deficiencies will be resolved to the satisfaction of the LAUSD.

In accordance with California charter law and LAUSD requirements, an independent financial audit will be conducted at **PUC ECALS** annually. The **Partnerships to Uplift Communities Los Angeles Board** of Trustees will be responsible for approving the selection of the auditor each year.

PUC ECALS and **Partnerships to Uplift Communities Los Angeles Board** shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, **PUC ECALS** and **Partnerships to Uplift Communities Los Angeles Board** will provide any financial information requested by LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within the time lines specified by LAUSD each year.

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

GENERAL PROVISIONS

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

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

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

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

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

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

HOMEWORK TO SUSPENDED STUDENTS

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the

Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

10.1 DISCIPLINE FOUNDATION POLICY

Traditionally, positive behaviors (e.g., compliance with classroom rules and expectations, interest and engagement in class activities, and mastery of subject matter) have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). A key design that drives all PUC schools is our positive school culture. **PUC ECALS** 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 ECALS**, 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 ECALS** takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The Charter School proactively shares with students and families the behavior expectations that all students will meet. We keep these behavior expectations simple: for example, the 4 Ps: Prompt, Polite, Productive, and Prepared. These expectations are broad and apply to most behavioral situations. In addition, each grade level, with approval from the principal, defines important routines that students will follow. These routines are shared with students and families, are proactively taught, and are consistently reinforced in all classrooms.

Further, we recognize that each student is an individual. Therefore, correction of student misconduct and replacement behavior is handled on an individual basis. To best meet the individual needs of our students, **PUC ECALS** takes a targeted approach to behavior management and discipline.

PUC ECALS’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 ECALS** 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 ECALS** does not give students in-school suspensions. Instead, **PUC ECALS** 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 at the school office of the student’s location, hours, and length of the placement. In this alternative location, the student will be supervised by certificated staff and provided instruction.

Instruction will be provided by the certificated staff member who will provide the school work from each of the student’s classes, explain the material, and answer the student’s questions. Students in Alternative Placement should have access to appropriate counseling services. Students with disabilities shall be provided with supports and services as described in their IEP. Alternative Placement will not exceed fifteen (15) school days per incident.

Alternative to suspension and expulsion interventions may include the following:

<i>Alternatives:</i>	<i>Description/Examples:</i>
In-School Responses to Behavior	Corrective actions/reflections held during natural school breaks, during lunch/nutrition, and during early release days
Behavior Monitoring	Strategies to monitor behavior and academic progress; could include: <ul style="list-style-type: none"> o Behavior log o Self-charting/monitoring of behaviors o Strategies that provide feedback to the student o Check-in/Check-out o Daily to weekly behavior reports
Community Service and Service Learning	Set amount of time <i>outside of regular school hours</i> for community services in the school community setting; for example: <ul style="list-style-type: none"> o Tutoring younger students o Assisting school community services agencies
Coordinated Behavior Plans	Creation of a structured, coordinated behavior plan specific to the student and based on the assessment of the quantity, severity and/or purpose of the target behavior to be reduced; plan should focus on increasing desirable behavior and replacing inappropriate behavior. This plan needs to be implemented with fidelity across all settings and staff.
Reflection	To be held before or after school, during recess, lunch, on the weekend, or during shortened school days – once school day has ended or before the school day starts. Reflection gives the student time to examine their behavior, how it affected others, and how they can improve their behavior the next time they face a similar situation.
Loss of Privileges at School	Student “preferred” activity/privileges should be identified prior to this becoming a choice (participation in clubs, sports, dances, leadership opportunities, incentives, etc.) Students can complete a “reinforcement survey” to figure out preferred activities.
Mentoring/Counseling	Adult assigned to support the student. This could be: <ul style="list-style-type: none"> o Formal – with parent signed permission to participate in Clinical Counseling o Informal – pair student up with adult mentor on campus
Mini-Courses	Short courses or modules on topics related to the student’s behavior as a corrective teaching opportunity, with an incorporated social skills component. Schools can: <ul style="list-style-type: none"> o Create their own courses (such as the “Friday Academy” model) o Use behavior training software or curriculum that teaches alternatives to behavior o Use videos, readings, research, etc.
Parent Support	School communicates and collaborates with parents about the behavior(s) of concern and possible solutions. Parents are invited to be part of the mentoring/counseling/brainstorm process, they are also invited to visit the school or classroom(s) of concern, and to collaborate on a Coordinated Behavior Plan.

