PUC Early College Academy for Leaders and Scholars

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

Dr. Jacqueline Elliot
Dr. Nik Orlando
Partnerships to Uplift Communities (PUC) - LA
1405 N. San Fernando Blvd. Suite 303
Burbank, CA 91502
818-559-7699 Voice
818-559-8641 Fax

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Partnership to Uplift Communities 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(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving...
admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).) ¹

• Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).) ²

• Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

• If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

• Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

• Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

• Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:
  o Charter School is a not for profit entity.
  o Charter School shall maintain a record of financial solvency and sustainability.
  o 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.

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.
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.

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

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

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

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

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

GENERAL INFORMATION

- The contact person for PUC Early College Academy for Leaders and Scholars is: Ricardo Esquivel
- The contact address for PUC Early College Academy for Leaders and Scholars is: 2050 N. San Fernando Rd. Los Angeles, CA 90065
- The contact phone number for PUC Early College Academy for Leaders and Scholars is: 323-276-5525
- The proposed address or target community of PUC Early College Academy for Leaders and Scholars is: Northeast Los Angeles
- This location is in LAUSD Board District: 5
- This location is in LAUSD Educational Service Center: Central
- The grade configuration of PUC Early College Academy for Leaders and Scholars is: 9-12th
- The number of students in the first year will be: 500
- The grade level(s) of the students in the first year will be: 9-12th
- Charter School’s scheduled first day of instruction in 2015-2016 is: August 17th, 2016
- The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) 500
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional

The bell schedule for PUC Early College Academy for Leaders and Scholars will be: 8:00 – 3:30

The term of this charter shall be from: July 1, 2016 to June 30, 2021

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

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

ENGLISH LEARNERS
Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core 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 (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ 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 EL program assessment. 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 ensure that it will 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”). The Assurance Form
assures that the awarded PSC Charter School will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree. Signing the Assurance Form also 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), as required by all public schools formed or approved by the District.

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will 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.

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) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter
schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will 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”).

Modified Consent Decree Requirements

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

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

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

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
1. Community Need for PUC Early College Academy for Leaders and Scholars

**Overview**

PUC Early College Academy for Leaders and Scholars (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.

The mission of 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 result in college graduation for all students. We 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 and Alliant University, 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

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**CBEDS (Including Charter Schools)**

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

**Dropout (Including Charter Schools)**

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

**Monthly SESAC and Suspension data (Including Charter Schools)**

**Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
PUC Early College Academy for Leaders and Scholars

operates on a traditional August-June academic calendar. The PUC eCALS Class of 2015 seniors will be our school’s third graduating class.

Unique among public schools, PUC eCALS resides on the Sonia Sotomayor Learning Academies campus through the PSC program – a complex of small learning communities comprised of three district-operated schools 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 new 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.

Demographic Snapshot

PUC eCALS Total Student Population:

Looking at our enrollment over the years, we have steadily increased our enrollment from 238 students in 2011-2012 to 446 students in 2014-2015.

Enrollment by Grade Level:
The PUC eCALS Enrollment by Year and Grade graphs break down our student population by grade.

**Enrollment by Grade Level (School Year 2014-2015):**

![PUC eCALS Enrollment 2014-2015](image)

During the 2014-2015 school year, PUC eCALS enrollment consistent across the grade levels

**Student Enrollment by Group (School Year 2014-2015):**

<table>
<thead>
<tr>
<th>Race</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino of Any Race</td>
<td>417</td>
<td>93.50%</td>
</tr>
<tr>
<td>American Indian or Alaska Native, Not Hispanic</td>
<td>1</td>
<td>0.22%</td>
</tr>
<tr>
<td>Asian, Not Hispanic</td>
<td>4</td>
<td>0.90%</td>
</tr>
<tr>
<td>Pacific Islander, Not Hispanic</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Filipino, Not Hispanic</td>
<td>9</td>
<td>2.02%</td>
</tr>
<tr>
<td>African American, Not Hispanic</td>
<td>4</td>
<td>0.90%</td>
</tr>
<tr>
<td>White, not Hispanic</td>
<td>2</td>
<td>0.45%</td>
</tr>
<tr>
<td>Two or More Races, Not Hispanic</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>9</td>
<td>2.02%</td>
</tr>
</tbody>
</table>
At PUC eCALS, majority of the student population is Hispanic or Latino at 93.50%. Roughly $\frac{3}{4}$ of our population are considered Socio-Economically Disadvantaged.

### PUC eCALS Student Demographic Data 2014-2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-Econ Disadv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>328</td>
<td>73.54%</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>37</td>
<td>8.30%</td>
</tr>
<tr>
<td>Students with Disabilities (SPED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>64</td>
<td>14.35%</td>
</tr>
<tr>
<td>Immigrant Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>0.45%</td>
</tr>
</tbody>
</table>

*Source: Fall 1 CALPADS Snapshot

### English Learner (EL) Enrollment/ Language Proficiency

As a whole, the English Language Learner population at PUC eCALS is 8.30% of the total population. PUC eCALS is highly aware of the English language support necessary, not only for our students that are new to this country (.45% of the population), but also for students that are in need of continuous support such as our RFEP student and students with grades C or lower in their perspective English classes. Students with a status of EL are monitored throughout the year of their progress and additional supports. Students attend additional tutoring for the one-on-one support needed from their English teachers. CELDT preparation is given on a by weekly basis by our testing coordinator in the months of August through October and once per month from November through December. We are currently in the process of providing additional support classes for our English Learners through our afterschool program so that our students receive support on a more regular basis. Our goal is to continue increasing proficiency rates and support all students in their academic success.
**Language Proficiency Rates**

Over the past three years, PUC eCALS has monitored and supported our students designated as English Learners (EL). Each year, a certain percentage of our EL get re-designated as fluent, based on the results of the California English Language Development Test (CELDT). One can see in the chart below that the reclassification rates for ELLs have varied between 2011 and 2014.

One reason has been the increased rigor of our reclassification process, which has been undergoing a transition from alignment with the California Standardized Test (CST) to alignment with the more rigorous Smarter Balanced Assessment Consortium (SBAC).

Instruction of EL has been and continues to be a high-priority. All students are mainstreamed into an English class based on the students’ grade level. During weekly professional development, teachers analyze data narrowing on students classified English Learners (EL) as well as those who receive special education and related services. School leaders have focused classroom observations and coaching discussions on the supports given to individual students.

One area of concern that has emerged recently is the ability to initiate afterschool support for students that have shown a need (grade C or below) due to attendance. Understanding that the instructional day is not enough, we have created an after-school class that will give students continued support in these areas. As a result, an after school class was initiated in February 2015 and we will continue to invest families to partner with us to ensure students actively participate in additional opportunities to succeed.

Whether reclassified Fluent English Proficient or not, most EL and RFEP need additional reading and/or language development support to be fully successful in the demanding college prep courses.
PUC eCALS CELDT (2012-15)

This year, PUC eCALS began a one-on-one CELDT support practice. Here, students that are scheduled to take the CELDT exam are monitored closely with their academics. Students meet with the testing coordinator weekly regarding progress. Students are given individual goals...
sheets to keep them on track and review during check-ins. With the recent CELDT scores in, 33 students out of 46 students were Advanced and Early Advanced (72%). These are promising results and significantly higher than last year’s passing rates. We hope to see an increase percentage of students in Advanced and Early Advanced.

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Early Advanced</th>
<th>Intermediate</th>
<th>Early Intermediate</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>2011-12</td>
<td>5</td>
<td>9%</td>
<td>24</td>
<td>42%</td>
<td>18</td>
</tr>
<tr>
<td>2012-13</td>
<td>2</td>
<td>6%</td>
<td>14</td>
<td>44%</td>
<td>9</td>
</tr>
<tr>
<td>2013-14</td>
<td>1</td>
<td>4%</td>
<td>8</td>
<td>30%</td>
<td>13</td>
</tr>
<tr>
<td>2014-15</td>
<td>11</td>
<td>24%</td>
<td>22</td>
<td>48%</td>
<td>10</td>
</tr>
</tbody>
</table>

*Source CDE Website 2014-2015 Special Education Population

*Fall 1 CALPADS Snapshot*
### 2014-2015 Special Education Disability Breakdown

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism (AUT)</td>
<td>5</td>
<td>1.12%</td>
</tr>
<tr>
<td>Emotional disturbance (ED)</td>
<td>1</td>
<td>0.22%</td>
</tr>
<tr>
<td>Hard of hearing (HH)</td>
<td>1</td>
<td>0.22%</td>
</tr>
<tr>
<td>Other health impairment (OHI)</td>
<td>11</td>
<td>2.47%</td>
</tr>
<tr>
<td>Specific learning disability (SLD)</td>
<td>42</td>
<td>9.42%</td>
</tr>
<tr>
<td>Intellectual Disability (ID)</td>
<td>4</td>
<td>0.90%</td>
</tr>
<tr>
<td>Total Population</td>
<td>446</td>
<td>14.35%</td>
</tr>
</tbody>
</table>

*Fall 1 CALPADS Snapshot

### Faculty Teaching Experience

For the School Year 2014-15, PUC eCALS staff was comprised of site based staff as well as PUC-wide staff. These members are broken up into 26 teachers, 2 college counselors, and classified staff. 4 administrators also make up a portion of the faculty; Principal, Assistant Principal, Dean of Students and Site Based Operations Manager. We are fortunate enough to have access to our PUC wide psychologist, clinical and Designated Instructional Services (DIS) counselors to support our students’ needs as well.

Our classified staff members include 3 teacher assistants/ campus aides, 2 campus aides, 1 office assistant, 2 office aides and a custodian. Being located on a shared campus, PUC eCALS along with the remainder of the Sotomayor Learning Academies, share an athletic director, librarian, 5 custodial staff members, 6 cafeteria service workers, 1 nurse, and 2 welcome center employees, subject to agreements between the parties.

PUC eCALS is in the process of growing and retaining its teaching staff. Below is a graphic providing a snapshot of teacher experience and seniority.

### Teaching Experience

*Source: Internal PUC Documentation*
Key Achievement Indicators

PUC eCALS is a Title I school with targeted assistance. We aim to ensure all students, in spite of background, excel and thrive. Our students’ achievement is measured through a variety of state, national and site standardized tests. Assessment tools such as SBAC, CST, STAR, CAHSEE, AP, SAT, PSAT and Common Core benchmark assessments have provided data by which teachers and administrators measure and evaluate student progress and performance.

Teachers and administrators have worked tirelessly to raise student performance and we continue to focus across the board to continue raising proficiency across all metrics measure.

<table>
<thead>
<tr>
<th>2012 Base API and 2013 Growth API</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Base API</td>
</tr>
<tr>
<td>675</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met 2012-2013 Growth API Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide</td>
</tr>
<tr>
<td>All Student Groups</td>
</tr>
<tr>
<td>Both School-wide and Student Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met 2012-2013 API and AYP Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Base API</td>
</tr>
<tr>
<td>675</td>
</tr>
</tbody>
</table>

*Source: CDE Website

PUC eCALS increased their API score from 675 in 2011-2012 to 724 in 2012-2013. That is a growth of 49 points.

CAHSEE Data
The graphs below represent the CAHSEE charts from the CDE website performance for eCALS in the Math and ELA CAHSEE for the years 2011-12 to 2013-14. We are seeing a gap between our English Learners compared the overall population. However, there was an increase from the 2011-12 school year to 2012-13 school year by ten percentile points in CAHSEE ELA for our EL population. We are also seeing a steady increase in the passing rates for our overall population for the Math portion of the CAHSEE.

*Source: CDE Website*
PUC eCALS CAHSEE ELA Passing Rates
(County and State Comparison for 2013-14)

<table>
<thead>
<tr>
<th></th>
<th>PUC eCALS</th>
<th>County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>82%</td>
<td>76%</td>
<td>78%</td>
</tr>
<tr>
<td>Special Education</td>
<td>22%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>English Learners</td>
<td>50%</td>
<td>29%</td>
<td>33%</td>
</tr>
</tbody>
</table>

*Source: CDE Website

PUC eCALS CAHSEE Math Passing Rates
(County and State Comparison for 2013-14)

<table>
<thead>
<tr>
<th></th>
<th>PUC eCALS</th>
<th>County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>83%</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>Special Education</td>
<td>24%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>English Learners</td>
<td>0%</td>
<td>43%</td>
<td>47%</td>
</tr>
</tbody>
</table>

*Source: CDE Website

CST 2013-2014 Life Science

<table>
<thead>
<tr>
<th>PERFORMACE LEVELS</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>124 Tested</td>
<td>33</td>
<td>27</td>
<td>38</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>7 Disability</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>5 ELs</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

*Source: CST Raw files received
PUC eCALS had 58% Proficient or Advanced in the CST Life Science test for 2013-14. We had no students in the Far Below Basic category.

2012-13 CST Data

The charts below vary but highlight eCALS 2012-2013 CST performance. Some key points are:

1. CST ELA: 57% of all 9th graders tested were at Proficient or Advance.
2. CST Algebra I: Of the 80 9th graders tested, 48% were Proficient or Advance.
3. CST Geometry: 45% of 10th graders were Proficient or Advance.
4. CST World History: 55% of 10th graders were Proficient or Advance.
5. CST Life Science 10th Grade: 49% were Proficient or Advance.
6. CST Biology: 43% of 10th graders were Proficient or Advance.

Reported Enrollment

<table>
<thead>
<tr>
<th>Result Type</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported Enrollment</td>
<td>127</td>
<td>79</td>
<td>74</td>
</tr>
</tbody>
</table>

CST English-Language Arts

<table>
<thead>
<tr>
<th>Result Type</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>118</td>
<td>77</td>
<td>71</td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>92.9 %</td>
<td>97.5 %</td>
<td>95.9 %</td>
</tr>
<tr>
<td>Students with Scores</td>
<td>118</td>
<td>76</td>
<td>70</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>351.5</td>
<td>349.1</td>
<td>336.5</td>
</tr>
<tr>
<td>% Advanced</td>
<td>18 %</td>
<td>18 %</td>
<td>7 %</td>
</tr>
<tr>
<td>% Proficient</td>
<td>39 %</td>
<td>29 %</td>
<td>30 %</td>
</tr>
<tr>
<td>% Basic</td>
<td>26 %</td>
<td>37 %</td>
<td>49 %</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>10 %</td>
<td>14 %</td>
<td>11 %</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>7 %</td>
<td>1 %</td>
<td>3 %</td>
</tr>
</tbody>
</table>

CST Algebra I

<table>
<thead>
<tr>
<th>Result Type</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>80</td>
<td>17</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>63.0 %</td>
<td>21.5 %</td>
<td>4.1 %</td>
<td></td>
</tr>
<tr>
<td>Students with Scores</td>
<td>80</td>
<td>17</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>345.7</td>
<td>302.0</td>
<td>*</td>
<td>336.1</td>
</tr>
<tr>
<td>% Advanced</td>
<td>10 %</td>
<td>0 %</td>
<td>*</td>
<td>8 %</td>
</tr>
<tr>
<td>% Proficient</td>
<td>38 %</td>
<td>12 %</td>
<td>*</td>
<td>32 %</td>
</tr>
<tr>
<td>% Basic</td>
<td>23 %</td>
<td>24 %</td>
<td>*</td>
<td>22 %</td>
</tr>
</tbody>
</table>
### CST World History

<table>
<thead>
<tr>
<th>Result Type</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>3</td>
<td>77</td>
<td>1</td>
<td>81</td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>2.4 %</td>
<td>97.5 %</td>
<td>1.4 %</td>
<td></td>
</tr>
<tr>
<td>Students with Scores</td>
<td>2</td>
<td>77</td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>*</td>
<td>362.6</td>
<td>*</td>
<td>361.2</td>
</tr>
<tr>
<td>% Advanced</td>
<td>*</td>
<td>25 %</td>
<td>*</td>
<td>24 %</td>
</tr>
<tr>
<td>% Proficient</td>
<td>*</td>
<td>30 %</td>
<td>*</td>
<td>30 %</td>
</tr>
<tr>
<td>% Basic</td>
<td>*</td>
<td>34 %</td>
<td>*</td>
<td>33 %</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>*</td>
<td>5 %</td>
<td>*</td>
<td>5 %</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>*</td>
<td>6 %</td>
<td>*</td>
<td>8 %</td>
</tr>
</tbody>
</table>

### CST Science - Grade 10 Life Science

<table>
<thead>
<tr>
<th>Result Type</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>97.5 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Scores</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>354.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Advanced</td>
<td>19 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Proficient</td>
<td>30 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Basic</td>
<td>36 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Below Basic</td>
<td>9 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>5 %</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CST Biology

<table>
<thead>
<tr>
<th>Result Type</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>8</td>
<td>71</td>
<td>5</td>
<td>84</td>
</tr>
<tr>
<td>% of Enrollment</td>
<td>6.3 %</td>
<td>89.9 %</td>
<td>6.8 %</td>
<td></td>
</tr>
<tr>
<td>Students with Scores</td>
<td>8</td>
<td>71</td>
<td>5</td>
<td>84</td>
</tr>
<tr>
<td>Mean Scale Score</td>
<td>*</td>
<td>342.2</td>
<td>*</td>
<td>339.4</td>
</tr>
<tr>
<td>% Advanced</td>
<td>*</td>
<td>15 %</td>
<td>*</td>
<td>13 %</td>
</tr>
<tr>
<td>% Proficient</td>
<td>*</td>
<td>28 %</td>
<td>*</td>
<td>30 %</td>
</tr>
<tr>
<td>% Basic</td>
<td>*</td>
<td>32 %</td>
<td>*</td>
<td>30 %</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>*</td>
<td>13 %</td>
<td>*</td>
<td>15 %</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>*</td>
<td>11 %</td>
<td>*</td>
<td>12 %</td>
</tr>
</tbody>
</table>

### Graduation Rates Over The Years
PUC eCALS had a 90.70% graduation rate in 2013-14 which is an increase of 17% from the previous year. We would like to continue this upward trend in graduation for the years to come and hope to maintain a graduation rate above 90%.

