PUC Schools Local Indicators Self Scoring Tool
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

0 Misassigned Teachers of English Learners,

0 Total Misassigned Teachers,

0 Vacant Teacher Positions

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC). For LEAs that use the California Department of Education's SARC template, this information will be auto-populated within the web-based evaluation rubrics system. LEAs that do *not* use the California Department of Education's SARC template will have to input this information manually in the web-based evaluation rubrics system.

Data Sources:
- School Accountability Report Card 16-17

Implementation of State Academic Standards (Priority 2)

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

- Common Core State Standards for ELA
- English Language Development (ELD) Aligned to ELA Standards
- Common Core Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA-Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)		X			
Mathematics-Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

Data Sources:
- Survey results from PUC-WIDE Professional Development
- PUC Teacher Development System
- School Site Professional Development

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2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught:

- Common Core State Standards for ELA
- ELD Aligned to ELA Standards
- Common Core Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA-Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)		X			
Mathematics-Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Data Sources:
- PUC Unit Frameworks (All Contents)
- PUC DBQ System (History)
- PUC Math Instructional Methods (Math)
- Instructional Team Professional Development and Coaching (All Contents)
- Site Leadership Professional Development and Coaching (All Contents)

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):

- Common Core State Standards for ELA
- ELD Aligned to ELA Standards
- Common Core Standards for Mathematics
- Next Generation Science Standards
- History-Social Science

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Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA-Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)			X		
Mathematics-Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Data Sources:
- PUC-WIDE Professional Development (Scope and Sequence and Reflections)
- PUC Teacher Development System
- Regional Professional Development (Scope and Sequence and Reflections)
- School Site Professional Development (Scope and Sequence and Reflections)

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Career Technical Education	X				
Health Education Content Standards		X			
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Data Sources:
- PUC Wide Professional Development for Visual and Performing Arts (Scope and Sequence and Reflections)
- PUC Wide Professional Development for Foreign Language (Scope and Sequence and Reflections)
- PUC Wide Professional Development for Physical Education (Scope and Sequence and Reflections)

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- Regional Content Collaboration Time/ Data Analysis

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016), or during 2017-18 school year (including summer 2017), rate the LEA's success at engaging in the following activities with teachers and school administrators:

- Identifying the professional learning needs of groups of teachers or staff as a whole
- Identifying the professional learning needs of individual teachers
- Providing support for teachers on the standards they have not yet mastered

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Identifying the professional learning needs of subgroups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet met mastered				X	

Data Sources:
- PUC-WIDE Professional Development (Scope and Sequence and Reflections)
- PUC Teacher Development System
- Regional Professional Development (Scope and Sequence and Reflections)
- School Site Professional Development (Scope and Sequence and Reflections)

Optional Narrative

6. Provide any additional information that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

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Parent Engagement (Priority 3)

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based *either* on information collected through surveys of parents/guardians *or* other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in its Local Control and Accountability Plan (LCAP).

OPTION 1: Survey - If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

1. the key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. the key findings from the survey related to promoting parental participation in programs; and
3. why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Narrative:

PUC TCA MS and PUC TCHS
The family survey is conducted annually in the spring. The comprehensive survey consists of 5 categories; Facilitation, Family Expectations, Respect, Safety and School Climate. The survey was created by the PUC Schools Charter Management organization. The family survey has questions related to LCAP goals centered on parent engagement:
- I am able to provide feedback and suggestions at school events,
- I am able to talk to teachers at this school about my child's academic progress,
- I feel welcomed in this school,
- I have had sufficient opportunities to get involved in supporting the school.

The LCAP goals centered on parent engagement:
- 100% Parent access to opportunities for participation, and input on decision-making,
    - Family Meetings, School Advisory Council, Coffee with the Principal,
- School will provide a minimum of 6 Family Meetings,
- School will invite 2 parents to attend all School Advisory Council Meetings,
- School will engage with outside organization to provide training and development for Parent Engagement.

PUC TCA MS received a score of 4.37 of 5 in 2017-18 and PUC TCHS received a score of 4.20 of 5 in 2017-18.

The school has specific and consistent rituals and routines in place to support clear and well-communicated school site rules and expectations. The school demonstrates growth and improvement over

the year. The school has systems in place for students to reflect on academic and personal growth. Occasional problems with student behavior occur. The inter-relational climate reflects a good morale and some collaboration amongst the staff. The school provides a good amount of resources and learning experiences for students to meet academic expectations. Parents are comfortable on campus; they are asked to participate in events and have some contact with teachers beyond just formal meetings. Teachers care about students and provide help. The school campus is clean, safe, and free from vandalism.