Peer or Adult Mediation	Trained peers or staff hear and review both sides of a situation and decide the outcome(s) based on parameters set by the school; or staff work on conflict resolution with the student(s).
Positive Contingency Contracts (Scholar Success Contracts)	Use negotiation/problem solving approaches to assist student to identify alternatives to negative behavior(s). The school will develop a contract with the student and the family that includes reinforcers/acknowledgements for success and consequences for continuing behavior concerns/challenges.
Programming/Scheduling	Changes in the student's schedule/classes (permanent, not just for the day/week). Should be based on the student's needs and monitored to determine progress.
Referral to a Service/Agency/Team	As appropriate, based on student behavior of concern and need: <ul style="list-style-type: none"> o FST Team o IEP Team o School Discipline Team o PUC's Discipline Review Team o COP SELPA Behavior Support Team o Clinical Counseling Team o DIS Counseling / ERICS Counseling Assessment o Community Mental Health* o Community Agencies* o Department of Child & Family Services
Reflective Activities	Student is provided guidance through worksheet, assignment, graphic organizer that asks student to reflect on what happened, to decide what could be done differently (next time) and to develop a plan as well as reflect on how to ask for help (when appropriate).
Restitution	Financial or "in kind" (by actions) restitution for behavior. This permits the student to restore or improve the school environment, fix, repair, replace, or clean up the "problem." For example: <ul style="list-style-type: none"> o Cleaning or painting over graffiti o Paying to replace broken items (due to student behavior) o Community service cleaning of school property (disturbed due to student behavior)
Restorative Practices	The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Trained educators facilitate students' understanding of the impact of their behavior and the harm done to others. Students work together to "make it right." Participants are given a turn to express thoughts and feelings while others listen respectfully. For example: <ul style="list-style-type: none"> o Peer led Restorative Justice o Class Meetings o Group or Conflict Mediation o Social Skills group support

The school will implement the following professional development plan for teaching, communicating and modeling to the school community the school's discipline policy to ensure school practices are consistent:

- Administrators will communicate the school's discipline policy at the beginning of the school year with school staff, and
- Administrators will periodically teach and model the school practices to staff through professional development meetings, which are conducted every Tuesday, and
- PUC-wide professional development sessions will be provided to include information and training regarding social-emotional learning.

Whenever possible, restorative justice principles will be utilized. In the face of school violations and conflict, restorative justice (RJ) is a philosophy and an approach that views violations and conflict principally as harm done to people and relationships. It strives to provide support and safe opportunities for the voluntary participation and communication between those affected (victims, offenders, and community) to encourage accountability, reparation, and a movement towards understanding, feelings of satisfaction, healing, safety and a sense of closure. RJ is a non-adversarial, non-retributive approach to justice that emphasizes healing in victims, meaningful accountability of offenders, and the involvement of citizens in creating healthier, safer communities.

While there is no single universal definition for RJ, common elements are shared between those that exist. These common elements, often referred to as RJ values and principles, are fundamental to ensuring that RJ values and principles remain consistent with the founding philosophy of this approach. These common elements, or values, are fundamental to ensuring that restorative justice approaches remain consistent with the philosophy underpinning it. The following is a list of common elements found among many restorative justice writings:

- **Harmful Behavior:** At the core of restorative justice is an appreciation of the full effects of harmful behavior. Restorative justice views violations primarily as damage to individuals, their property, their relationships and their communities. As such, any appropriate response requires a principal focus on the harm caused by the violation.
- **Inclusion:** Restorative justice is driven by an engagement of all people affected by the violation, who are most often identified as the victim, offender, their individual support people (family, friends, others) and the community. This requires elevating the roles of those traditionally excluded from the process, particularly the victim and the community. Inclusion involves the important elements of giving voice, accessibility, ownership of the process and support.
- **Accountability:** Restorative justice is about creating processes that allow offenders to take responsibility for the harms created by their actions, directly to those harmed. As well, it is an opportunity for community to see its role in contributing to the violation. This requires, to the degree possible, an ability to hear all points of view and understand the "truth" of what occurred. In all cases, accountability involves not only accepting responsibility for the violation, but also accepting responsibility for addressing the harms and needs arising from it. For many, accountability also represents the opportunity to denounce the violation and reinforce social rules and laws.
- **Safety:** A complicated element, safety has two primary folds. First, safety is identified as the need to restore a sense of security to those impacted by the violation. Second, safety refers to the need to create processes for restorative justice that are safe (physically, emotionally, psychologically) for those participating. This often involves creating support structures within and around the restorative intervention. In cases of power imbalances among the participants, these dynamics can be powerfully destabilizing to the creation of a safe environment for restorative justice. Safety also involves ensuring that the rights of participants are respected.

- **Transformation:** Another complicated element, transformation implies restorative justice's forward looking aspects. The potential outcomes of restorative justice interventions typically include healing, personal growth, reparation of harms, restoration of positive relationships, and creation/re-creation of enhanced personal and communal situations. These goals apply equally to all parties involved but are not always possible within the scope of all circumstances. While these long-term goals are essential, restorative justice interventions foster movement towards these goals.
- **Voluntary:** Many authors identify the need for choices among the participants - these choices range from choices about participation, to process design, to limitations, to timeframes. As restorative justice is designed to fully engage the range of needed participants, the degree to which the processes reflect their needs, wants and desires becomes essential.
- **Humanistic:** This refers to a wide subset of values that describe the nature of interactions between those involved. These include respect, compassion, dignity, honesty, openness, and growth. Fairness and equality/equity are essential. Multicultural issues are important in ensuring the processes are balanced for all those involved.
- **Interaction:** Communication, either direct or indirect, between those impacted by the violation is typically required. This communication is most often facilitated and supported and can take many formats from face-to-face meetings, correspondence and video exchanges, shuttle communication, online discussions and multi-party representation.
- **Holistic:** These processes take into consideration and value the full breadth of each individual participant as well as the larger context in which they function. This includes appreciation of the physical, psychological, mental, emotional, spiritual and social context surrounding each person as well as the environment. It is important to note that the spiritual component is important for many participants and a restorative experience connects deeply to their belief systems.

Multi-Tiered Support System (MTSS)

The **PUC ECALS'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 ECALS** 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 ECALS will implement a discipline policy that will be printed in the school's Student/Parent Handbook. The discipline policy will be communicated to all stakeholders- administrators, students, parents/guardians, and teachers- through distribution of the Student/Parent Handbook. The Student/Parent Handbook will be developed prior to the onset of the opening school year. The Student/Parent Handbook design process will not be discriminatory, arbitrary or capricious. The process will follow general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the Student/Parent Handbook. Students who do not live up to their responsibilities and who violate the school rules should expect some consequences for their behavior. **PUC ECALS’S** Student/Parent Handbook will be consistent with the provisions in Element 10 of the charter.

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

all times students will be afforded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be removed from the campus but at all times will be afforded due process and continued access to instruction.

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

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

Notification of Policies

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

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

<p>Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion. Expulsion Not Mandatory.</p>	<p>Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate. Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.</p>	<p>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.</p>
<p><i>Education Code (EC) 48915(c)</i> Act must be committed at school or school activity.</p> <ul style="list-style-type: none"> a. Possessed firearm. b. Sold or otherwise furnished a firearm. c. Brandished a knife at another person. d. Unlawfully sold a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq. e. Committed or attempted to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committed sexual battery as defined in subdivision (n) of 48900. f. Possessed of an explosive with the power of an M-80 or greater. 	<p>Act must be committed at school or school activity. <i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ul style="list-style-type: none"> a. Caused serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1). b. Possessed of any knife, explosive with less power than an M-80, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(1)(B). c. Possessed and/or used of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. d. Robbery or extortion. <i>EC</i> Section 48915 (a)(1)(D). e. Assault or battery, or threat of, on a school employee. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. b. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. 	<p>Including but not limited to acts committed at school or school activity or on the way to and from school or during the lunch period or school activity or student presents an immediate threat to the health and safety of others.</p> <ul style="list-style-type: none"> a. Caused, attempted to cause, or threatened to cause physical injury[†]. b. Willfully used force or violence upon the person of another, except in self-defense c. Possessed dangerous objects d. Possessed drugs or alcohol e. Sold look alike substance representing drugs or alcohol f. Caused damage to property[‡]. g. Committed theft h. Possessed or used tobacco i. Committed an obscene act or engaged in habitual profanity/vulgarity j. Possessed or sold drug paraphernalia k. Received stolen property l. Possessed imitation firearm m. Committed sexual harassment § n. Harassed, threatened or intimidated a student witness o. Sold prescription drug Soma p. Engaged in or attempted to engage in hazing q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. r. Participated in the act of hate