### College Admissions Data: Colleges & Universities The Class of 2014 Were Admitted To:

<table>
<thead>
<tr>
<th>College Name</th>
<th>University Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>American University of Armenia</td>
<td>University of California, Berkeley</td>
</tr>
<tr>
<td>Amherst College</td>
<td>University of California, Davis</td>
</tr>
<tr>
<td>Antelope Valley College</td>
<td>University of California, Los Angeles</td>
</tr>
<tr>
<td>Brigham Young University-Hawaii</td>
<td>University of California, Riverside</td>
</tr>
<tr>
<td>California State University, Chico</td>
<td>University of California, Santa Barbara</td>
</tr>
<tr>
<td>California State University, Fullerton</td>
<td>University of California, Santa Cruz</td>
</tr>
<tr>
<td>California State University, Los Angeles</td>
<td>University of California, Merced</td>
</tr>
<tr>
<td>California State University, Northridge</td>
<td>University of California, Irvine</td>
</tr>
<tr>
<td>California State University, Sacramento</td>
<td>University of La Verne</td>
</tr>
<tr>
<td>California State University, Dominguez Hills</td>
<td>University of Notre Dame</td>
</tr>
<tr>
<td>California State University, Pomona</td>
<td>University of San Francisco</td>
</tr>
<tr>
<td>California State University, Bakersfield</td>
<td>Vet Tech Institute of Houston</td>
</tr>
<tr>
<td>East Los Angeles Community College</td>
<td>Williams College</td>
</tr>
<tr>
<td>Glendale Community College</td>
<td>San Francisco State University</td>
</tr>
<tr>
<td>Pasadena City Community College</td>
<td>Amherst College</td>
</tr>
</tbody>
</table>

### GPA by Year and Grade Level

The graph below shows a drop in all GPAs in 2014-15 as compared to those in 2013-14. Last year PUC eCALS transitioned to holistic college ready grading...
system which lead to more authentic alignment with grades and standards. In addition, we had an increased student enrollment in upper grade due to the closure of a local high school, which lead to an increase of students with needs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>2.21</td>
<td>2.52</td>
<td>2.52</td>
<td>2.31</td>
</tr>
<tr>
<td>10</td>
<td>2.13</td>
<td>2.40</td>
<td>2.54</td>
<td>2.33</td>
</tr>
<tr>
<td>11</td>
<td>2.65</td>
<td>2.72</td>
<td>2.78</td>
<td>2.68</td>
</tr>
<tr>
<td>12</td>
<td>NA</td>
<td>2.93</td>
<td>2.96</td>
<td>2.89</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2.25</td>
<td>2.57</td>
<td>2.65</td>
<td>2.51</td>
</tr>
</tbody>
</table>

*Source: Internal Student Information System (PowerSchool). Note: These are End-Of-Year Students.*

**Promising Practices from PUC ECALS and PUC Schools**

**Suspension and Expulsion Rates**

PUC eCALS had zero expulsions for the 2013-2014. During the 2013-2014, ten students were suspended, for a total suspension rate of 2.4 percent. We are currently in the process of implementing a restorative justice approach to discipline, with a focus on teaching empathy and community to students with behavioral difficulties. We take these challenges seriously, and are committed to giving all of our students—regardless of behavioral difficulties—the same, equal access to education and support services.

Further, we are mindful of the fact that our SPED suspension rate is higher than our suspension rate for General Education students. We’ve seen that disproportionality decline significantly in the past three years, and are committed to making sure that it reaches parity with the General Education population. We firmly believe that our students with Special Needs, in particular, need to be in class, and should have their behavioral difficulties dealt with in a holistic, supportive, restorative way.

**PUC eCALS Suspension and Expulsion Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Census Enrollment</th>
<th>Cumul. Enrollment</th>
<th>Students Suspended</th>
<th>Suspension Rate</th>
<th>Students Expelled</th>
<th>Expulsion Rate</th>
<th># of Suspensions</th>
<th># of Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>412</td>
<td>425</td>
<td>10</td>
<td>2.4%</td>
<td>0</td>
<td>0%</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2012-13</td>
<td>311</td>
<td>350</td>
<td>21</td>
<td>6%</td>
<td>2</td>
<td>0.6%</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>2011-12</td>
<td>238</td>
<td>279</td>
<td>31</td>
<td>11.10%</td>
<td>0</td>
<td>0%</td>
<td>33</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: CDE Website for Blue categories, CALPADS for Grey categories*
The suspension rates at PUC eCALS are down across the board, for the general student population and for the population of students with Special Needs. We acknowledge that the rate for students with special needs exceeds that of the general education population, as it does statewide.\(^3\)

Our rate of suspension for students with Special Needs has declined significantly in the last three years, though it went up in the last year (reflecting a total of 4 students with Special Needs suspended in the 2014-15 school year). We are working with our school administrators and Restorative Justice discipline team to lower this rate.

**SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM**

**PUC SCHOOLS ASSESSMENT SYSTEM**

\(^3\)http://blogs.edweek.org/edweek/special/2015/02/states_suspension_rates_vary_w.html
The PUC Assessment System is an instructional practice that supports our data driven culture. It was developed and systematically implemented in SY2010-11 with focused input from experienced PUC teachers and leaders. The objective is to provide stakeholders with valid, fair, reliable, and timely information regarding student progress towards proficiency. The system is designed so that students are independently assessed by the Home Office, on standards that have been taught by their teachers.

Purpose

The PUC Assessment System is designed to provide instructional, evaluative, and predictive information for stakeholders. At PUC, we commit to ensure all students are proficient within four years. To this end, we believe there is a need for internal measures in all content areas, to measure our progress towards this goal. The PUC Assessment System is intended to fill in the gap between the state tests, which are summative and teacher made assessments, which are clearly unique to the teacher. We want teachers and leaders to be able to use assessment results to adapt instruction, curriculum, and professional development to meet student needs. Additionally, the assessment system should signal the extent to which teachers, schools, and programs are helping students maximize their potential and master learning material. Finally as a source of information for students, parents, teachers, and leaders, the Benchmarks 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 these to tell our intrinsically unique story of achievement. It is our hope that with the continuous improvement of the PUC Assessment System that we will have comprehensive data beyond state tests to illustrate our success in reversing the achievement gap for our students.

Design of Benchmarks – Progress Monitoring

There are four assessments administered, in each subject, throughout a given year. The pre-assessment administered at the beginning of the school year, and the post-assessment administered at the end of the school year cover 100% of the content standards for Math, English, History and Science. In subject areas where the state blueprints do not exist or are not as informative, such as 9th, 11th, and 12th grade Science, and 10th-12th History, PUC content experts weigh the standards appropriately and create a PUC specific blueprint. The pre-assessment provides baseline information for instructional and evaluative purposes. A separate pre-requisite standards test is also available for the content areas that selected pre-requisite standards to assess. The post-assessment provides summative information for instructional, evaluative, and predictive purposes.

PUC Milestone Document: Benchmarks 1 and 2 are developed from teacher created “milestones” with reference to the state blueprints. Cross-site teacher teams and instructional coaches determine appropriate milestones. The milestones represent the material to be covered by the teacher in the window of time allotted between benchmark windows. The teacher-centric nature of this process underscores the PUC value of PUC teachers as intellectual architects who sequence and develop curriculum aligned to state standards.
**Benchmark 1:** Benchmark 1 covers roughly 40% of the material outlined on the PUC Milestone Document (+ or – 10%). The results of Benchmark 1 provide early mid-cycle feedback for teachers and leaders and help to determine if the students are on track to learn the State defined materials for that grade level and subject area. Additionally, the results of Benchmark 1 can inform selection of appropriate Professional Development.

**Benchmark 2:** Benchmark 2 should cover roughly 70% of the material outlined on the PUC Milestone Document (+ or – 10%). The 70% is composed of the 40% of the materials covered at Benchmark 1 and an additional 30% of new material. The results of Benchmark 2 are to provide late mid-cycle feedback for teachers and leaders to determine if students are on track to learn the State defined materials for that grade level and subject area. Additionally, the results of Benchmark 2 can inform selection of appropriate Professional Development. Finally, results of Benchmark 2 are used in a predictive equation to determine how students will perform on the State tests.

**PUC SCHOOLS TEACHER DEVELOPMENT SYSTEM**

By developing highly effective teachers, we can ensure that every child graduates college ready. Our Teacher Development System (TDS) is a combination of instructional, operational, and fiscal practices to develop and reward highly effective teachers. It is in direct support of our commitments to ensure students are proficient and to increase graduation rates in our school community.
With the support of the Gates Foundation, PUC developed a high-quality plan for professional development to help all teachers improve their effectiveness. The planning began in 2009 with input from our teacher Advisory Panel and partner organizations. In 2010-11, every PUC school conducted a partial pilot of the system. In 2011-12, they engaged in a full pilot. The feedback we received from these pilots helped us make refinements and ensure adequate training and resources. We launched the system in its entirety in 2012-13. The overall goal of the system is to support all teachers in becoming “highly effective”. We define a highly effective teacher as one who drives student growth to more than one year of academic progress in a given year, and who keeps students on track to achieve college readiness by the time they graduate from high school. Our TDS includes five components:

**Common definition of highly effective teaching**

- Meaningful feedback for teachers
- High-quality, targeted supports
- Teacher career path & compensation
- Principal leadership

**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 & compensation: Effective teachers have opportunities for leadership while continuing to work in the classroom. We are designing a compensation system that would include teacher effectiveness as one factor in compensation.

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 SCHOOLS INDUCTION PROGRAM**

PUC Schools Induction Program, an instructional practice, was created in 2010. Prior to developing our own program, teachers participated in other local Beginning Teacher Support and Assessment (BTSA) Induction programs. We created our own Induction Program because we wanted even more alignment between PUC Schools’ mission, vision, and practices. In our four years of operation, coordinators continue to augment and improve the quality of teacher seminars and assignments, based on feedback from all stakeholders. Implementation of PUC Schools Induction Program is organized by the Induction Coordinator, who manages recruitment, curriculum, support providers, and the budget.

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

Beginning teachers hone their skills by learning about promising practices during monthly seminars and practicing these skills as their support-provider coaches observe and give feedback. In addition, teachers act as action-researchers to develop an inquiry question that is focused on their Growth Goals. Growth Goals are set collaboratively between the teacher and their principal based on observation data, and tied to an indicator in our teaching framework. This is another example of seamless integration between Induction and school site teacher development work. Through their Induction work, teachers’ research practices and strategies that will help them meet their individual Growth Goals.

PUC Induction Program has contributed to the growth of each teacher who has completed the program. Moreover, at the end of the year, stakeholders take a state survey. Data from the state
survey show that leaders and teachers value the work of Induction and that the work has positively impacted student achievement.

1.2 Student Population to Be Served

PUC eCALs currently serves approximately 500 students, in grades 9 through 12, most of whom come from the neighborhoods of Northeast Los Angeles.

Northeast Los Angeles is a region of the city of Los Angeles, northeast of Downtown, east of the Los Angeles River, bounded on the north by the cities of Glendale and Pasadena, and bounded on the east by several cities of the San Gabriel Valley. The area is home to Occidental College located in Eagle Rock.

In the 2000 census, Northeast Los Angeles had 167,674 residents in its 17.18 square miles, which amounted to 9,757 people per square mile. The densest neighborhood recorded was Highland Park. About 54% of the area's population lived in rental units, while 46% lived in owner-occupied housing. Highland Park was the neighborhood with the highest rental occupancy, and Eagle Rock had the lowest. The median income for Highland Park neighborhood is 45,478 (LA Times 2015).

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

Residents Income Below Poverty Level
The ethnic breakdown in 2010 was Latino, 62.5%; white, 16.6%; Asian, 16.0%; black, 2.0%, and other, 2.9%. Eagle Rock was the most ethnically diverse neighborhood and Cypress Park the least. Source: US Census Data- 2010.

PUC eCALS has built a name in the community for not only PUC eCALS, but also the Sotomayor Learning Academies as a whole. We have been able to build positive relationships with local schools, non-profits, city and state entities, businesses, and community members by always maintaining a presence at community events and inviting the community to school events.

PUC eCALS attends meetings of the local neighborhood councils giving updates on school happenings and concerns. These meetings also provide an opportunity for the school to be informed of what is happening in the community often leading to the school’s participation in mentioned community events. In addition, PUC eCALS was granted funding by the Glassell Park Neighborhood Council to expand the music program at Sotomayor and has committed to using these additional resources to provide music at various community events.

Maintaining a consistent presence in the community PUC eCALS is now constantly approached for support of events. The types of supports that PUC eCALS gives varies from helping to set up and clean up, promote the event, provide workers during the event, provide music, assist in planning the event, and also help coordinate community volunteers. While the participation of

Data Source: http://www.census.gov/
students and their families has its own value there are also the added benefits of name recognition.

Local businesses now knowing the name of PUC eCALS and Sotomayor will reach out to the school for fundraising opportunities or will be more likely to donate to the school. We have partnered with local businesses to provide experiences for students, families, and the community to show pride in the school and the community. With all the relationships made and maintained PUC eCALS was also given a great opportunity to be a founding member of a collaborative to serve Northeast Los Angeles.

PUC eCALS was asked to be a founding member of what would be known as the Northeast Community Collaborative. This collaborative consists of the Los Angeles Police Department, Children’s Hospital of Los Angeles, Mayor Garcetti’s office, various non-profits that serve Northeast Los Angeles, and local schools to include private and public (charter and non-charter). The aim of the collaborative is to get youth voices heard, to have our youth advocate for themselves and the community, to better police relations, and to ultimately make the community a safer one. PUC eCALS was instrumental in finding youth participants for a kick-off youth conference. These students were from varying backgrounds and an array of schools in order to diversify the feedback that would be given at the conference.

Students were given nominations by their schools to participate and were provided invitations by the commanding officer of LAPD’s Northeast station. Students were nominated based off of leadership capacity whether that leadership had been expressed positively or negatively. Student grades or behavior were not a factor in nominations. The reason for nominations being given in this way was, as mentioned above, to diversify the feedback given, but to also give an opportunity to students to be recognized in a positive manner. Students with major behavior issues inside and outside of school, students severely behind in credits, as well as those who receive special education and related services or English Learners (EL) were a large part of this kick-off conference and whom the collaborative hopes to reach. The aim is to give these students a voice, to recognize their worth, to make them recognize their worth, and provide an outlet for them in a positive way; a way to motivate them and that will hopefully transfer to other parts of their lives.

With an array of opportunities provided by PUC eCALS for students to be civically engaged the school hopes to build community advocates and self-advocates of all its students. Maintaining relationships with the various community entities not only ensures students are engaged and are contributing to its community, but that when resources are needed that would serve student needs PUC eCALS has the relationships necessary to help make sure that what is needed can be provided. PUC eCALS has strived to be and accomplished being a school that is a part of the community, not just a school that happens to be in the community. As a community school PUC eCALS will continue to build and maintain symbiotic relationships with the community to serve student and community needs.