Specific to a trend analysis of the survey results show the following:

The family survey results are high for both schools. PUC TCA MS' favorable average is 91%. PUC TCHS' favorable average is 84%. The family survey for PUC TCA MS shows that families feel welcome, are able to talk to teachers and are satisfied with overall education at the school. The family survey for PUC TCHS show many similarities. The results shows that families feel welcome and the school has high expectations for the students. They see adults who will do whatever they can to support their children. The families have high expectations for their child to graduate high school and attend college. The family survey results for PUC TCA MS and HS make reference to having sufficient opportunities to get involved at the school.

Additional Data Gathering sources:
The school also collects data from their monthly School Advisory Council (SAC) meetings and Coffee with the Principal meetings. The school board reviews SAC meeting notes annually.

OPTION 2: Local Measures - Summarize:

1. the LEA's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. the LEA's progress on at least one measure related to promoting parental participation in programs; and
3. why the LEA chose the selected measures and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Examples of measures that LEAs could select are listed below.

A. Seeking Input in School/District Decision Making
    1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
    2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
    3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs
    1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
    2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.

3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

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School Climate (Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). Specifically, LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that is particularly relevant to school safety and connectedness.

Narrative:

PUC TCA/TCHS
PUC Triumph Charter Academy and PUC Triumph Charter High School conducts an annual student survey. The comprehensive survey consists of 8 Constructs; Captivate, Care, Challenge, Clarify, Confer, Consolidate, Control, and Safety. Safety was added in 2017-18 to align with the CA State Priorities. Each teacher and every grade level is surveyed.

Questions and Favorable Ratings in the survey that relate to safety and connectedness are as follows:

PUC TCA:

Construct	Item/Question	% Favorable Rating General Education
Captivate	My teacher makes learning enjoyable	68%
Care	My teacher in this class makes me feel that she really cares about me	72%
Care	My teacher really tries to understand how students feel about things	66%
Confer	My teacher respects my ideas and suggestions	77%
Confer	My teacher wants us to share our thoughts	77%
Consolidate	My teacher checks to make sure we understand what s/he is teaching us	81%
Control	Student behavior in this class is under control	65%
Safety	I feel that my teacher will address situations of harassment, teasing or bullying if I let the teacher know.	84%

PUC TCHS

Construct	Item/Question	% Favorable Rating
Captivate	My teacher makes learning enjoyable	73%
Care	My teacher in this class makes me feel that she really cares about me	73%

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Care	My teacher really tries to understand how students feel about things	73%
Confer	My teacher respects my ideas and suggestions	80%
Confer	My teacher wants us to share our thoughts	78%
Consolidate	My teacher checks to make sure we understand what s/he is teaching us	81%
Control	Student behavior in this class is under control	79%
Safety	I feel that my teacher will address situations of harassment, teasing or bullying if I let the teacher know.	84%

PUC TCA received an overall score of 4.14 of 5. Focus for PUC TCA continues to be to ensure strong Rituals and Routines are common across all teachers and grade levels as well as a focus on Tiered Intervention as represented in the Pyramid for Behavior Intervention.

PUC TCHS received an overall score of 4.22 of 5. Focus for PUC TCHS continues to be on differentiating to meet the needs of all learners while pushing students to take responsibility and initiative for creating a culture of scholarliness in and out of the classroom.

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PRIORITY 7: ACCESS TO A BROAD COURSE OF STUDY

1. Briefly identify the locally selected **measures or tools** that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. For example, for Elementary it would be Student Rosters that indicate type of class and the teacher qualification using PowerSchool. Same for MS/HS with student Daily Schedules or a Teacher Daily Schedule. In addition, what tool is used to track student course assignment? PowerSchool Power Scheduler?

Both PUC middle schools and PUC Schools' high schools use **PowerSchool** for scheduling, student rosters, teacher qualifications, and gradebook monitoring. PowerSchool tracks how students are assigned and have access to and are enrolled in a broad course of study based on grade spans. PUC Schools' high schools use PowerSchool Power Scheduler to track high schools' course offerings, as well as completion of dual enrollment college courses. All students who are on the traditional PUC Schools' high school diploma graduation requirements meet The University of California (UC) and California State Universities' (CSU) minimum undergraduate admissions requirements. PUC Schools' high school students who are on an alternative graduation pathway per an IEP Team decision (Certificate of Completion or California Minimum Diploma), may have modified PUC Courses that are designed to support their individual needs. PUC high schools use PowerSchool's graduation reports to monitor students course grades, and progress through their 4-year high school course plans. Finally, graduation data, such as UC Requirements, is monitored to help assess overall program success.