		<p>violence §</p> <p>s. Made a Terroristic Threat</p> <p>t. Created a hostile educational environment through severe or pervasive threats, harassment, or intimidation §</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <p>a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>b. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</p> <p>2Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>3Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p> <p>4Grades 4 through 12 inclusive</p>
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10.4 SUSPENSION AND EXPULSION PROCEDURES

Authority to Suspend

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

Suspension Procedures

Suspension from Class: A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Superintendent. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures such as “Alternatives to Suspension and Expulsion” listed above.

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

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

Suspension Notification

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

Suspension Time Limits

- Suspensions shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing for a maximum of 20 school days for non-IEP students and a maximum of 10 school days for IEP students. A student may not be suspended for more than 20 days in a school year. A student with an IEP may not be suspended for more than 10 days in a school year.

- When students are suspended, teachers will provide homework for them that will ensure that their education continues while they are absent from school. The homework will be collected by the school's main office. The parent or guardian will be asked to pick up the homework from the main office each day after school ends. At the same time, the parent or guardian will return any finished work product from the suspended student. In addition, unless the student is suspended pending an expulsion hearing, teachers will be available to meet with the suspended student at the school site to review homework and administer tests, as needed.

Suspension Appeal Process

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

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

Opportunity Transfer

An Opportunity Transfer (O.T.) is a carefully planned school-initiated transfer of a student within Partnerships to Uplift Communities schools for remedial and corrective reasons. It is issued as an alternative means of correction to address student misconduct, as listed in the “Grounds for Suspension and Expulsion” Matrix above, after prior interventions have failed to bring about proper conduct or when the student’s continued enrollment at the current school presents a safety risk to himself, herself or others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. Additionally, an O.T. is utilized to provide the transferring student a fresh start at a new school and an opportunity to create positive relationships with new students and staff. Using an O.T. as an effective intervention tool can greatly assist schools in accomplishing the school’s goals of increasing graduation rates, decreasing student dropouts, and maintaining safe school communities.

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

If the Principal recommends an O.T. without an Opportunity Transfer Hearing, the written notice must inform the student of his or her basic rights including the right to initiate an Opportunity Transfer Hearing to be heard and decided by a neutral officer. A neutral officer is a PUC school administrator or PUC school personnel with administrative credential who is not a current employee of **PUC ECALS** nor has ever been a teacher or administrator of the student. If the parent/guardian does not initiate a hearing, the student is entitled to remain enrolled in the school throughout the five (5) school day notice period. If the parent/guardian initiates a hearing, the student is entitled to remain enrolled in the school through the duration of the hearing, and cannot be removed until the school issues a final hearing decision. An Opportunity Transfer Hearing will occur within ten (10) school days of the parent initiating an Opportunity Transfer Hearing. However, if the parent chooses to waive the five (5) school days’ notice period, the hearing may occur within five (5) school days of the Principal’s recommendation for an O.T.

If the Principal convenes an Opportunity Transfer Hearing, the written notice shall include an explanation of the student’s basic rights including the right to remain enrolled in the school through the duration of the hearing and cannot be removed until the school issues a final hearing decision. The Opportunity Transfer Hearing will occur within ten (10) school days of the notice.

However, if the parent chooses to waive the five (5) school days' notice period, the hearing may occur within five (5) school days of the Principal's recommendation for an Opportunity Transfer Hearing.