1.3 Five Year Enrollment Plan
### 1.4 Surrounding Schools Demographic and Performance Data

The schools listed below are located within 2 miles of PUC eCALS. Data Source: [www.cde.ca.gov](http://www.cde.ca.gov) (2012-2013)

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of History and Dramatic Arts</td>
<td>206</td>
<td>83.5</td>
<td>15</td>
<td>17.5</td>
<td>91.8 Latino</td>
<td>2.9 Fil</td>
<td>2.9 Asian</td>
<td>755</td>
<td>Yes</td>
<td>N/A</td>
<td>5</td>
<td>10</td>
<td>Service and Support</td>
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<tr>
<td>LA River School</td>
<td>218</td>
<td>81.6</td>
<td>16</td>
<td>21.1</td>
<td>94 Latino</td>
<td>3.2 Fil</td>
<td>1.8 Asian</td>
<td>659</td>
<td>Yes</td>
<td>N/A</td>
<td>2</td>
<td>5</td>
<td>Watch</td>
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<tr>
<td>Eagle Rock High School</td>
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<td>9.1</td>
<td>58.2 Latino</td>
<td>22 Fil</td>
<td>9.8 Asian</td>
<td>776</td>
<td>No</td>
<td>776</td>
<td>6</td>
<td>2</td>
<td>Service and Support</td>
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<td>Franklin High School</td>
<td>110</td>
<td>81.7</td>
<td>12.9</td>
<td>19.9</td>
<td>89.3 Latino</td>
<td>4.1 Fil</td>
<td>2.9 Asian</td>
<td>713</td>
<td>Yes</td>
<td>690</td>
<td>3</td>
<td>5</td>
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<td>Marshall High School</td>
<td>183</td>
<td>71.2</td>
<td>9.7</td>
<td>15.8</td>
<td>61.2 Latino</td>
<td>13.5 Fil</td>
<td>12.1 Asian</td>
<td>758</td>
<td>Yes</td>
<td>731</td>
<td>5</td>
<td>4</td>
<td>Watch</td>
</tr>
<tr>
<td>Belmont High School</td>
<td>715</td>
<td>99.9</td>
<td>12.3</td>
<td>34.4</td>
<td>89 Latino</td>
<td>4.6 Fil</td>
<td>4.1 Asian</td>
<td>671</td>
<td>Yes</td>
<td>654</td>
<td>2</td>
<td>7</td>
<td>Watch</td>
</tr>
<tr>
<td>PUC Early College Academy for Leaders and Scholars</td>
<td>260</td>
<td>87</td>
<td>8.8</td>
<td>42.7</td>
<td>94.2 Latino</td>
<td>6.5 Fil</td>
<td>1.5 Asian</td>
<td>724</td>
<td>Yes</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>Alliance Tennenbaum</td>
<td>317</td>
<td>92.7</td>
<td>9.5</td>
<td>55.8</td>
<td>91.8 Latino</td>
<td>3.2 Fil</td>
<td>1.9 Black</td>
<td>694</td>
<td>Yes</td>
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<td>N/A</td>
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<td>PUC CALS High School</td>
<td>301</td>
<td>80.1</td>
<td>12</td>
<td>27</td>
<td>90.4 Latino</td>
<td>3.3 Indian</td>
<td>2.3 White</td>
<td>724</td>
<td>Yes</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>N/A</td>
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<td>Los Feliz Charter</td>
<td>346</td>
<td>32.7</td>
<td>11.3</td>
<td>6.9</td>
<td>63.9 White</td>
<td>28.6 Latino</td>
<td>5.2 Black</td>
<td>835</td>
<td>Yes</td>
<td>844</td>
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<td>3</td>
<td>Service and Support</td>
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<td>Alliance Environmental Science</td>
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<td>87.7</td>
<td>5.7</td>
<td>53.3</td>
<td>87.2 Latino</td>
<td>5.4 Fil</td>
<td>2.7 Asian</td>
<td>860</td>
<td>Yes</td>
<td>871</td>
<td>9</td>
<td>10</td>
<td>N/A</td>
</tr>
</tbody>
</table>
According to the API results listed above, the performance of PUC eCALS continues to be either on par with or above that of the other LAUSD high school options in the area. Our goal is to continuously improve the quality of the education that we provide to our students and families, so that we can better prepare high school students to successfully matriculate from high school and then graduate college and career-ready. Equipping students with the skills necessary to successfully graduate is essential to society. In a study conducted by the Annie E. Casey Foundation, researchers noted, “In 2007, nearly 6.2 million young people (16% of the 16-24 age group) were high school dropouts. Every student who does not complete high school costs our society an estimated $260,000 in lost earnings, taxes, and productivity.”

1.5 Vision & Mission

The mission of PUC Early College Academy for Leaders and Scholars is to offer every enrolled student a dynamic learning environment within a small community committed to educational excellence and personal integrity. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will prepare its students to enter and succeed in college or university 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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. How Learning Best Occurs

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. The Early College Academy for Leaders and Scholars 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 will 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:

A. **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.

B. **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 poverty 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 engage 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.

C. **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 will include significant work
on projects and real life work applications. The emphasis at PUC eCALS is on active
inquiry, rather than on passive learning. Students will 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
would be 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 would demonstrate their work in a variety of seminars and
demonstration labs will enhance the curricular offerings. Students would be 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.

D. **Performance Based Assessment.** Student progress will not exclusively be the result of completing class time and fulfilling a certain number of subject matter units. Students will be accountable for the same learning standards applied to all secondary students as mandated by the State but also will be judged on the basis of producing products, solving problems and making written and oral presentations. These work products and projects will be aligned to the State content standards and will 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.

E. **Accelerated Learning.** PUC eCALS will 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 provide opportunities to ease this transition and assist students make better educational and career decisions. Moreover, 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:

- **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.
- **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, online, or at the high school. These classes are supplemental and are not required for graduation.
- **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 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 How the Goals Enable Self-Motivated, Competent Life-long Learners

The PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars’s graduates will be able to think, read, write, speak and listen confidently and effectively. They will be fluent in technology, creative in problem solving, literate in scientific and mathematical reasoning, self-motivated and committed to lifelong learning. They will be able to participate in their lives and communities by addressing complex community issues and can communicate capably across race, gender, sexual orientation and class lines. PUC Early College Academy for Leaders and Scholars’s graduates will be capable of making meaningful choices in their lives and in their communities. The following goals will support our students in becoming self-motivated, competent life-long learners.

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

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

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

They comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

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

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

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

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

They construct viable arguments. Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things
They make sense of complex problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for the entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?”

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

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

Consistent with the California Charter School 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. Please see Figure 1.9 below:

<table>
<thead>
<tr>
<th>State Priority #1 — Basic Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-priority A — Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Sub-priority</strong></td>
</tr>
<tr>
<td>Teachers are required to hold a valid CA Teaching credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
### MEASURABLE OUTCOME

100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.

### BASELINE PERFORMANCE LEVEL

100% (2014-15).

### METHODS OF MEASUREMENT

Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.

### SUB-PRIORITY B – INSTRUCTIONAL MATERIALS

**GOAL TO ACHIEVE SUB-PRIORITY**

Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

**ACTIONS TO ACHIEVE GOAL**

All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget.

**MEASURABLE OUTCOME**

100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

**BASELINE PERFORMANCE LEVEL**

100% (2014 - 15).

**METHODS OF MEASUREMENT**

Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials.

### SUB-PRIORITY C – FACILITIES

**GOAL TO ACHIEVE SUB-PRIORITY**

Maintain a clean and safe school facility.

**ACTIONS TO ACHIEVE GOAL**

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed and on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed; cleanliness spot checks will also be performed.

**MEASURABLE OUTCOME**

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.

**BASELINE PERFORMANCE LEVEL**

90% / 90% / 100% (2014 – 15).

**METHODS OF MEASUREMENT**

Monthly site inspection documents prepared by Director of Operations and site administrator; Annual Facility Inspection Reports.

### STATE PRIORITY #2—IMPLEMENTATION OF CA COMMON CORE STATE STANDARDS

Implementation of CA Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

### SUB-PRIORITY A – CA CCSS IMPLEMENTATION
### Early College Academy for Leaders and Scholars

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Identify and participate in intensive professional development and trainings on teaching and learning the CA CCSS.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>100% (2014 – 15)</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.</td>
</tr>
</tbody>
</table>

### Sub-priority B – EL Students & Academic Content Knowledge

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>All students will gain academic content knowledge through the implementation of the CA CCSS and ELD standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>100% of students will gain academic content knowledge through the implementation of the CA CCSS as measured by internal benchmarks and state testing.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>Teacher lesson plans; daily class schedule; class roster</td>
</tr>
</tbody>
</table>

### State Priority #3 — Parental Involvement

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Maintain parent representation on the Site Advisory Council (SAC).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Each spring, the SAC nominates and elects parents to serve as new members; hold quarterly SAC meetings.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Annually, the SAC will have, at minimum, two parent members attending quarterly meetings.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>2 parent members / Quarterly Meetings (2014-15).</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>SAC meeting agendas, minutes and sign-ins.</td>
</tr>
</tbody>
</table>

### Sub-priority B – Promoting Parent Participation

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Conduct at minimum of six Family Meetings per year July – June; to include at minimum two Student Led Conferences (SLC’s).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Administrators will develop a calendar to include Family Meetings; collaboratively design objectives and agendas for Family Meetings.</td>
</tr>
</tbody>
</table>
### MEASURABLE OUTCOME
A minimum of six Family Meetings, two of which are SLC’s.

### BASELINE PERFORMANCE LEVEL
8 total Family Meetings / 2 Student Led Conferences (2014 – 15).

### METHODS OF MEASUREMENT
Calendar; Family Meeting agenda’s, sign-in sheets.

### STATE PRIORITY #4— STUDENT ACHIEVEMENT
Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment

B. The Academic Performance Index (API)

C. Percentage of pupils who are college and career ready

D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### SUB-PRIORITY A – CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP): ELA/LITERACY AND MATHEMATICS

#### GOAL TO ACHIEVE SUB-PRIORITY
Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate then local schools on the California Assessment of Student Performance and Progress (CAASPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics.

#### ACTIONS TO ACHIEVE GOAL
Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials.

#### MEASURABLE OUTCOME
Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than the local schools- including Eagle Rock High School and Marshall High School - on the California Assessment of Student Performance and Progress (CAASPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics.

#### BASELINE PERFORMANCE LEVEL
None.

#### METHODS OF MEASUREMENT
California Assessment of Student Performance and Progress (CAASPP) Score reports.

### SUB-PRIORITY B – API

#### GOAL TO ACHIEVE SUB-PRIORITY
School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education.
### ACTIONS TO ACHIEVE GOAL

Classroom instruction will incorporate testing strategies in preparation for the California Assessment of Student Performance and Progress (CAASPP).

### MEASURABLE OUTCOME

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

### BASELINE PERFORMANCE LEVEL

Did not meet School-wide & Subgroup Growth targets in previous testing year.

### METHODS OF MEASUREMENT

California Assessment of Student Performance and Progress (CAASPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.

### GOAL TO ACHIEVE SUB-PRIORITY

Students are on track to be college and career ready.

### ACTIONS TO ACHIEVE GOAL

Utilize metacognitive strategies; assess Lexile Levels; grade level and stretch reading; Silent Sustained Reading.

### MEASURABLE OUTCOME

75% of students will achieve grade level Lexile by the end of the school year.

### BASELINE PERFORMANCE LEVEL

None.

### METHODS OF MEASUREMENT

Lexile reports by grade level.

Grade Levels Not Applicable

### SUB-PRIORITY D – EL PROGRESS

EL students will advance at least one performance level per the CELDT/ELPAC each academic year.

### ACTIONS TO ACHIEVE GOAL

EL students will have an Individualized Learning Plan (ILP) with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1-to-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic.

### MEASURABLE OUTCOME

100% of students will meet their performance level growth goal in their ILP.

### BASELINE PERFORMANCE LEVEL

No ILP’s currently exist for EL students. 2013-14 reclassification rate was 6.2% as reported on the CDE 2014-2015 Data Quest report.

### METHODS OF MEASUREMENT

ILP reports.

### SUB-PRIORITY E – EL RECLASSIFICATION RATES

EL students will be reclassified as Fluent English Proficient annually.

### ACTIONS TO ACHIEVE GOAL

- School will use ILP and cohort tracking system to develop and review 3 year goal for all incoming 9th graders.
• EL students will receive in-class instructional support which includes 1-to-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies and extended day instruction as needed.
• Student data will be tracked and reviewed by Administrators and grade level teams. ILP’s will be developed for each EL student.

| MEASURABLE OUTCOME | Each grade cohort will achieve a ≥ 35% reclassification rate annually.
| | By the end of their third year at PUC eCALS 75% of EL students will be reclassified. |

| BASELINE PERFORMANCE LEVEL | 2014-2015: 6.2% Reclassification Rate (schoolwide). |
| METHODS OF MEASUREMENT | CELDT/ELPAC results, Reclassification documents, Internal PUC Data (PowerSchool data and Tableau Reports). |

**SUB-PRIORITY F – AP EXAM PASSAGE RATE**

| GOAL TO ACHIEVE SUB-PRIORITY | Percentage of Advanced Placement (AP) students scoring a 3 or higher will be 60% |
| ACTIONS TO ACHIEVE GOAL | Add AP courses only if teacher has been trained and is ready as per TDS and leader recommendation. AP courses to be approved by RD. |
| MEASURABLE OUTCOME | ≥ 60% of students will score ≥ 3 on AP exam |
| BASELINE PERFORMANCE LEVEL | 2013-2014: 36% of students score ≥ 3 on the Advancement Placement exams. |
| METHODS OF MEASUREMENT | AP data |

**SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP**

| GOAL TO ACHIEVE SUB-PRIORITY | Students will demonstrate college preparedness through ACT and EAP results. |
| ACTIONS TO ACHIEVE GOAL | eCALS students will participate in ACT prep courses, and will receive EAP-preparatory instruction in Math and English classes. |
| MEASURABLE OUTCOME | ≥ 60% of students will score ≥ 3 on AP exam. 30% of students will score ≥ 22 on EAP. |
| BASELINE PERFORMANCE LEVEL | 2013-2014: 36% of students score ≥ 3 on the Advancement Placement exams. 9% above ≥22. |
| METHODS OF MEASUREMENT | AP and EAP data |

**STATE PRIORITY #5—STUDENT ENGAGEMENT**

_Pupil engagement, as measured by all of the following, as applicable:_

| A. School attendance rates |
| B. Chronic absenteeism rates |
| C. Middle school dropout rates (EC §52052.1(a)(3)) |
| D. High school dropout rates |
| E. High school graduation rates |

**SUB-PRIORITY A – STUDENT ATTENDANCE RATES**
<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUB-PRIORITY</strong></th>
<th><strong>ACTIONS TO ACHIEVE GOAL</strong></th>
<th><strong>MEASURABLE OUTCOME</strong></th>
<th><strong>BASELINE PERFORMANCE LEVEL</strong></th>
<th><strong>METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School will maintain a high Average Daily Attendance (ADA) rate.</strong></td>
<td><strong>School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</strong></td>
<td><strong>ADA will be at least 96%.</strong></td>
<td><strong>95.4% (2014 – 15).</strong></td>
<td><strong>Monthly, Quarterly, and Annual ADA reports.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – STUDENT ABSENTEEISM RATES**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUB-PRIORITY</strong></th>
<th><strong>ACTIONS TO ACHIEVE GOAL</strong></th>
<th><strong>MEASURABLE OUTCOME</strong></th>
<th><strong>BASELINE PERFORMANCE LEVEL</strong></th>
<th><strong>METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will have a minimum number of absences in any school year.</strong></td>
<td><strong>Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees.</strong></td>
<td>≥66% of students will achieve an attendance rate of 96%.</td>
<td>Meeting High Attendance of 96%: 67% (2014-15).</td>
<td><strong>Annual and Monthly absence reports from our student information system.</strong></td>
<td></td>
</tr>
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</table>

**SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATE**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUB-PRIORITY</strong></th>
<th><strong>ACTIONS TO ACHIEVE GOAL</strong></th>
<th><strong>MEASURABLE OUTCOME</strong></th>
<th><strong>BASELINE PERFORMANCE LEVEL</strong></th>
<th><strong>METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School will retain and promote 9th - 12th grade students.</strong></td>
<td><strong>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.</strong></td>
<td>90% of the 10th, 11th, and 12th grade classes will be comprised of students who were enrolled at school the prior academic year.</td>
<td>During SY2014-15, eCALS retained 89% of outgoing 10th graders into 11th grade, and 92% of outgoing 11th graders into 12th grade.</td>
<td><strong>Student re-enrollment documentation as verified by our student information system and CALPADS. PowerSchool Reports.</strong></td>
<td></td>
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</table>

**SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATE**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUB-PRIORITY</strong></th>
<th><strong>ACTIONS TO ACHIEVE GOAL</strong></th>
<th><strong>MEASURABLE OUTCOME</strong></th>
<th><strong>BASELINE PERFORMANCE LEVEL</strong></th>
<th><strong>METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School will graduate students at a high rate.</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
### State Priority #6 — School Climate

School climate, as measured by all of the following, as applicable:

- **A.** Pupil suspension rates
- **B.** Pupil expulsion rates
- **C.** Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

#### Sub-priority A – Pupil Suspension Rates

**Goal to Achieve Sub-priority**

School will maintain a low annual suspension rate.

**Actions to Achieve Goal**

Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; school will utilize FST process.

**Measurable Outcome**

Annually, \( \leq 5\% \) of all enrolled students will be suspended.

**Baseline Performance Level**

(2013-14) 2.4%

**Methods of Measurement**

Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report

#### Sub-priority B – Pupil Expulsion Rates

**Goal to Achieve Sub-priority**

PUC ECALS will maintain a low annual expulsion rate.

**Actions to Achieve Goal**

Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; school will utilize FST process.

**Measurable Outcome**

Annually \( \leq 1\% \) of enrolled students will be expelled.