2. Using the locally selected measures or tools, **summarize** the **extent to which all students have access to**, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As a charter school, PUC TCA MS all students have access to and are enrolled in the following: English, Mathematics, Social Science, Science, Physical Education, and the Visual and Performing Arts. Due to the intense scheduling in the middle school, Foreign or World Language is reserved for high school grades.

All PUC Schools high schools offer a 4-year course sequence that aligns with PUC Schools' high school diploma and UC/CSU's "a-g" minimum undergraduate admissions requirements. College Counselors work with each student to select their 4-year course sequences to meet PUC Schools' high school graduation requirements, and students' career and post-high school higher education aspirations. Students who have special needs, and require alternative pathways due to their disability, are provided with the modified courses and a solid transition plan in support of their needs and future career and higher education goals.

PUC Schools offer a variety of courses to ensure students are prepared for academic and career success after high school.

The differences in course offerings at our five PUC high schools are as follows:

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- Advanced Placement (AP) Courses - Four of the five PUC Schools' high schools offer college courses.   Advanced Placement course access is open to all students. PUC CALS ECHS is the one PUC high school that does not offer AP courses. PUC CALS ECHS provides multiple college course opportunities in 9th-12th grades through dual enrollment college courses.
- Dual Enrollment College Courses – All five PUC high schools offer dual-enrollment college courses through partnerships with the local community colleges. Students in grades 9th-12th may take dual-enrollment college courses offered on their high school campus or at the community colleges.
- Scholar Success Center (SSC) Programs - PUC Schools' SSC programs are offered in one PUC Valley high school, PUC Community Charter Early College High School (PUC CCECHS) and one PUC Los Angeles high school, PUC Early College Academy for Leaders and Scholars (PUC eCALS).   This program is designed to provide students with moderate to severe special needs with grade level content at their individual skill level.   Students receive English Language Arts (ELA) and Math instruction in a small class setting, while improving targeted basic skills. The SSC is considered a temporary placement, designed with the intent of returning students to the full inclusion model as soon as possible.

3. Given the results of the tool or locally selected measures, identify the **barriers preventing** the LEA from providing access to a broad course of study for all students. For example, SPED identification.

Both Middle and High School students who have special needs or are English Language Learners are provided additional support such as Inclusion Assistant support and/or ELD support within each subject matter. High School students who have special needs and require modified curriculum and/or alternative graduation path (California Minimum Diploma or Certificate of Completion) will not have access to all of the academic course options as their peers on the traditional PUC Schools' high school diploma path ("a-g" diploma).

4. In response to the results of the tool or locally selected measures, what **revisions, decisions, or new actions** will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

To ensure students are offered a broad course of study, PUC Schools' Superintendent for each region(Valley and Los Angeles) will continue to work with the local Site Leader to ensure that the courses offered are compliant with EC51220(a)-(i) and are accessible to all students, especially students with special needs and those who are English Language Learners. In addition, in order to ensure students are prepared for a variety of career options, PUC Schools is working to offer more Career Technical Education (CTE) course options.

Career Technical Education (CTE) Pathway Completion – Currently PUC Schools' high schools do not offer CTE courses. Students have the opportunity to take advantage of CTE courses via dual enrollment partnerships with the local community colleges. Los Angeles Mission College's CTE Transitions Community Collaborative program is a partnership between high schools, business and community college programs to develop occupational pathways and work-based learning experience in a sequential program of study. PUC Schools are working with community college partners to build dual enrollment certificate sequences into our dual enrollment college course offerings.

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Coordination of Services for Expelled Students – COE Only (Priority 9)

N/A

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county?
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Priority 9	Exploration and Research Phase	Beginning Development	Initial Implementation	Full Implementation	Full Implementation and Sustainability
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a. Review of required outcome data	1	2	3	4	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	1	2	3	4	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	1	2	3	4	
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	1	2	3	4	
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	1	2	3	4	

4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	1	2	3	4

Coordination of Services for Foster Youth – COE Only (Priority 10)

N/A

Assess the degree of implementation of coordinated service program components for foster youth in your county?
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Priority 10	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	1	2	3	4	5

6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	1	2	3	4	5