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

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

An O.T. may be initially imposed for one or two full semesters. When the O.T. term ends and if the student adhered to the rehabilitation plan, the student and parent or guardian shall have the option to return to the sending school or stay in the current school. If the student has not completed or adhered to the rehabilitation plan, the O.T. will be extended until the student has completed or adhered to the rehabilitation plan. The O.T. process does not apply to students with an Individualized Education Program (IEP). An O.T. shall not be used to remedy low academic achievement, attendance issues or for being a victim of a fight.

To avoid academic disruption, the PUC-Los Angeles Board passed a Standard of Operating Procedure stating that when a student is issued an O.T. during the last three (3) weeks of a semester, the student will be placed at an Alternative Placement for the final three (3) weeks of the semester and the O.T. will begin at the start of the next semester. Three weeks was chosen because it allows the student to positively close the academic semester with the same grades he or she had been earning at the sending school. To start at a new school with three weeks or less does not set up the student for success academically or socially/emotionally. One week and two weeks, in particular, were not chosen because the last three weeks of a semester are often dedicated to preparing for and taking final exams. When a student is assigned Alternative Placement relating to an O.T. decision, that student will be assigned by the principal or assistant principal or designee to an alternative location with an assigned instructor. In this alternative location, the student will be supervised by certificated staff and provided instruction. Instruction will be provided by the certificated staff member who will provide the school work from each of the student's classes, explain the material, and answer the student's questions. Students in Alternative Placement should have access to appropriate counseling services.

If a student withdraws from the sending PUC charter school or receiving PUC charter school at any time during the O.T., the student's O.T. will remain in effect until the student has served the length of the O.T. term and has provided documentation from the non-PUC school the student has been attending demonstrating compliance with the rehabilitation plan. If the student has complied with the rehabilitation plan, that student may seek enrollment at the sending school, but this student is not guaranteed enrollment at the sending school. If the student seeks enrollment at the sending school during the school year and there is space available, then the student will be enrolled. If the student seeks enrollment at the sending school during the school year and there is no space

available, the student will be placed at the end of the waitlist. If the student seeks enrollment at the sending school prior to the school year, the student will have an opportunity to be enrolled through the lottery system.

A parent or guardian and student may appeal an Opportunity Transfer by filling out and returning to the school an Opportunity Transfer Appeal Form within 3 weeks of the decision to Opportunity Transfer. When an appeal form is filled out, the Superintendent or a designee who was not involved in the decision to Opportunity Transfer the student will examine the appeal form and all of the evidence that is relevant to the case. If the Superintendent or designee needs clarification or additional information, the Superintendent or designee shall contact the parent or guardian, the student, the school that conducted the investigation or witnesses to gather additional evidence. If the parent, guardian, or student wants to meet or communicate directly with the Superintendent or designee to discuss the appeal, the Superintendent or designee will accommodate that request but there will be no hearing. Within 10 school days of receiving the appeal form, the Superintendent or designee will make a decision as to whether to uphold or to overturn the Opportunity Transfer. The Superintendent or designee will then mail a copy of the decision to the parent or guardian.

Authority to Expel

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

Expulsion Procedures

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

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

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

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

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

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

1. The expulsion hearing (which is usually held in closed session, unless otherwise requested 72 hours in advance) will be presided over by the Expulsion Hearing Panel and the outcome will be reported to the Superintendent. The Expulsion Hearing Panel's decision-making authority includes but is not limited to reinstating the student, reinstating the student with a behavioral contract, initiating an Opportunity Transfer, or expelling the student.
2. Written notice of the hearing shall be forwarded by the Principal or designee to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing unless the parent/guardian and pupil wish to waive the 10-calendar day waiting period. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
 - a. The date and place of the expulsion hearing
 - b. A statement of the specific fact(s), charge(s), and/or offense(s) upon which the proposed expulsion is based
 - c. A copy of PUC disciplinary rules which relate to the alleged violation
 - d. Notification of the pupil's or parent/guardian's obligation to provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
 - e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
 - f. The right to inspect and obtain copies of all documents to be used at the hearing.
 - g. The opportunity to confront and question all witnesses who testify at the hearing.
 - h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.
 - i. Reasonable accommodations and language support
 - j. Special rules and procedures for incidents involving sexual assault and/or battery