**Baseline Performance Level**

(2013-14) 0%
### METHODS OF MEASUREMENT
Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report

### SUB-PRIORITY C OTHER – SCHOOL CONNECTEDNESS

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE</th>
<th>SUB-PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, parents and teachers will feel a sense of community and connectedness.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students actively participate in Community Circle throughout the school year in their classroom. Meetings, Community Circle, and Professional Development opportunities for teachers. A variety of fun and engaging Family Meetings will further enhance family’s sense of belonging and community. PUC National will devise and administer satisfaction surveys to parents, students, and teachers annually.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
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</thead>
<tbody>
<tr>
<td>Annually, an average approval rating of ≥ Level 3 (translated level from a 5 point scale) on student, family, and teacher surveys with a minimum response rate of 50%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>eCALS 2014-2015 Family Survey was 4.55 at Level IV</td>
</tr>
<tr>
<td>eCALS 2014-2015 Student Survey was 4.02 at Level III</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #7 — COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter.</td>
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</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
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<tbody>
<tr>
<td>All academic content areas will be available to all students, including student subgroups, at all grade levels.</td>
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<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
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</thead>
<tbody>
<tr>
<td>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% (2014 – 15)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey reports</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #8 — STUDENT PERFORMANCE

**SUB-PRIORITY A – INTERNAL ASSESSMENT**
<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students demonstrate expected growth from Pre to B1, Pre to B2, and Pre to Post.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Growth and achievement on internal benchmark assessments. 85% of students will meet growth expectations.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>In the past, PUC students show, on average, growth of 15 to 25 percent of questions answered correctly, from Pre to B1, Pre to B2, and Pre to Post. Overall, we expect between 5 and 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA State Standards and delivery methods).</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>PUC Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards.</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY B – GROWTH

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students demonstrate expected growth and achievement on CAASPP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Consistent with state requirements, all students will reach growth expectations. Initial expectations for achievement will be based off State determined AMO, but augmented as results become clear with Common Core. (reasonableness of goals assessed annually)</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CAASPP Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.</td>
</tr>
</tbody>
</table>

#### 1.10 Instructional Design

The assumptions underlying the PUC Early College Academy for Leaders and Scholars curriculum are that students at the high school level are capable of abstract reasoning (Source: The Adolescent Brain: Beyond Raging Hormones, The Harvard Health Blog) 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.

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

In order to achieve this mission and vision, PUC Early College Academy for Leaders and Scholars 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.**

  PUC Early College Academy for Leaders and Scholars 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:

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

  PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will manifest itself in the joy of discovery, the pride of accomplishment, and the satisfaction of personal growth. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars—parents, students, teachers, and administrators.

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

  PUC Early College Academy for Leaders and Scholars will purposefully maintain a small school setting with a maximum of 500 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 Early College Academy for Leaders and Scholars agrees with findings from the Small Schools Project: “In small schools, student achievement increases, particularly for minority and low-income students. Student attendance improves, graduation rates rise, and college-going rates increase. Students are more engaged in their studies and are more likely to participate in extracurricular activities.” (http://en.wikipedia.org/wiki/Small_schools_movement). “An extensive amount of research indicates that there may be many benefits from smaller learning communities (Supovitz & Christman, 2005; Howley, et al., 2000). The most important benefits include:”

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

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

- The school will provide strategic effective reading instruction.

With the shift to the CA CCSS it is imperative that PUC Early College Academy for Leaders and Scholars ensures effective reading instruction. According to Irene Fountas and Gay Su Pinnell (2006)\(^4\), there are ten underlying principles of good reading instruction. These underlying principles, coupled with our mission to ensure PUC graduates are successful in college, guide our instructional methodologies.

1. **Students learn to read by reading continuous text.** It is essential that students spend the bulk of their “reading” time processing text without stopping, as this process allows them to practice orchestrating the systems of strategic actions needed to process text efficiently. They need massive amounts of practice reading for meaning. Additionally, research supports the conclusion that students need sustained exposure to expository text to develop important reading strategies (Afflerbach, Pearson,& Paris, 2008), as expository text makes up the vast majority of the required reading in college and the workplace (Achieve, Inc., 2007). PUC scholars have time built into their weekly schedule for sustained reading. Within their content classes, they are given time for reading texts closely, often reading a text several times to practice making meaning of complex texts.

2. **Students need to read high quality texts to build a reading process.** High quality texts can change the way children think and can greatly expand their language and thinking abilities. Moreover, students will not voluntarily read texts that are boring; instead, engaging

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texts, say Fountas and Pinnell, are “their own reward” (xxvii). Appendix A of the CA Common Core State Standards explicitly points out that opportunity and accountability for reading a great deal of high quality texts is crucial to closing the achievement gap between upper income students and the students we aim to serve, who are typically from homes where literacy is not part of the equation: “The consequences of insufficiently high text demands and a lack of accountability for independent reading of complex texts in K–12 schooling are severe for everyone, but they are disproportionately so for those who are already most isolated from text before arriving at the schoolhouse door.”

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

3. **Students need to read a variety of texts to build a reading process.** Students need a steady diet of different genres of texts to help them learn to accommodate flexibly different kinds of texts well. To ensure that PUC students gain access to such variety, teachers’ scope and sequences include fiction, non-fiction, poetry, drama, primary source documents, and literary non-fiction.

4. **Students need to read a large quantity of texts to build their reading process.** Students must do a lot of reading each and every day. Reading builds fonts of knowledge, and students will bring all of their information and knowledge to new texts. In addition to SSR, PUC students log many miles of reading by reading to learn in science, social studies, and even arts and PE classes and by being held accountable for reading at home and recording their reading on reading logs.

5. **Students need to read different texts for different purposes.** Effective readers know when they must read in order, when they can skip around, when they should slow down and notice how a writer has used language or presented information, and when they can skim to get the gist. To develop the ability to vary their reading process according to their purpose, PUC students are given the opportunity to practice reading for a variety of purposes. They are asked to read lab manuals prior to diving into hands on experiments; they read news articles to make connections to universal themes in social studies; they read plays in preparation for presenting them onstage in front of their families; and they read primary source documents to corroborate secondary source information.

6. **Students need to hear many texts read aloud.** Listening to texts read aloud frees students from decoding and processing at the word level and allows them to attend fully to meaning. During read aloud, PUC teachers model expressive reading and pause to invite students to talk about texts that might otherwise be inaccessibly challenging for them.

7. **Students need different levels of support different times.** The staircase of complexity defined by the CA Common Core State Standards calls for students to learn how to read at different levels of sophistication as demanded by increasingly difficult texts. As they do this, students will need to learn new reading skills and expand on existing ones. For example,
students may require small group instruction to help them navigate more difficult texts, or
the opportunity to talk with peers and extend their thinking about other texts they may read
independently. PUC teachers determine the most strategic level and type of support to build
students’ strategic actions as readers.

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 programs 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:** More than eight million students in grades 4-12 are struggling readers. 2 in 3 high school students read below grade level. (Source: National Assessment of Educational Progress 2003.) Orthographic knowledge is an often overlooked basic skill needed for higher achievement. (Source: Harris, L.A. [2007]. Adolescent literacy: Wordy study with middle and high school students.) Word study is one way to provide support to those students with that knowledge missing. 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 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.
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 Early College Academy for Leaders and Scholars, 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 Early College Academy for Leaders and Scholars student is not progressing in a manner consistent with academic success, PUC Early College Academy for Leaders and Scholars will rapidly modify instructional methods and will pursue an intervention model to address the student’s specific needs.

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

PUC Early College Academy for Leaders and Scholars will implement an arts program that will be broken out into four disciplines: dance, music, theater, and visual arts. Music and visual arts are offered during the school day, as part of the instructional program, while dance and theater are offered after-school as enrichment activities. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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/#ixzz207tQ5hO1).

Based on this research and our core values, PUC Early College Academy for Leaders and Scholars will allocate at least 140 minutes of physical and health education and 200 minutes of arts per week during regular instructional time, with additional opportunities for physical activities and arts engagement in the extended day program.
• An extended day (after-school) program will provide students with a safe place, academic support, arts, athletics, clubs, as well as enrichment in a variety of areas. The program will be custom built to the interests and needs of the students.

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

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

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

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

Based on our 14 year experience in Northeast LA, the population is faced with overwhelming challenges that may negatively impact student’s school performance. To remedy this situation, PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will have a clinical counselor on staff to provide counseling for students and families. The goal is to develop a program in which interns earning their Marriage & Family Therapy (MFT) hours will provide a high level of support to students and families under the supervision of the Clinical Counselor. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars is committed to developing a team composed of all stakeholders. The team will increase student achievement through use of collaborative learning communities supported by the implementation of Critical Friends Group (CFG). Research cited by the National School Reform Faculty indicates, “Implementation of a CFG promotes the values of reflective practice, shared leadership, authentic pedagogy, democracy, equity in opportunity, and social justice, resulting in improved learning for all students” (http://www.nsrfharmony.org/faq.html). Furthermore, teachers trained and participating in CFG’s are more thoughtful about connecting curriculum, assessment, and instruction, and believe that they can affect student achievement. These teachers have higher expectations for student learning, which, in turn, leads to greater student achievement.

PUC Early College Academy for Leaders and Scholars 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” (Putting Students First: Education Action Plan, Source: www.NYPuttingStudentsFirst.com). At PUC Early College Academy for Leaders and Scholars, 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 Early College Academy for Leaders and Scholars recognizes professional development as “…a proven method to recruit, retain, and develop a high quality teaching force.” (New NY, page 21). The following principles, identified by Richard Elmore in “Investing in Teacher Learning: Staff Development and Instructional Improvement in CSD #2, NYC,” as effective strategies for using professional development to bring about system-wide change in instruction, will guide all professional development opportunities:

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

Following is a course description by subject for each grade level that PUC eCALS will serve:

**High School Course List /PUC eCALS Course Descriptions:**

#### History/Social Science (Core)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government / Economics</td>
<td>UCA(University of California approved “A” category, UCG(University of California College-preparatory Elective) Credits</td>
<td>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 <em>Federalist Papers</em>. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.</td>
</tr>
<tr>
<td>US History</td>
<td>UCA(University of California approved “A” category, UCG(University of California College-preparatory Elective) Credits</td>
<td>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.</td>
</tr>
<tr>
<td>World History</td>
<td>UCA(University of California approved “A” category, UCG(University of California College-preparatory Elective) Credits</td>
<td>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 de-colonization, 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.</td>
</tr>
<tr>
<td>AP European History</td>
<td>UCA(University of California approved “A” category, UCG(University of California College-preparatory Elective) Credits</td>
<td></td>
</tr>
<tr>
<td>AP World History</td>
<td>UCA(University of California approved “A” category, UCG(University of California College-preparatory Elective) Credits</td>
<td></td>
</tr>
<tr>
<td>AP Government</td>
<td>UCA(University of California approved “A” category, UCG(University of California College-preparatory Elective) Credits</td>
<td></td>
</tr>
</tbody>
</table>
AP European History-HS 5007  
UC Approved (uca, cg, credits)  
The objective of this course is to provide students with the tools necessary to engage in a critical survey of European history. Through this course, students will be able to identify and analyze key themes, movements and changes throughout European history. Students will also be able to engage in a critical analysis of primary and secondary documents, and be able to use such documents to create expository essays. The course is divided into two semesters: (1) the Later Middle Ages and High Reformation through the French Revolution and Napoleonic Era, and (2) the Industrial Revolution to the present. All aspects of history will be studied, including analysis of historical and political history, social and economic history, and cultural and intellectual history. By studying European history from multiple approaches, students will gain a deeper understanding of the historical events and their relationships to each other.  
This course is taught at a college-level. This course will involve a much greater amount of reading of primary documents, to be done primarily independently and outside of class hours. Class time will be dedicated to rigorous and in-depth analysis and study of historical events, characters and movements. Throughout the course, students will be required to analyze, synthesize, criticize and evaluate primary and secondary documents, in addition to memorizing, organizing and applying historical facts. Students will develop a variety of intellectual and academic skills, including:

- The ability to analyze, process and synthesize primary and secondary documents
- Effective note-taking and study skills
- The ability to express one’s ideas clearly and concisely in writing
- The ability to evaluate historical facts and come to appropriate conclusions
- The ability to analyze themes in history in order to group and process historical facts

AP US History- HS 5008  
UC Approved (uca, cg, credits)  
U.S. History is a course for eleventh grade students. Students will examine the major turning points in American history in the twentieth century, beginning with the nation’s formation. The course will cover the expanding role of the federal government and the federal courts; the continuing tensions between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society; culture change in the ethnic composition of American society; the movements toward equal rights for diverse groups; and the role of the United States as a major world power. The course investigates the diversity of American culture, including religion, literature, art, drama, architecture, education, and the mass media. Constitutional principles will be applied to contemporary issues.

AP Government- HS 5009  
UC Approved (uca, cg, credits)  
This AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U. S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will gain an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

English (Core)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Type</th>
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</thead>
<tbody>
<tr>
<td>CAHSEE PREP ELA</td>
<td>UCG(University of California College-preparatory Elective) Credits</td>
</tr>
<tr>
<td>English 9</td>
<td>UCB (University of California Approved “B” Category) Credits</td>
</tr>
<tr>
<td>English 10</td>
<td>UCB (University of California Approved “B” Category) CG UCG(University of California College-preparatory Elective) Credits</td>
</tr>
<tr>
<td>English 11</td>
<td>UCB (University of California Approved “B” Category) CG UCG(University of California College-preparatory Elective) Credits</td>
</tr>
<tr>
<td>Course Title &amp; Number</td>
<td>Credit Type</td>
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</tr>
<tr>
<td>CAHSEE Prep ELA HS8014</td>
<td>UC Approved (uca, cg, credits)</td>
</tr>
<tr>
<td>English 9 – HS1002</td>
<td>UC Approved (uca, credits)</td>
</tr>
<tr>
<td>English 10- HS1003</td>
<td>UC Approved (uca, cg, credits)</td>
</tr>
<tr>
<td>English 11- HS1004</td>
<td>UC Approved (uca, cg, credits)</td>
</tr>
<tr>
<td>Course</td>
<td>Credit Approval</td>
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<tr>
<td>English 12-HS1006</td>
<td>UC Approved</td>
</tr>
<tr>
<td>Textual Analysis &amp; Argumentation-HS1005</td>
<td>UC Approved</td>
</tr>
<tr>
<td>AP English Language &amp; Composition-HS1007</td>
<td>UC Approved</td>
</tr>
</tbody>
</table>
| AP English Literature & Composition-HS1008  | UC Approved     | This course is designed to challenge and prepare students for university level freshman English coursework and deepens their skills in reading, critical thinking, writing, speaking, and listening. AP Literature and Composition provides coursework that will expose students to British and modern world literature in various genres and in-depth
research of non-fiction and informational materials. Students will deepen their experiences of writing and reading through various studies, including research-based writing, literary analysis, fictional, and persuasive styles as well as selected works which identify universal themes. Writing units will be supported by the style of literature students read and experience during the course of study. Students will define, analyze, and interpret historical and cultural connections evident in the literature. Students will read at least six major pieces of literature and cover at least six units of study, in which they will respond to literature through writing, oral summaries, debates, presentations, and projects. Throughout the course, students will continue to develop vocabulary through study of Latin and Greek roots evident in the literature studied in the course.

## Mathematics (Core)

<table>
<thead>
<tr>
<th>Course Title &amp; Number</th>
<th>Credit Type</th>
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</thead>
<tbody>
<tr>
<td>Integrated Math 1A – HS2001 Integrated Math 1B – HS2002</td>
<td>UC Approved (ucc, credits)</td>
</tr>
<tr>
<td>Integrated Math 3A – HS2001</td>
<td>UC Approved</td>
</tr>
</tbody>
</table>

Integrated Math 1 is the first course of a three course sequence including Integrated Math 1, Integrated Math 2, and Integrated Math 3. The course satisfies the California Common Core Standards for Integrated Math 1 and is intended for all ninth graders. Integrated Math 1 builds and strengthens students’ conceptual knowledge of functions, linear functions, systems of linear equations, systems of linear equalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.

Integrated Math 2 is the second of a three year integrated math sequence that will help students see the relationships between algebra, geometry, and statistics. This class completes the geometry curriculum in the first semester, and then completes the second semester of algebra. The geometry portion includes an introduction to functions, imaginary numbers, higher order polynomials, graphing of functions, imaginary numbers, higher order polynomials, graphic of functions, and irrational numbers.

Integrated Math 3 is the third course of a three course sequence including Integrated Math 1, 2, and 3. This course utilizes a problem-centered approach and is integrated with the
### Integrated Math 3B-HS2002
| (ucc, credits) | other core content courses including English, science, and social science. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. The course weaves content standards from Algebra 1, Geometry, Algebra 2, and Statistics at an intermediate to advanced level including coordinate geometry, circles and other conical sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rate of change, derivatives, trigonometry and quadratics. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards. Regular attendance and participation along with timely completion of daily practice and homework is required. Students need to demonstrate competency on assessments (oral and written). Resources used include Interactive Mathematics Program and supplemental conceptual activities.

### Honors Pre-Calculus with Trigonometry A-HS2019
| UC Approved (ucc, cg, credits) | This is a 11th/12th grade preparatory course for students intending to take college level or AP Calculus. This year long course is based primarily on the California State Standards for Trigonometry and Mathematical Analyses. In addition, we will incorporate some probability and statistics, analytic geometry, limits and introduction to calculus in the course as well.

### AP Calculus A-HS2005
| UC Approved (ucc, cg, credits) | Calculus is a widely applied area of mathematics and involves a beautiful intrinsic theory. Students in this course will be exposed to both aspects of the subject. A.P. Calculus AB is a challenging and demanding college-level mathematics course organized around the themes of limits, derivatives, integrals, and applications & modeling. Within the context of these themes, the following topics are explored in depth: functions, graphs, and limits, continuity as a property of functions, the concept of a derivative, computation of derivatives, applied derivatives, techniques and applications of anti-differentiation, interpretations and properties of definite integrals, applications of integrals, fundamental Theorem of Calculus, and numerical approximations to definite integrals.

### Geometry A-HS2007
| UC Approved (ucc, cg, credits) | Geometry follows Algebra I and Algebra II in mathematics course sequence. The course is designed to meet the California State Standards for Geometry. Through the studies of this course, students will become proficient in writing proofs in various forms; explain geometric properties of figures; analyze technical sketches and geometric relationships, apply concepts, and solve problems in geometric settings.

### Pre-Calculus w/ Trigonometry A-HS2010
| UC Approved (ucc, cg, credits) | 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 & Statistics A-HS20012
| UC Approved (ucc, cg, credits) | This course will introduce students to Statistics, as well as higher level concepts with probability and algebra. Students will need to have a strong foundation of the basic arithmetic functions: adding, subtracting, multiplying and dividing in order to be successful.

### Math Lab-HS2015
| Credits | Math Lab is designed as a companion to the Algebra I and II courses in which students are provided instruction and practice in prerequisite skills needed for success in Algebra I and II. The Math Lab teacher conducts daily planning in conjunction with the Algebra I teacher and the Algebra II teacher to successfully complement the scope and sequence of those courses.

### CAHSEE Prep-HS
| Credits | This course is designed to prepare students to be proficient on the CAHSEE Math exam. Students will engage in a data-driven sequence of review Math standards in order to strengthen their knowledge of fundamentals as needed. After the CAHSEE exam in Spring, the course will transition to support students in standards from their current math courses.

### Science (Core)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Type</th>
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</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>UCD (University of California Approved “D” Category)</td>
</tr>
<tr>
<td></td>
<td>CG (University of California Approved College Preparatory Elective)</td>
</tr>
<tr>
<td>Course Title &amp; Number</td>
<td>Credit Type</td>
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</tr>
<tr>
<td><strong>Biology</strong></td>
<td>UCD (University of California Approved “D” Category CG (University of California Approved College Preparatory Elective) Credits</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>UCD (University of California Approved “D” Category CG (University of California Approved College Preparatory Elective) Credits</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>UCD (University of California Approved “D” Category CG (University of California Approved College Preparatory Elective) Credits</td>
</tr>
<tr>
<td><strong>Environmental Science AB</strong></td>
<td>UCD (University of California Approved “D” Category CG (University of California Approved College Preparatory Elective) Credits</td>
</tr>
<tr>
<td><strong>Marine Biology AB</strong></td>
<td>UCD (University of California Approved “D” Category CG (University of California Approved College Preparatory Elective) Credits</td>
</tr>
<tr>
<td><strong>AP Biology AB</strong></td>
<td>UCD (University of California Approved “D” Category CG (University of California Approved College Preparatory Elective) Credits</td>
</tr>
</tbody>
</table>

**Course Title & Number**

**Credit Type**

**Description**

Anatomy-HS3001

UC Approved (ucd, cg, credits)

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. Students will be prepared to take the Biology and Life Science CSTs. In addition, students will have the opportunity to further develop their reading and writing skills.

Chemistry-HS3004

UC Approved (ucd, cg, credits)

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.

Physics-HS3006

UC Approved (ucd, cg, credits)

Physics is a two semester course that introduces the basic concepts of physics. Broad topics to be covered in this course include mechanics (motion and its causes), heat, electricity and magnetism, and wave phenomena (sound and light).

Environmental Science AB-HS3007

UC Approved (ucd, d, cg)

Environmental Science is looked upon as an interdisciplinary subject merging science and the humanities. It is a broad subject that incorporates ecological principles with current global issues. This course will include developing an understanding of how the environment works and how physical, chemical, and biological components interact. This course is designed to provide students ranging from 9th to 12th grades with a solid foundation in environmental science topics, scientific techniques, data analysis, and critical scientific understanding. During the course, students will analyze natural systems, explore natural and anthropogenic issues in the environments, and critically evaluate and explore solutions for reducing and preventing negative environmental tribulations. By the end of the year, students will be able to discuss environmental topics by giving informed opinions, be able to complete college level projects, and be capable of making educated decisions regarding the environment which will affect their personal life, community, and world.

Marine Biology AB-HS3008

UC Approved (ucd, d, cg)

This Marine Biology course serves as a second year biology course and extends the student's knowledge of biological concepts developed during previous science courses. Students will explore the chemical, physical, and geological characteristics of the world's oceans. Once students have an understanding of the chemical and physical
characteristics of the ocean ecosystem, they will then investigate the structure, functions, behaviors, adaptations, and classification of a diversity of protists, plants and animals that exist in the marine environment. Students explore how energy and matter cycles through the Earth’s ocean system and they investigate the impact of humans on that system and the organisms that reside there.

AP Biology AB-HS3007

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Approved (ucd, d, cg)</td>
<td>The AP Biology course is a yearlong course designed to prepare students for the Advanced Placement Exam in Biology. The course is designed around the new AP Biology curriculum framework that focuses on the Big Ideas in biology and their connections. The curriculum provides a basis for students to develop strong conceptual understanding in biology and the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations. There is less memorization and more content depth. Reading skills are extremely important for the format of the new test. The AP Biology curriculum is structured around four Big Ideas: Evolution, Energy Processes, Information and Interactions. These ideas encompass the core principles and theories of all living systems. To master the concepts, students will learn through modes of: Tests, quizzes, labs, activities, video lectures, current event articles, and scientific journals.</td>
</tr>
</tbody>
</table>

Foreign Language (Non-Core)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Type</th>
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</thead>
<tbody>
<tr>
<td>Spanish I</td>
<td>UCE (University of California Approved “E” Category)</td>
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<tr>
<td></td>
<td>CG (University of California Approved College Preparatory Elective)</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>Spanish II</td>
<td>UCE (University of California Approved “E” Category)</td>
</tr>
<tr>
<td></td>
<td>CG (University of California Approved College Preparatory Elective)</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>Spanish I Non-Native</td>
<td>UCE (University of California Approved “E” Category)</td>
</tr>
<tr>
<td></td>
<td>CG (University of California Approved College Preparatory Elective)</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>Spanish II Non-Native</td>
<td>UCE (University of California Approved “E” Category)</td>
</tr>
<tr>
<td></td>
<td>CG CG (University of California Approved College Preparatory Elective)</td>
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<td>Credits</td>
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</tbody>
</table>

Course Title & Number | Credit Type | Description                                                                                                                                                                                                 |
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<tbody>
<tr>
<td>Spanish I-HS7003</td>
<td>UC Approved (uce, cg, credits)</td>
<td>Spanish I is a Language Other Than English LOTE (FORMALLY KNOWN AS FOREIGN LANGUAGE) YEAR 3 COURSE INTENDED TO EXTEND STUDENTS’ FACILITY IN THE MAJOR SKILLS. READING RECEIVES INCREASING ATTENTION, ALTHOUGH CONTINUING EMPHASIS IS PLACED ON DEVELOPING THE ABILITY TO SPEAK WITH FLUENCY AND ACCURACY. THIS COURSE ADDRESSES THE FIVE PROFICIENCIES: READING, WRITING, SPEAKING, LISTENING, AND CULTURE IN THE CONTEXT OF THE FIVE “C’S” OF WORLD LANGUAGE EDUCATION: COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES.</td>
</tr>
<tr>
<td>Spanish II-HS7004</td>
<td>UC Approved (uce, cg, credits)</td>
<td>Spanish II is a LOTE YEAR 4 COURSE EMphasizing composition, grammar and reading skills. Specific content areas are the advanced study of grammar, vocabulary, speaking and writing skills. This course addresses the five proficiencies: reading, writing, speaking, listening, and culture in the context of the five “C’s” of World Language education: Communication, Cultures, Connections, Comparisons, and Communities.</td>
</tr>
<tr>
<td>Spanish I Non-Native-HS7005</td>
<td>UC Approved (uce, cg, credits)</td>
<td>Spanish I Non-Native teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.</td>
</tr>
<tr>
<td>Spanish II Non-Native-HS7006</td>
<td>UC Approved (uce, cg, credits)</td>
<td>Building on Spanish I Non-Native concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives – both in formal and informal situations. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the...</td>
</tr>
</tbody>
</table>
conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

Visual and Performing Arts (Non-Core)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Type</th>
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</thead>
<tbody>
<tr>
<td>Advanced Concert Band</td>
<td>UCF (University of California Approved Visual and Performing Arts (VPA)) CG (University of California Approved College Preparatory Elective) Credits</td>
</tr>
<tr>
<td>Art I</td>
<td>UCF (University of California Approved Visual and Performing Arts (VPA)) Credits</td>
</tr>
<tr>
<td>Art II</td>
<td>UCF (University of California Approved Visual and Performing Arts (VPA)) CG (University of California Approved College Preparatory Elective) Credits</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>UCF (University of California Approved Visual and Performing Arts (VPA)) Credits</td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>UCF (University of California Approved Visual and Performing Arts (VPA)) Credits</td>
</tr>
<tr>
<td>AP Studio Art AB</td>
<td>UCF (University of California Approved Visual and Performing Arts (VPA)) Credits</td>
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<thead>
<tr>
<th>Course Title &amp; Number</th>
<th>Credit Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Concert Band-HS6001</td>
<td>UC Approved (ucf, cg, credits)</td>
<td>This is an advanced course that improves techniques for playing musical instruments that develops musicianship skills for reading music notation and scores. Students will explore a variety of musical genres embracing a multicultural society. Concert preparation and musical performances are included.</td>
</tr>
<tr>
<td>Art I-HS6003</td>
<td>UC Approved (ucf, credits)</td>
<td>Art I will focus on studio work where students will 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.</td>
</tr>
<tr>
<td>Art II-HS6004</td>
<td>UC Approved (ucf, cg, credits)</td>
<td>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.</td>
</tr>
<tr>
<td>Instrumental Music-HS6006</td>
<td>UC Approved (ucf, credits)</td>
<td>Instrumental Music is an introductory course that teaches techniques for playing musical instruments that develops musicianship skills for reading music notation and scores. Students will explore a variety of musical genres embracing a multicultural society. Concert preparation and musical performances are included.</td>
</tr>
</tbody>
</table>
| Music Appreciation-HS6007 | UC Approved (ucf, credits) | 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 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.

AP Studio Art AB-HS6008
UC Approved (ucf, credits)
The AP Studio Art course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition, and execution in 2D design. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit. The course will meet for a full year on the academic model (8 meetings every two weeks.) As in any college level course students will be expected to spend a considerable amount of time outside of class in order to complete assignments and doing homework and sketchbook assignments.

Other Elective Courses (Non-Core)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>Credit</td>
</tr>
<tr>
<td>Leadership</td>
<td>Credits</td>
</tr>
<tr>
<td>Peer College Scholars</td>
<td>Credits</td>
</tr>
<tr>
<td>Teacher Assistant</td>
<td>Credits</td>
</tr>
<tr>
<td>Yearbook</td>
<td>Credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title &amp; Number</th>
<th>Credit Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory-HS8012</td>
<td>Credits</td>
<td>Advisory is a course designed to support student social/emotional growth, provide a faculty advisor, support academic skills and achievement, disseminate post-secondary information, and develop college and career-ready skills and dispositions.</td>
</tr>
<tr>
<td>Leadership-HS8002</td>
<td>Credits</td>
<td>Leadership is a yearlong course where students are able to explore the realm of school leadership through identity &amp; community development and events &amp; 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.</td>
</tr>
<tr>
<td>Peer College Scholars-HS8003</td>
<td>Credits</td>
<td>The course will provide an exploration of the theory and practice of Peer College tutoring and training in the knowledge and fundamental skills useful to tutor in various college and academic settings. Through readings, small group lectures, discussions, group work, and activities, students will be introduced to the academic and personal skills that characterize an effective tutor. The course will provide an introduction to guide and assist students in developing appropriate applications for leadership and to create a college bound culture on campus.</td>
</tr>
<tr>
<td>Teacher Assistant-HS8005</td>
<td>Credits</td>
<td>Teachers Assistant provides students the opportunity to develop skills and behaviors essential for employment, with emphasis on careers in education. Teacher Assistants work under the direction and supervision of the assigned classroom teacher.</td>
</tr>
<tr>
<td>Yearbook</td>
<td>Credit</td>
<td>This course is designed to teach the skills necessary to produce the school yearbook, which offers a complete record of an entire school year. The year begins by planning the coverage for the school year and designing a unifying theme for the book. Students will study magazine journalism including layout and design techniques, writing and editing copy, headlines and picture captions. This course provides the study of and practice in gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing (ad sales) and distribution of the yearbook. Students will learn proofing strategies and work independently with photographers. At times, deadlines require that staff members work after school, on weekends, and holidays. Students will learn good work habits and are responsible for all phases of yearbook publication.</td>
</tr>
<tr>
<td>Physical Education-HS4006</td>
<td>Credits</td>
<td>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.</td>
</tr>
</tbody>
</table>
**Enrichment Program**
At the conclusion of each day all students have the option to participate in the after school program.

The after school program includes three primary components: academic tutorial; homework assistance and enrichment/recreation operating right after school until 6:00 p.m. five days per week. The goal is to raise academic levels, improve academic performance, strengthen social relationships and provide meaningful opportunities for children to increase self-esteem by expanding their skills in a variety of areas.

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

**Instructional Materials**

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

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

The following is a list of textbooks that have been used by schools in the PUC network and will be considered by PUC eCALS teachers. The textbook list will be updated as the list of approved CA CCSS textbooks is compiled by the state. 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:**
Literature varies by grade level and unit of study. No text books for Reading/Language Arts. The school uses fiction/non-fiction short stories through these anchor novels, which are Common Core-aligned. In addition, there is a focus on expository text.

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

**Foreign Language**

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>¡Ven Conmigo! Nuevas vistas Uno</em></td>
<td>Level One Advanced</td>
<td>Barbara Kristof</td>
<td>Holt, Rinehart and Winston</td>
</tr>
<tr>
<td><em>¡En español! Uno</em></td>
<td>Level One</td>
<td>McDougall Littell</td>
<td>Gahala, Carlin, Heining-Boyton, Otheguy, Rupert</td>
</tr>
<tr>
<td><em>¡En español! Dos</em></td>
<td>Level Two</td>
<td>McDougall Littell</td>
<td>Gahala, Carlin, Heining-Boyton, Otheguy, Rupert</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td></td>
<td>McDougall Littell</td>
<td>Larson et al 2004</td>
</tr>
<tr>
<td>Precalculus</td>
<td></td>
<td>Larson</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>Core Connections Integrated 1</td>
<td></td>
<td>Leslie Dietiker, et al</td>
<td>College Preparatory Mathematics(CPM)</td>
</tr>
<tr>
<td>Core Connections Integrated 2</td>
<td></td>
<td>Leslie Dietiker, et al</td>
<td>College Preparatory Mathematics(CPM)</td>
</tr>
<tr>
<td>Core Connections Integrated 3</td>
<td></td>
<td>Leslie Dietiker, et al</td>
<td>College Preparatory Mathematics(CPM)</td>
</tr>
<tr>
<td>Trigonometry, Fifth Edition</td>
<td></td>
<td>Charles McKeague and Mark Turner</td>
<td>Thomson</td>
</tr>
</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry, 2005</td>
<td></td>
<td>Wilbraham, Stanley, Matta, Waterman</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>Environmental Science for AP, 2012</td>
<td></td>
<td>Friedland &amp; Relyea</td>
<td>W.H. Freeman and Company/BFW</td>
</tr>
</tbody>
</table>

**Social Sciences**

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government, California 2006</td>
<td></td>
<td>McClenaghan, William A.</td>
<td>Magruder's - Pearson/Prentice Hall</td>
</tr>
</tbody>
</table>
1.12 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 A-G requirements.

PUC eCALS uses the PUC-Wide HS graduation policies, that align with UC/CSU’s minimum undergraduate admission requirements, and include a competitive edge column recommending students continue their coursework beyond UC/CSU’s minimum requirements. These additional classes better prepare students for college and make them more competitive for admissions.

PUC eCALS utilizes APEX Online Learning tool as a way to support students in recovering credits. APEX is an online, accredited learning experience where students are assigned a course or courses based on their graduation requirements needs. Students utilize the computers on campus or have the option to also to complete sessions at their own time. College counselors and school leadership organize various APEX On-line Credit Recover Courses (After-school, before school, and summer school). Additionally, students have the option to recover credits by taking college classes which we offer through our dual enrollment with Los Angeles City College.

High School Course Transferability
All A-G approved courses taught at eCALS will be transferable to colleges/universities or other public high schools, including those within LAUSD. Parents will receive notification of course transferability in all student recruitment and student enrollment materials.

Students and their family who transfer into the Charter School meet with their College Counselor to have their transcript analyzed to see where they stand in terms of high school graduation requirements and college eligibility/competitiveness. The counselor tailors a plan to ensure student is able to graduate and work towards their post-secondary goals.

Charter School principal meets with the student and family to ensure transition plan prior to any family transferring to another high school. During the meeting questions related to transcripts and courses are discussed to ensure a smooth transfer from PUC eCALS. Classes are A-G aligned and approved.

PUC eCALS continuously communicates a student’s graduation status with students and families. These communications are done via in-person meetings, letters, and phone calls. Counseling is provided to ensure students are provided with the credit recovery opportunity and/or support to meet their post-secondary career and education plans.
PUC eCALS’ off-track communication templates are available on PUC Schools’ Intranet for easy access.