Recording of Hearing

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

Presentation of Evidence

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

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

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

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

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

Notification of Expulsion

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

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

Expulsion Appeal Process

To initiate an appeal, parent or guardian or student must contact either the school or the Superintendent in writing within three (3) weeks of the date of the expulsion. The school will provide written notice of the date of the Expulsion Appeals Hearing at least three (3) days prior to

the hearing date. The written notice will include the day, time, and location of the hearing. The parent/guardian and student will also be informed of the following:

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

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

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

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

1. Uphold the expulsion
2. Determine that the expulsion was not within the school's guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be removed from the student's permanent cumulative record.

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

PUC ECALS 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

Charter School will monitor its student behavior data through student information systems software.

Outcome data will include:

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

Prior to the recommendation to suspend or expel a pupil, the Principal, Superintendent or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

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

If a student is under an expulsion order from another school or school district (LEA), the enrollment request will be reviewed by the Principal, Superintendent or designee. The Principal, Superintendent or designee will determine if enrollment will be granted. Enrollment will be granted if means of correction are feasible or have not repeatedly failed to bring about proper conduct and if the student's presence does not cause a continuing danger to the physical safety of the pupil or others.

10.5 REHABILITATION, READMISSION, AND INTERIM PLACEMENT

PUC ECALS'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 ECALS** for readmission.
- The criteria to be set forth in the rehabilitation plan shall include but is not limited to academic, attendance, and behavior requirements.
- When a student applies for reinstatement, the timeline shall be as follows:
 - Principal or designee shall ask the pupil and/or the pupil's parent/guardian for the student's academic records, attendance records, discipline/behavior records, and any other information the pupil wishes to share with the Principal or designee
 - Principal or designee shall review the pupil's records and the pupil's rehabilitation plan

- Principal or designee shall make a determination within ten (10) school days

Principal or designee shall notify the pupil and parent/guardian with written notice of the determination within five (5) school days

Element 11 – Employee Retirement Systems

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

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

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

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

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

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

Classified staff at **PUC ECALS** will participate in the federal social security system and will have access to other school-sponsored retirement plans for the school’s employees. **PUC ECALS** certificated staff participate in the State Teachers Retirement System (STRS). **PUC ECALS** will continue such participation for the duration of the charter school’s existence under the same CDS code. **PUC ECALS** will contract with the Los Angeles County Office of Education to transmit data to STRS.

The Human Resources and Finance departments at PUC National, which are contracted by the school to manage payroll, are responsible for ensuring that appropriate arrangements for coverage are made.

Element 12 – Public School Attendance Alternatives

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

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

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

12.1 ADMISSIONS NOTIFICATION

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

Element 13 – District Employee Rights

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Principal
PUC ECALS
2050 N San Fernando Rd.
Los Angeles, CA 90065

- 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 ECALS
2050 N San Fernando Rd.
Los Angeles, CA 90065**

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration

Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCAION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter

School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which

Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the

Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

Financial Close-Out

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the

requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such

legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District

facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be

within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**

- (i) **Pro Rata Share:** The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its

operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School

District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days'

notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

PUC Early College Academy for Leaders and Scholars (also referred to herein as PUC ECALS” and “Charter School”) shall:

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

pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

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

Element 1 – The Educational Program

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

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

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses

offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

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

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

SELPA Reorganization

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

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

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

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

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations,

title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other

characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of

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

ATHLETIC PROGRAMS

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

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

TRANSPORTATION SAFETY PLAN

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

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

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless

of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year

- c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

GENERAL PROVISIONS

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

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

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

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

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

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

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded

before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Director/Principal
PUC Early College Academy for Leaders and Scholars
2050 N. San Fernando RD.
Los Angeles, CA 90065

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

Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

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

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

Director/Principal
PUC Early College Academy for Leaders and Scholars
2050 N. San Fernando RD.
Los Angeles, CA 90065

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic

confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

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

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

Disposition of Liabilities and Assets

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties

may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot

exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does

not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter

agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter

and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)