If a family has language needs that extend beyond Spanish and English translation supports are sort out to meet the family’s needs.

<table>
<thead>
<tr>
<th>High School Graduation Requirements</th>
<th>PUC eCALS Graduation Paths</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>CA State Minimum High School Requirements</td>
</tr>
<tr>
<td>A. History/Social Science</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>B. English</td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>C. Math</td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>D. Lab Science</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>E. Foreign Language</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>F. VPA</td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>G. College Prep Elective</td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Physical Education</td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

PUC Competitive Edge (PCE) Courses: 1, 2, 3, & 4 College and Career Readiness lessons, embedded over 4 years.

Focus:
- PCE 1 (9th): Computer Literacy Focus:
- PCE 2 (10th): Career Exploration Focus:
- PCE 3 (11th): College Admissions Test Prep
- (SAT & ACT)
- PCE 4 (12th): College, Financial Aid Application

| Total Required Credits | 220 | 200 | **per IEP** |
| Test Requirements       | N/A | N/A | **per IEP** |
| Community Service       | 40 Hours | 40 Hours | **per IEP** |
| Apply to college        | -- | -- | **per IEP** |
| Apply to FAFSA (if eligible) | -- | -- | **per IEP** |
Students who complete the community service and other requirements, along with the required course work of 220 credits will graduate with an Exemplary Status Diploma.

Students may participate in graduation ceremony with 210 credits along with meeting all the test requirements.

CA State minimum Graduation Requirements
This option is available to students eligible for special education services and must be written into the student’s IEP prior to the first day of the student’s senior year.

California graduation requirements (Section 5.1225.3) states that all pupils receiving a diploma of graduation from high school must complete all of the following in grades 9-12, inclusive:

1. Three courses in English
2. Two courses in Mathematics, including one year of Algebra I
3. Three course in Social Studies, including US History & World History, and one –semester course in American Government and Civics, and one–semester course in Economics
4. One course in visual or performing arts OR Foreign Language
5. Two course in physical education, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.

Certificate Of Completion
If a student with disabilities does not meet all state and local requirements for earning a high school diploma, including passing the California High School Exit Exam (CAHSEE), then the local educational agency may award the student a certificate of completion. (EC Section 56390).

A student qualifying for special education services who has satisfied any of the following three requirements may be awarded a special education certificate of completion:
1. Satisfactory completion of 220 credits of a prescribed alternative course of study as identified on the student’s IEP
2. Satisfactory achievement of the student’s IEP goals and objectives during high school as determined by the IEP team
3. Satisfactory high school attendance, participation in the instruction prescribed in the student’s IEP, and achievement of the objectives of the statement of transition services.

1.13 Instructional Methodologies and Strategies

The skilled teachers at PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars teachers employ to engage students with the content.

METHODOLOGIES
• **Constructivist learning:** PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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](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 Early College Academy for Leaders and Scholars teachers encourage students to derive their own understanding or meaning for something. We agree that “direct instruction and discovery instruction are complementary strategies used to enhance learning.” ([http://literacy4learning.lacoe.edu/differentiation/differentiation.html](http://literacy4learning.lacoe.edu/differentiation/differentiation.html)).

• **Experiential learning:** PUC Early College Academy for Leaders and Scholars students learn by doing. Concrete objects or situations, from which our high school students derive data for further thought or action, help them to make meaning out of their world. Concrete experiences at PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will provide all students with the same rigorous content and will scaffold support. Heterogeneous grouping has been shown to improve overall learning. 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](http://rer.sagepub.com/content/57/3/293.abstract)). At PUC Early College Academy for Leaders and Scholars, 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 Early College Academy for Leaders and Scholars teachers will introduce students to the concepts that are to be presented in an upcoming lesson. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars students. Evidence indicates that it, “raises achievement, promotes positive self-concept, and raises regard for others. It appears to be especially useful for students from racial minority and low socio-economic groups who have not excelled to the same degree as middle income majority-culture pupils in the traditional competitive classroom. Cooperative learning may also help to lessen the fatalistic attitude toward schooling that is often found among students from minority groups and those who have experienced repeated failure in the schools. When these students notice the value of their input and effort, a more internal locus of control and belief in one's ability is fostered. Social and work skills are imbedded” (http://www.behavioradvisor.com/CoopLearning.html).

- **Cooperative Learning**: Small groups of PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars believes that the high school classroom is an especially appropriate place to use cooperative learning strategies. Students working with others toward a common goal draw upon their interest in the peer group that gives meaning to the relationship. A number of studies have indicated that cooperative learning enhances academic learning, fosters intergroup relations, heightens self-esteem, improves mutual concern and trust, and increases the likelihood of positive social behavior (*Educational Leadership*, December 1989/January 1990).

1.14 Student Mastery of CA CCSS and other State Content Standards
All students at PUC Early College Academy for Leaders and Scholars will receive instruction that is designed to facilitate their attainment of the State learning standards, Next Generation Science Standards, and the English Language Development Standards. Specific content in all subject areas will be drawn from the adopted (CA CCSS) and the California Content Standards, including the NGSS and the ELD standards. Teachers will design the curriculum to support varying learners and learning styles, including English Learner (EL) students and students with special needs. PUC Early College Academy for Leaders and Scholars will not utilize one particular textbook or program in any of the content areas. PUC Early College Academy for Leaders and Scholars believes that curriculum design is a tool that can be used to empower teachers. Research has found, “Teachers are not likely to make changes to practice unless they judge them to be necessary or desirable, or if they have opportunities to discuss change and to learn from others.” (Appleton & Asoko, 1996; Arora, Kean, & Anthony, 2000; Franke, Carpenter, Fennema, Ansell, & Behrend, 1998). Cross organizational teacher teams and instructional coaches provide teachers with opportunities to collaborate and learn from one another as milestone documents are developed. PUC Early College Academy for Leaders and Scholars underscores the value of its teachers as intellectual architects in this task. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars teachers receive training in standards deconstruction, use of the testing blueprints, careful analysis of assessment data, and induction to the PUC model of effective teaching to support a college-ready environment that provides a high level of instruction. From this carefully guided work each teacher develops a standards driven, time bound scope & sequence with specific learning targets and ‘big ideas’ for each unit and lesson. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars’ 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 Early College Academy for Leaders and Scholars teachers will modify their scope and sequence to ensure gaps in skills or content are addressed. There are many variables that inform a teacher’s scope and sequence but most important is the data teachers constantly collect and analyze. This data informs their lesson planning and includes planning for individual, small group or whole group needs.

California began CA CCSS testing during the 2014-15 school year. PUC, as an organization, has embarked on a comprehensive initiative to ensure that we prepare teachers to prepare students with the knowledge and skills they need to succeed in college and in their careers. In our transition to the CA CCSS, PUC has utilized some of the resources provided by Engage NY, the
official website for current materials and resources related to the New York State Education Department’s reform agenda and New York State Education Department (NYSED). Our focus has been on the six instructional shifts in ELA and Math. In addition, in the spring of 2013, a PUC school was part of the early adopters CA CCSS assessment pilot.

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

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

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

<table>
<thead>
<tr>
<th>CA CCSS Focus in English Language Arts/Literacy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balancing Informational and Literacy Text</td>
<td>There is a shift toward reading more rich, non-fiction texts in all grade levels across all disciplines. The balance between fiction and non-fiction ranges from 50%/50% in elementary to 30%/70% in High School.</td>
</tr>
<tr>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world through TEXT rather than the teacher or activities.</td>
</tr>
<tr>
<td>Staircase of Complexity</td>
<td>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.</td>
</tr>
<tr>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence based conversations about text.</td>
</tr>
<tr>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make and argument.</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td>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.</td>
</tr>
</tbody>
</table>

Current Practices Aligned to ELA/Literacy Shifts:
- 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. In addition, we are currently experimenting with the use of writing rubrics from the Smarter Balanced Assessment Consortium.

- To deepen the shared ownership of literacy development across the content areas, this year PUC added a literacy performance task to the suite of benchmark assessments students take. The tasks require students to read two or three complex texts and writing an argumentative essay in which they take a stand on the topic at hand and utilize evidence from the texts to substantiate their claims. In grade level teams, teachers analyze the students’ work to identify trends and next steps to increase students’ skills across the content areas.

- Content walls are utilized across the disciplines to provide a deep focus on meaningful language of the discipline. These walls include more than a list of words – they build a web of content information grounded in the language of the discipline. Students and teachers utilize these walls to make sense of text and integrate vocabulary into both their writing and academic discourse.

- PUC places a premium on speaking like a scholar (i.e., using academic discourse scaffolded by the content walls and discourse sentence stems) in our classrooms. Teachers hold students accountable to use complete sentences, appropriate discourse structure and academic vocabulary in both whole and small group instruction. Moreover, students develop the habit of supporting their assertions with evidence, which is more often than not textual evidence. In the spirit of healthy debate, students are encouraged to push their peers to substantiate counter arguments with evidence.

<table>
<thead>
<tr>
<th>CA CCSS Shifts in Mathematics</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1. Depth of focus</td>
<td>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.</td>
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<tr>
<td>2. Coherence</td>
<td>Teachers carefully connect learning within and across the grades so that students can build new understanding onto foundations build in previous years.</td>
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<tr>
<td>3. Fluency</td>
<td>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework for students to memorize, through repetition.</td>
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<tr>
<td>4. Deep Understanding</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 Shifts:**

- 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-assessments 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. This year, all PUC teachers have the opportunity to observe master teachers implement a FAL. In preparation for a full transition to the Common Core next year, the teachers are also all implementing a minimum of two Formative Assessment Lessons or similar performance tasks in their classrooms.

- PUC Math teachers utilize a process called a Math or Mad Minute, which is a timed skills drill conducted at the beginning of class. The teacher selects the underlying math skills/calculation students will need to build for the current unit and provide students with daily fluency practice. The teacher and students track their progress with these drills over time. This practice is an effective method to develop the procedural fluency required by the Standards for Mathematical Practice.

- PUC teachers provide Mental Math practice to develop procedural fluency, the efficient use of estimation, and strategies for calculating quickly.

- Mathematical Tools: PUC teachers give students practice with different representations and tools, such as algebra tiles, number lines, and graphs, to help students make sound decisions about when each of the tools might be helpful.

- All PUC teachers utilize the learning cycle (Accessing prior knowledge, extending prior knowledge, application and reflection) to organize instruction. By following this model, teachers limit direct instruction and provide structured and guided practice time prior to asking students to apply knowledge independently.

- To help students develop the modeling and representational skills required by the Standards for Mathematical Practice, PUC teachers provide students with rich, non-routine problems. Students must bring to bear all of the problem solving strategies in their toolkits (making charts, drawing pictures, creating formulas, guessing and checking, etc.) to solve the problems. They often have the opportunity to solve problems collaboratively, which gives them the opportunity to develop the ability to analyze problem solving approaches.

- Error analysis: PUC math teachers engage students in analyzing student errors. This practice helps students to uncover and correct misconceptions, use the language of the discipline to explain a problem solving process, and utilize procedural skill to solve problems accurately.
**Additional Support for the CCSS Full Implementation**

As part of our weekly leader meetings, we integrated an intensive focus on the CA CCSS so that all leaders have a firm understanding of the demand of the CA CCSS and new assessment system. In concert with our leader development, the messaging from our Common Core Pioneers will ensure all teachers have a clear understanding of the CA CCSS. We utilize three PUC-wide collaboration days yearly to convene teacher in content groups and provide intensive literacy training in alignment with the CA CCSS for all ELA, Social Studies, and Science teachers. Our math teams will focus on deep study of the new CA CCSS and CPM (College Preparatory Mathematics) program. In addition, the Regional Superintendents utilize an audit tool provided by the Lumicore Network to collaboratively assess the readiness of each of the school sites with respect to the instructional shifts demanded by the common core outlined above.

**Professional Development for Leaders**

- **Leader Course of Study**
  - Sessions at leader meetings approximately once per month on topics of greatest need;
  - additional sessions on 3 early-out Tuesdays, and at 3 PUC-wide PDs
  - Differentiated into small groups as needed
  - May include book or topic study requiring outside reading
  - Support from PD partners (including Black Belt and To Be Determined)

- **Walk-throughs and planning meetings with Common Core Lead at your school**
  - use of CA CCSS evidence guides
  - discussion of trends and brainstorming next steps together
  - possibly with partner principals who have similar focus

- **Monthly Common Core Connections in PUC newsletter**
  - Spotlight on best practices at PUC and other places
  - Recommended readings, videos, education conferences, and online resources
  - Updates on national and local CA CCSS and assessment issues

- **Common Core Pioneer Program**
  - Teacher leaders will support transition through facilitating PD, co-planning, co-teaching, coaching, or other method.
  - Common Core Lead, leader, and pioneer will meet in August or September to outline plan

- **Study Groups Focused on Shifts**
  - Optional; will meet approximately 2x/month (possibly online; TBD by groups)
  - Groups will investigate best practices, share resources, and co-plan PDs

**Professional Development for Teachers**

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

**Tools for Transitioning**
• PUC Text Set Building Resource: Lists sources of texts for use across the content areas
• Growth Guides updated with connections to Common Core
• Common Core Transition Resources: Excel workbook with tabs on each instructional shift, general resources, and beyond cognitive factors. Includes alignment to CRT Framework, PD resources, planning resources, ideas for family collaboration, and suggestions for resource allocation
• PUC Intranet folder with resources

Next Generation Science Standards

PUC Early College Academy for Leaders and Scholars provides professional development to teachers focusing on the implementation of the Next Generation Science Standards through a variety of ways.

Teachers engage in professional development focusing on the articulation of the 3 dimensions of NGSS and identification of key elements necessary for designing inquiry based units and lessons. Science content specific trainings and collaboration sessions take place throughout the school year supporting the development of "conceptual flows" in order to design NGSS units of instruction. Teachers are further developed to use the 5E Lesson Planning sequence that focuses on the 3 Dimensions of Next Generation Science Standards. Best practices are modeled allowing teachers to engage in a lesson experience and critique with a focus on integrating the 3 Dimensions of NGSS.

<table>
<thead>
<tr>
<th>Engage</th>
<th>These activities mentally engage the students with an event or question. Engagement activities help students make connections with what they know and can do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore</td>
<td>Students work with one another to explore ideas through hands-on activities. This exploration provides a set of common experiences for all learners. Under the guidance of the teacher, students begin to clarify their understanding of major concepts and skills.</td>
</tr>
<tr>
<td>Explain</td>
<td>Students construct explanations of the concepts and processes about which they are exploring and learning. Teachers clarify students’ understanding of concepts and help them develop skills.</td>
</tr>
<tr>
<td>Elaborate</td>
<td>These lessons challenge students to apply what they have learned to a new situation and to build on the students’ understanding of concepts in ways that extend their knowledge and skills.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Students assess their own knowledge, skills, and abilities. These lessons also allow teachers to evaluate students’ progress and inform instruction.</td>
</tr>
</tbody>
</table>

Leaders assist network-wide professional development targeting the development and coaching of NGSS practices, while identifying components of inquiry based teaching. Additionally, a science coach is focused on the specific development of NGSS and serves the teachers and leaders in supporting implementation of NGSS practices and providing resources. Additional professional development through the Teaching and Learning Science Collaborative and the NGSS Statewide Rollout Symposium was provided to teacher representatives and leaders. Curriculum material is designed by teachers and a text-book based approach is not implemented.
Rather, teachers are seen as "intellectual architects" who use a variety of resources to design inquiry based unit plans and lesson. Curriculum is additionally supplemented with tools such as Birdbrain, an online science reading based program that is leveled and differentiates texts that is aligned to state standards. Two annual benchmark assessments are implemented in the year anchored on multiple choice and constructed responses. Assessments are implemented and data is analyzed to measure progress in meeting the NGSS standards. Data analysis professional development days focus on analyzing data to determine mastery of standards and course of action to adjust curriculum and provide intervention.

**English Language Development Standards**

PUC Early College Academy for Leaders and Scholars specifically addresses the needs of English Language Learners through ongoing professional development. PUC Early College Academy for Leaders and Scholars analyzes EL data through our district wide benchmarks and specifically through CELDT assessment. A specific focus on meeting the needs of EL students is addressed through EL recipe cards for each individual EL student, identifying areas of strength and growth in reading, writing, speaking, and listening. Assessment data results and EL recipe cards determine focus areas and implementation of support strategies to meet the standards. Strategies implemented are differentiated based on the students’ areas of need. Organization-wide professional development targeted at meeting the needs of EL students focuses on deconstructing the ELD standards and integrating strategies into lesson planning as key focus areas. Professional development include organization-wide implementation of EL strategies such as:

**SDAIE Strategies (Specially Designed Academic Instruction for English)**

- **Metacognitive Development:** Providing students with skills and vocabulary to talk about their learning (Examples: self assessments, note taking and studying techniques, and vocabulary assignments).
- **Bridging:** Building on previous knowledge and establishing a link between the students and the material (Examples: think-pair-share, quick-writes, and anticipatory charts).
- **Schema-Building:** Helping students see the relationships between various concepts (Examples: compare and contrast, jigsaw learning, peer teaching, and projects).
- **Contextualization:** Familiarizes unknown concepts through direct experience (Examples: demonstrations, media, manipulatives, repetition, and local opportunities).
- **Text Representation:** Inviting students to extend their understandings of text and apply them in a new way (Examples: student created drawings, posters, videos, and games).
- **Modeling:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

See more at: [http://www.supportrealteachers.org/strategies-for-english-language-learners.html#sthash.aPInqWtN.dpuf](http://www.supportrealteachers.org/strategies-for-english-language-learners.html#sthash.aPInqWtN.dpuf)

**Instructional Strategies**

- Slow down speech and use shorter sentences, present tense of words, synonyms, examples, gestures, and demonstrations. Also avoid expressions or sayings that are only common in the United States.
• Use think-alouds and think-pair-shares when asking questions, and don't forget to give students enough time to process the question.
• Use bilingual handouts and cue lists.
• Use metaphors and imagery for cues.- See more at: http://www.supportrealteachers.org/strategies-for-english-language-learners.html#sthash.aPInqWtN.dpuf

Additional Content-based Strategies

• **Reading Strategy**- “Monitoring the Inner Conversation” from *Strategies that Work*, by Stephanie Harvey and Anne Goudvis
• **Writing Strategy**- “Written Conversation” from *Lessons for Literature Circles* by Harvey Daniels
• **Speaking/Listening Strategy**- “Talk Science Primer” by Sarah Micheals and Cathy O’Connor
• **Connecting the frameworks:**
  • “Biliteracy, Empowerment and Transformative Education” by Jim Cummins
  • “Views on Reading: Sociolinguistic Theory” from *Essential Linguistics* by Freeman

Ongoing implementation of specific SDAIE strategies that will be utilized in instructing ELL students include but are not limited to the following:

• Cooperative learning activities in all content areas
• Oral presentations in all content areas
• Directions given through multiple forms (visual, auditory, exemplars) and repeated as necessary
• Visuals and realia to support text based activities
• Use of manipulatives and hands on experiences
• Explanations accompanying use of idioms
• Limited teacher-centered lectures
• Use of graphic organizers in all content areas
• Use of multi-media
• Teacher previews and review academic vocabulary
• Assessments modified as needed to support language gaps
• Use of gestures and facial expressions
• Informal writing about the content

To further differentiate and meet the needs of English Language Learners, the online curriculum tool, Achieve 3000, is used to support EL students providing a Meta Metrics Lexile- leveled approach targeting vocabulary, language, reading comprehension, and writing anchored on the ELD standards. Achieve EL provides differentiated tools including native language supports, Spanish, dual language, and Spanish only tools. Additionally, the ELD Coordinator provides organization-wide and school-site specific professional development aimed at providing specific implementation support, coaching, and accessing of EL resources that support mastery of Common Core standards.
1.15 Development of Technology-Related Skills

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

As a result, technology use at PUC Early College Academy for Leaders and Scholars shall be guided by the following principles:

- The use of technology at PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 the computer as an effective instructional tool for preparing materials and presenting lessons.
• Teachers will be the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.

1.16 Academic Calendar

PUC Early College Academy for Leaders and Scholars will adopt at least a 176-day instructional calendar divided into trimesters. Teachers and selected staff will be required to participate in 5 - 20 additional days during the summer to prepare for the upcoming school year in addition to 10 professional development days during the year.
### 1.17 Daily Schedules

**PUC eCALS Regular Day (Monday/Wednesday) Sample (Total Daily Instructional Minutes: 400 min.)**

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<td>Govt./Econ. 12</td>
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### PUC Early College Academy for Leaders and Scholars

#### Planning

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#### PUC eCALS Block Schedule (Thursday/Friday) Sample (Total Daily Instructional Minutes: 400 min.)

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<thead>
<tr>
<th>Period I/Period 4 (8:00-9:45)</th>
<th>Period 2/Period 5 (9:05-11:55)</th>
<th>Period 3/Period 6 (12:25-2:15)</th>
<th>PCE (Advisory) (2:15-3:30)</th>
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#### PUC eCALS Early Release Day (Tuesday) Sample (Total Daily Instructional Minutes: 310 min.)

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**PUC eCALS: Block Schedule for May Reflection Days (M, T, W, Th) Sample** (Total Daily Instructional Minutes: 230 min.)

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## PUC eCALS Super Minimum (M, T, W, Th) Sample (Total Daily Instructional Minutes: 265 min.)

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### 1.19 Teacher Recruitment

PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will actively help to promote the curricular philosophy, instructional program, and the school community’s guiding principles.
PUC Early College Academy for Leaders and Scholars will select its own 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. To best meet families’ needs and the school’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

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

- National and regional websites specializing in education such as teacher.jobs, Idealist.org, careerjet.com, indeed.com and careerbuilder.com.
- Attending the regional college education fairs.
- Advertising via LinkedIn, 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 Early College Academy for Leaders and Scholars will follow the process below when hiring teachers:

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

RETAINING HIGH QUALITY TEACHERS

As described above, PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will provide teachers with ample opportunities for high quality professional development. Teachers will receive training prior to the start of the school year through the New Teacher Training Lab in the summer and also school site specific professional development. In addition, teachers will participate in job-embedded professional development on a regular basis. Specifically, students will be dismissed early on Wednesdays and teachers will participate in weekly staff meetings, professional development, and grade level team meetings.

• **Collaborative environment**: A collaborative learning community values the varied strengths of every member. We intend to develop our teaching faculty into a supportive community that values and extends their talent. They will work together to plan units, solicit feedback on lessons, and share instructional techniques. They will also celebrate successes and, together, work their way through challenges, while encouraging each other to grow as teachers and leaders. School leaders will support and reward their collaboration.

• **Professional work environment**: PUC Early College Academy for Leaders and Scholars will create an environment that is professional and collegial. Central to this will be creating and maintaining 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, PUC Early College Academy for Leaders and Scholars will conduct a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. Leadership will utilize the results to make adjustments as necessary.

1.20 Professional Development
PUC Early College Academy for Leaders and Scholars believes that professional development is the cornerstone for educational equity and academic achievement for all students. At PUC Early College Academy for Leaders and Scholars, 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).

Schools in the PUC network are currently partnering with schools from three other high-performing CMO networks that share the deep commitment to college success for all students. The College Ready Promise (TCRP) coalition schools are implementing 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.

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

At the core of our Teacher Development System is the belief that teachers matter and that every child not only deserves a highly effective teacher every day but requires it in order to reverse the achievement gap and achieve our 3 Commitments. All teachers are supported to become highly effective. We define highly effective as the ability of 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!

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.

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)

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

### 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

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

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

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

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

- **Site Specific Professional Development (Minimum Days):** The school will engage in PD during minimum days based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Regional Superintendent, and PUC Instructional Team members.
- **Site Specific Professional Development (Full Days):** The school will engage in full day PD based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Regional Superintendent, and PUC Instructional Team members.
  - Five site specific PD days during the summer (increased to 10 for first year of operation)
  - 6 days during the school year
    - Two Design Your Own (DYO) professional development days (early release) where teachers focus on their professional growth goals. Teachers have the option
PUC Early College Academy for Leaders and Scholars

to; visit other PUC schools, or non-PUC schools, to observe their peers; conduct research; work on their goals with a team of peers.
  o A staff retreat focused on the mission, vision and values of the school.
  o Two days focused on data analysis after PUC-Wide Benchmark Assessments
  o A site specific PD based on need and data.

• PUC-Wide Professional Development (Full Days)
  o Summer Institute: New teachers attend a one to two week learning lab that combines theory and practice. The objectives of this lab include:
    − Articulate how the College-Ready Teaching Framework defines Powerful Teaching and Learning in a PUC School;
    − Articulate how relationships, routines, rituals, and artifacts provide the foundation for effective classroom management;
    − Observe powerful teaching and learning in action in the Lab Classrooms;
    − Design and receive feedback on a learning experience using the learning cycle and integrating other common instructional practices as applicable.
    − Describe the PUC Inclusion philosophy
    − Describe how to leverage the Clinical Counseling Program to support the success of PUC students; and
    − Review IT basics at PUC.
  o A PUC-Wide Kick Off to celebrate the start of every school year.
  o Two PUC-Wide PD’s focused on initiatives across the organization (for at least school years 2014-15 and 2015-16 these days will be focused on the CA Common Core State Standards)
  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 one time per week for a minimum of 1 hour. These meetings occur during minimum days when students are released approximately 2.5 hours earlier than usual. The purpose for these meetings is to reinforce teacher collaboration, build teacher leaders, and best meet the needs of students. Each teacher is a member of a grade-level team, or group of teachers who all teach the same grade of students. Within these grade-level teams, we focus on one indicator from the CRT Framework per month and go through a series of discussions, reciprocal peer observations, and best-practice shares that drive forward teacher growth and development. We pick apart the language that describes level 3 effective teaching and brainstorm and share techniques for improving our practice to reach this specific level The agenda for these meetings include specific non-negotiable and school / grade level team specifics that are added as needed by the school / grade level. The non-negotiables include: student praise, students of concern and interventions, sharing of content / current and upcoming focus and collaboration, and inclusion.

• Weekly meetings of the whole staff: Weekly whole staff meeting provides time for necessary communication and whole staff discussion. The time ranges from 20 minutes to 1 hour and may be used to address school needs based on data (e.g., EL strategies, as well as those who receive special education and related services, 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 Early College Academy for Leaders and Scholars teachers receive direct instructional support from the site administrator(s) through coaching and side-by-side collaboration. The side-by-side collaboration includes co-planning of lessons, observation of peers focused on specific standards in the teacher framework, and co-teaching. We believe it is not enough to talk about instructional practices; it is imperative that leaders and teachers engage in the creation, refinement, and implementation of effective instructional practices.

- Analysis of student work: Teachers will be trained in the analysis of student data. They will become experts at conducting data analysis through ongoing analysis of network-wide assessments and the creation and analysis of their own internal assessments in Illuminate. Assessment is one achievement data point; other important data points for achievement analysis are grades and anecdotal teacher evidence. Through data analysis teachers will:
  - share and innovate based on results
  - adjust intervention strategies and students in need of intervention
  - link results back to practice through reflection
  - refine their scope & sequence, instructional strategies

- Web-Based Professional Development: PUC has a wealth of materials (documents such as lesson plans, assessments, graphic organizers, etc., as well as videotapes) aligned to the College Ready Teaching Framework. All teachers will have access to these resources through the PUC Intranet and BloomBoard

1.21 Meeting the Needs of English Learners

PUC Early College Academy for Leaders and Scholars intends 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 Early College Academy for Leaders and Scholars 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, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. PUC Early College Academy for Leaders and Scholars will implement policies to assure proper evaluation and communication regarding EL students and the rights of students and parents.

ELs and Reclassified Fluent English Proficient students who have yet to achieve proficiency for three years in the English section of the California Standardized Test are identified for intervention that will vary and be targeted for the individual.
IDENTIFICATION

In the event that a student enters PUC Early College Academy for Leaders and Scholars without records and/or prior assessment, a home language survey will be completed upon enrollment via the enrollment form. If parents indicate that a student speaks a language other than English, students with no previous experience in LAUSD schools will be administered CELDT to determine their English proficiency.

Students whose home language or native language is identified as a language other than English on the Home Language Survey will participate in a formal interview in their native language (when possible) and English. Should the school find that the student speaks a language other than English and little or no English, the school will investigate to determine whether the student has taken the CELDT at a previous school. If the student has already taken the assessment, PUC Early College Academy for Leaders and Scholars will research the student’s California English Language Development Test (CELDT) achievement test scores to determine progress toward English proficiency and to plan instructional support. If a student has not taken the CELDT, PUC Early College Academy for Leaders and Scholars will administer the initial assessment and determine instructional support.

Finally, PUC Early College Academy for Leaders and Scholars will ensure that EL students will not be classified as special education students solely on the basis of limited English proficiency by providing culturally and linguistically sensitive assessment and instructional methods. The students will be engaged in a cooperative classroom where language learning is enhanced by the use of peers as co-teachers. Peer interactions in these ways encourage not only social benefits but also academic achievement – lowers affect and encourages academic discourse:

- Interacting with others to clarify a confusing point
- Participating in group discussions
- Participating in cooperative learning groups to solve a problem (Making Content Comprehensible for English Learners: The SIOP® Model by Echevarria, Vogt, & Short—2008 Pearson Education, Inc.).

APPROACH TO MEETING NEEDS OF ELs and SUPPORTING RESEARCH

In a standards-based curriculum, all students — particularly ELs— face demanding academic and cognitive requirements across content areas and grade levels. To fully and successfully participate in school, ELs must simultaneously acquire English language proficiency (ELP) and achieve high levels of academic success across content areas. In fact, two kinds of language proficiency are necessary for school success: the social and intercultural competence of using English in the classroom, and the academic language necessary to access the content areas such as English language arts, mathematics, science, and social studies. The PUC Early College Academy for Leaders and Scholars instructional program will be presented in English with provision to ensure comprehension for ELs and development of English Language Development
(ELD). The instructional program at PUC Early College Academy for Leaders and Scholars is designed to promote language acquisition, oral language development and enriched learning opportunities for all students in the following manner:

- Students will interact through cooperative learning activities in all content areas.
- Students will make oral presentations in all content areas.
- Students will collaborate for group performances and reports.
- Additional EL tutoring will be made available in the extended day program.
- English learners will be mainstreamed with fluent English proficient students and bilingual students.
- English learners will be provided with primary language support from bilingual staff as needed in order to ensure academic content comprehension.
- Teachers will utilize Specially Designed Academic Instruction in English (SDAIE) techniques.

Curriculum will be presented to English learners at beginning ELD levels in English utilizing The Sheltered Instruction Observation Protocol (SIOP) Model, a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. The instructional strategies connected to SIOP will be SDAIE techniques. The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project-based learning theories, and special education approaches.

The following research supports our use of SDAIE:

- Specially designed academic instruction in the content areas of the curriculum in the second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language (Krashen, 1985).
• The theoretical model indicates that language and content can be developed together if teachers use the needed techniques to make the input comprehensible (Freeman, & Freeman, 1995).

• SDAIE is defined as the teaching of grade-level subject matter in English specifically designed for speakers of other languages. This approach applies to all aspects of instruction, including planning, classroom management, lesson delivery, and assessment. It is most appropriate for students who have reached an appropriate level of proficiency in English (speaking, comprehension, reading and writing) and who possess basic literacy skills in their own language (California Dept. of Education, 1993, 2009).

• Studies have shown that SDAIE teaching results in both subject matter learning as well as impressive amounts of language acquisition (Crawford, A.N., 2005; Edwards, 1984; Lafayette & Buscaglia, 1985).

Native language support will be provided as needed in all content areas by bilingual staff and volunteers in order to ensure comprehension of instructional input. ELD Level I (Emerging) students will be provided ESL instruction during the instructional day, Level II (Expanding) and Level III (Bridging) students will receive instruction during the instructional day as needed. Instruction to be provided by the grade level team in collaboration with the English Language Arts teacher. Level I – III students will also be offered additional ELD learning opportunities and ELD tutoring instruction during the extended day program, also provided by the grade level team. Teachers will use supplemental resources for ELD such as Connect, “a fun, 4-level, multi-skills course especially written and designed for young adolescents.” Students at ELD levels I - III will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. School wide application of differentiated instruction will be adjusted to consider the EL student’s level of English proficiency and prior educational experiences to address cultural and linguistic backgrounds/differences.
Finally, staff will promote language learning at home with ongoing communication with parents and/or guardians. For example: staff will send books home so students may read to family members, follow up activities will be sent home for completion, and student made games (such as Memory) will be sent home for students to engage with parents. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT.

- Participation of the pupil’s classroom teachers and other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The English Language Development Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

**STUDENT PROGRESS MONITORING**

The CELDT will be administered, in grades 9-12 every fall to all students who are identified as ELs and who have not officially reclassified. 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 Early College Academy for Leaders and Scholars 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 CELDT 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 progress of reclassified (RFEP) students.
- Monitoring the progress and supports for Long-Term English Learners (LTELs).
- 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 reclassification 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 CELDT annual progress, SBAC scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The administrator/designee will coordinate the monitoring and meeting of the LAT. All LTEL students will be monitored at the end of each reporting period. If a student is not making satisfactory progress, the LAT will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support specific to the needs of the LTEL student.

### 1.22 Meeting the Needs of Gifted Students

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

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

PUC Early College Academy for Leaders and Scholars teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. Differentiation strategies modify what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using different dimensions of depth and complexity in all lesson plans. Differentiation will also be facilitated through flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability. 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. In addition, teachers will offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers will use advanced learning opportunities that allows students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly
than others. Lastly, PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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

The same progress monitoring and enrichment/intervention process will be used for this subgroup as any other subgroup at the school.

1.23 Meeting the Needs of Students Achieving Below Grade Level

The PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 15 year experience with our current PUC schools located in the NE San Fernando Valley and Northeast Los Angeles, PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will adhere to all legal requirements and mandates under the No Child Left Behind Act, and will maintain compliance with the Response to Intervention (RtI) model guidelines. PUC Early College Academy for
Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will continue to enroll students who have not yet been identified as having a special need. Accordingly, PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will implement a three-tiered early prevention system model. PUC Early College Academy for Leaders and Scholars will implement the PUC Pyramid of Intervention model that has proven to be successful and includes PUC’s Family Support Team (FST) model. PUC Early College Academy for Leaders and Scholars uses the term FST to emphasize the collaborative aspects of the team, and the fact that it is not only the student, but also the family, that needs support. The FST is a positive school-wide identification and intervention process.
The PUC Family Support Team (FST) is what many other schools call a Student Support Team or Student Study Team (SST). PUC uses the term FST to emphasize the collaborative aspects of the team, and the fact that it is the family that needs support, not only the student. The Family Support Team is a positive school-wide early identification and early intervention process. The FST provides both academic and behavioral intervention. Working as a team, the student, parent/guardian, teachers, school administrator, and other appropriate school personnel identify the student's strengths and assets, upon which an improvement plan for school success can be designed. Concerns are seen as obstacles to student success and not descriptors of the student or his character. As a regular school process, the FST intervenes with school and community support and designs a practical improvement plan that all team members (school, student, parent/guardians) agree to follow. Follow-up meetings are planned to provide a continuous casework management strategy to maximize the student's achievement and school experience. The Pyramid of Intervention on the following page illustrates PUC Early College Academy for Leaders and Scholars’s multi-level approach to academic interventions and supporting the needs of struggling students.
TIER 1
Tier 1, as presented in the bottom portion of the pyramid above, will be implemented within the general education classroom. These early prevention strategies have proven to consistently support approximately 80% of the student population. Tier 1 interventions include the following:

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Elements</th>
<th>Staff Involved</th>
<th>Family Support Team (FST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whole Class Grouping Screening Measures: 3x/year Frequency: per school schedule Duration: School year</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
</tbody>
</table>

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
PUC Early College Academy for Leaders and Scholars

- 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.

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

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

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

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

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

AT-RISK

PUC Early College Academy for Leaders and Scholars is hesitant to compartmentalize its approach specific to serving designated populations given the collaborative nature of its model. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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
PUC Early College Academy for Leaders and Scholars

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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars’s vision of high expectations will drive curricular decisions, as research provides “compelling evidence that when children of color are given a challenging academic curriculum and supported by high expectations, they can and do achieve at high levels” (Education Trust. (2006). *Yes We Can: Telling Truths and Dispelling Myths about Race and Education in America*. Washington, DC: Author.). PUC Early College Academy for Leaders and Scholars will work tirelessly toward its goal of moving each student over the high bar.

STRONG STAFF AND FACULTY

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

CLASSROOM MODIFICATIONS AND INSTRUCTIONAL METHODS

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

ACADEMIC

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

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

BEHAVIORAL AND SOCIAL

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

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

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

ORGANIZATION

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

ATTENTION

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

MISCELLANEOUS

• Set reasonable goals and expectations

1.24 Meeting the Needs of Socio-Economically Disadvantaged Students

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

• **Financial Resources:** If a student does not have the financial resources for specific materials such as mandatory uniforms, the school will provide them.
• **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.

**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 Early College Academy for Leaders and Scholars model demands professional development (PD), value added collaboration and ongoing supervision. PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars 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.)

1.25 Meeting the Needs of Students with Disabilities

PUC Early College Academy for Leaders and Scholars has and will continue to participate in the Option 3 SELPA. As previously stated, PUC Early College Academy for Leaders and Scholars is focused on meeting the needs of each learner in the classroom. Students with IEPs and 504 Plans are fully included in the general education classroom. Teachers accommodate lessons by providing inclusion students with guided notes, preferential seating in the classroom, and accommodated exams. Both visual and auditory aids are provided in the classroom, and multi-layered strategies that meet the auditory, kinesthetic, and socio-emotional needs as detailed in the Individual Educational Plans (IEP) are provided. Additionally, individual bi-weekly meetings with the inclusion specialist allow our staff to efficiently co-teach and co-plan lessons and assessments directly with the teachers to ensure that differentiation is embedded into the classroom structure, curriculum and environment.

All special education teachers and/or contractors will collaborate with students’ classroom instructors to fully implement each IEP. To ensure that general education and special education teachers are able to collaborate on a consistent basis, they will participate in weekly planning sessions. The school schedule has been built to allow general education and special education teachers one block of time per week to collaborate. In addition, all staff members will participate in professional development during minimum days once a week. During this time, collaborative planning and general collaboration focused on the needs of students who receive special education services may also occur. In addition, general education teachers will share their lesson plans with special education teachers, with ample time for special education teachers to provide feedback and input.

A priority at PUC Early College Academy for Leaders and Scholars is supporting teachers as they refine their teaching craft. PUC Early College Academy for Leaders and Scholars staff shall participate in training relating to special education by PUC Early College Academy for Leaders and Scholars and/or PUC National Instructional team members. Prior to the start of the school year, PUC Early College Academy for Leaders and Scholars will provide training on various
topics regarding provision of services and interventions for students who receive special education services to all teachers during a Summer Institute. Specifically, teachers will receive training on implementing IEPs, the process for identifying students and referring students, the Family Support Team, and the RtI process, among others. Additionally, at the beginning of the year, general education teachers and special education teachers will meet to discuss student IEPs. Throughout the course of the year (on at least three occasions), professional development will be provided to all teachers on various special education topics. The school leader, with the input of staff who serves students with special needs will identify potential issues on which to provide development and will provide professional development accordingly.

1.26 Students in Other Subgroups

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

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

1.27 Typical Day

In a typical PUC Early College Academy for Leaders and Scholars day, school begins at 8:00 am, and students begin their day with breakfast in the classroom. During this time the teacher may show CNN student news or choose to have a light discussion on current events. This a time for students to know about worldly events and engage in conversations that relate to real-world experiences.

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

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

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 Early College Academy for Leaders and Scholars 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 schools values.
ELEMENT 2 – MEASURABLE STUDENT OUTCOMES AND ELEMENT 3- METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

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 Measureable Goals

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing PUC Early College Academy for Leaders and Scholars’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

**Local Control Accountability Plan (“LCAP”)**
Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, PUC Early College Academy for Leaders and Scholars has separated out the state priorities into “sub-priorities” as noted in Figure 1.9 in Element I in Section 1.10.

2.2 Summative Assessment Performance Targets

Below is a chart “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 adopted by the PUC LA Board of Directors (July 1, 2014).

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 Figure 2.1 below.

<table>
<thead>
<tr>
<th>Figure 2.1 STATE Priority #1: Basic Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priorities</td>
</tr>
<tr>
<td>Sub-Priority A – Teachers: To be measured by initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.</td>
</tr>
<tr>
<td>Applicable Student Groups: All</td>
</tr>
<tr>
<td>Baseline Data: 100% (2014-15).</td>
</tr>
<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
</tr>
<tr>
<td>Teachers required to hold a credential will hold a valid CA Teaching</td>
</tr>
</tbody>
</table>
Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.

Sub-Priority B - Instructional Materials: To be measured by Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials.

Applicable Student Groups: All

Baseline Data: 100% (2014-15).

Grade Levels to be Served: 9th-12th Grade

| Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. | 100% | 100% | 100% | 100% | 100% |

Sub-Priority C – Facilities: To be measured by monthly site inspection documents prepared by Director of Operations and site administrator; Annual Facility Inspection Reports.

Applicable Student Groups: All

Baseline Data: Not Available

Grade Levels to be Served: 9th-12th Grade

| Maintain a clean and safe school facility. (see annual LCAP for details) | 90% / 90% / 100% | 90% / 90% / 100% | 90% / 90% / 100% | 90% / 90% / 100% | 90% / 90% / 100% |

STATE PRIORITY #2: Implementation of CA Common Core State Standards

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
</table>

Sub-Priority A – CA CCSS Implementation: To be measured by professional development calendar and agenda’s will serve as evidence of participation by teachers in professional development activities.

Applicable Student Groups: All

Baseline Data: 100% (2014-2015)

Grade Levels to be Served: 9th-12th Grade

| Teachers will participate in annual professional development on the implementation of CA | 100% | 100% | 100% | 100% | 100% |
### STATE PRIORITY #3: Parental Involvement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
</table>

| Applicable Student Groups: All |
| Baseline Data: Minimum 2 Parents on SAC. |

| Grade Levels to be Served: 9th-12th Grade |
| Maintain parent representation on the Site Advisory Council (SAC) (See LCAP for Details). | 2 members | 2 members | 2 members | 2 members | 2 members |

| Sub-Priority B – Promoting Parent Participation To be measured by school calendar; Family Meeting agenda’s, sign-in sheets) |
| Applicable Student Groups: All |
| Baseline Data: 6 Family Meetings |

| Grade Levels to be Served: 9th-12th Grade |
| Conduct at minimum of six Family Meetings per year July – June; to include at minimum two Student Led Conferences (SLC’s). | 6 Family Meetings Annually | 6 Family Meetings Annually | 6 Family Meetings Annually | 6 Family Meetings Annually | 6 Family Meetings Annually |

### STATE PRIORITY #4: Student Achievement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority B - EL Students &amp; Academic Content Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster.</td>
<td>2016-2017</td>
</tr>
</tbody>
</table>

| Applicable Student Groups: All |
| Baseline Data: 100% (2014-2015) |

<p>| Grade Levels to be Served: 9th-12th Grade |
| All EL students will gain academic content knowledge through the implementation of the CA CCSS and ELD Standards. | 100% | 100% | 100% | 100% | 100% |</p>
<table>
<thead>
<tr>
<th>Sub-Priority</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – CAASPP ELA / Literacy and Mathematics: To be measured by CAASPP state reports.</td>
<td><strong>TBD</strong></td>
</tr>
<tr>
<td>Applicable Student Groups: All</td>
<td></td>
</tr>
<tr>
<td>Baseline Data: Not available</td>
<td></td>
</tr>
<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
<td></td>
</tr>
<tr>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local middle schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.</td>
<td><strong>TBD</strong></td>
</tr>
</tbody>
</table>

| Sub-Priority B – API: To be measured by CAASPP state reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education. | **TBD**  |
| Applicable Student Groups: All | |
| Baseline Data: 724 API (2012-2013) | |
| Grade Levels to be Served: 9th-12th Grade | |
| School will meet the annual API Growth Targets, or equivalent, as mandated by the CA State Board of Education. | 800 810 820 830 840 |

| Sub-Priority C – College and Career Ready: To be measured by Lexile reports by grade level. | **TBD**  |
| Applicable Student Groups: All | |
| Baseline Data: No Data | |
| Grade Levels to be Served: 9th-12th Grade | |
| Students are on track to be college and career ready. (See Yearly LCAP for Details.) | 75% at grade level or equivalent 80% at grade level or equivalent 85% at grade level or equivalent 90% at grade level or equivalent 95% at grade level or equivalent |

| Sub-Priority D – EL Progress: To be measured by CELDT/ELPAC Score Reports. | **TBD**  |
| Applicable Student Groups: All | |
| Baseline Data: 63% 2014-2015 | |
Grade Levels to be Served: 9th-12th Grade

EL students will advance at least one performance level per the CELDT/ELPAC each academic year. (See LCAP for details.)

<table>
<thead>
<tr>
<th>Percentage of EL students reclassified as Fluent English Proficient annually will be higher than the District average.</th>
<th>Higher than the District average</th>
<th>Higher than the District average</th>
<th>Higher than the District average</th>
<th>Higher than the District average</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% EL students will advance 1 level</td>
<td>77% EL students will advance 1 level</td>
<td>79% EL students will advance 1 level</td>
<td>81% EL students will advance 1 level</td>
<td>83% EL students will advance 1 level</td>
</tr>
</tbody>
</table>

Sub-Priority E – EL Reclassification Rates: to be measured by CELDT/ELPAC results; school reclassification documents and reports or equivalent as determined by the California Department of Education’s DataQuest.

Applicable Student Groups: All

Baseline Data: 6.2 (As reported on Dataquest 2014-2015)

Grade Levels to be Served: 9th-12th Grade

Sub-Priority F – AP Exam Rates

Applicable Student Groups: All

Baseline Data: (2012-13) 60% of students who took an AP exam achieved a score ≥ 3

Grade Levels to be Served: 9th-12th Grade

<table>
<thead>
<tr>
<th>Percentage of Advanced Placement (AP) students scoring a 3 or higher</th>
<th>≥ 60% of students will score ≥ 3 on AP exam</th>
<th>≥ 60% of students will score ≥ 3 on AP exam</th>
<th>≥ 60% of students will score ≥ 3 on AP exam</th>
<th>≥ 60% of students will score ≥ 3 on AP exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 60% of students scoring a 3 or higher</td>
<td>≥ 60% of students scoring a 3 or higher</td>
<td>≥ 60% of students scoring a 3 or higher</td>
<td>≥ 60% of students scoring a 3 or higher</td>
<td>≥ 60% of students scoring a 3 or higher</td>
</tr>
</tbody>
</table>

Sub-Priority G – College Preparedness / EAP

Applicable Student Groups: All

Baseline Data: 53% of 11th graders who took both ELA & Math EAP - Conditionally Ready or College Ready in both ELA & Math (2012-13)

Grade Levels to be Served: 11th Grade

11th grade students will either be conditionally ready or college ready as per the EAP English and Math exams

<table>
<thead>
<tr>
<th>11th grade students will either be conditionally ready or college ready as per the EAP English and Math exams</th>
<th>≥ 50% of students will achieve a status of Condition</th>
<th>≥ 50% of students will achieve a status of Condition</th>
<th>≥ 50% of students will achieve a status of Condition</th>
<th>≥ 50% of students will achieve a status of Condition</th>
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<tr>
<td>≥ 50% of students will achieve a status of Condition</td>
<td>≥ 50% of students will achieve a status of Condition</td>
<td>≥ 50% of students will achieve a status of Condition</td>
<td>≥ 50% of students will achieve a status of Condition</td>
<td>≥ 50% of students will achieve a status of Condition</td>
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<tr>
<td>STATE PRIORITY #5: Student Engagement</td>
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<tr>
<td><strong>Priorities</strong></td>
<td><strong>Outcomes</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sub-Priority A – Student Attendance Rates: To be measured by Monthly, Quarterly, and Annual ADA reports from our SIS.</td>
<td></td>
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<tr>
<td>Applicable Student Groups: All</td>
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<tr>
<td>Baseline Data: 93.41% (2013-2014)</td>
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<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
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<tr>
<td>School will maintain a high ADA rate.</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Sub-Priority B – Student Absenteeism Rates: to be measured by monthly and annual absence reports from our SIS. (See Sub-Priority B from LCAP)</td>
<td></td>
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<tr>
<td>Applicable Student Groups: All</td>
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<tr>
<td>Baseline Data: 34.64% of the population had &lt;3 (unexcused absences) in 2014-2015</td>
<td></td>
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<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will have a minimum of unexcused absences in any school year.</td>
<td>90% &lt; 3</td>
<td>92% &lt; 3</td>
<td>94% &lt; 3</td>
<td>96% &lt; 3</td>
</tr>
<tr>
<td>Sub-Priority C – Middle School Drop Out Rate: to be measured by Student re-enrollment documentation as verified by our student information system and CALPADS.</td>
<td></td>
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<td></td>
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<tr>
<td>Not Applicable</td>
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<tr>
<td>Sub-Priority D – High School Drop Out Rates</td>
<td></td>
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<tr>
<td>Applicable Student Groups: All</td>
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<tr>
<td>Baseline Data: &lt;1% Dropout Rate (2012-2013)</td>
<td></td>
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<td></td>
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<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
<td></td>
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<tr>
<td>School will retain and promote 9th-12th grade students. (See LCAP for details.)</td>
<td></td>
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<tr>
<td>90% - 9th-12th grade students return</td>
<td>90% - 9th-12th grade students return</td>
<td>90% - 9th-12th grade students return</td>
<td>90% - 9th-12th grade students return</td>
<td>90% - 9th-12th grade students return</td>
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<tr>
<td>Sub-Priority E – High School Graduation Rates</td>
<td></td>
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<tr>
<td>Priorities</td>
<td>Outcomes</td>
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<tr>
<td>Sub-Priority A – Pupil Suspension Rates: to be measured by annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report.</td>
<td></td>
<td></td>
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<tr>
<td>Applicable Student Groups: All</td>
<td></td>
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<tr>
<td>Baseline Data: 2.9% (2013-2014)</td>
<td></td>
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<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School will maintain a low annual suspension rate.</td>
<td>≤ 5%</td>
<td>≤ 4%</td>
<td>≤ 3%</td>
<td>≤ 2%</td>
</tr>
<tr>
<td>Sub-Priority B – Pupil Expulsion Rates: to be measured by annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Applicable Student Groups: All</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Baseline Data: .9% (2012-2013)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School will maintain a low annual expulsion rate.</td>
<td>≤ 1%</td>
<td>≤ 1%</td>
<td>≤ 1%</td>
<td>≤ 1%</td>
</tr>
<tr>
<td>Sub-Priority C (Other) School Connectedness: – to be measured by survey reports.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Applicable Student Groups: All</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
<td></td>
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<tr>
<td>Students, parents and teachers will feel a sense of community and connectedness.</td>
<td>3.5-5.0 approval rating</td>
<td>3.5-5.0 approval rating</td>
<td>3.5-5.0 approval rating</td>
<td>3.5-5.0 approval rating</td>
</tr>
<tr>
<td>STATE PRIORITY #7: Course Access</td>
<td></td>
<td></td>
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<tr>
<td>Priority</td>
<td>Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Applicable Student Groups: All

### Baseline Data: 100% Access

### Grade Levels to be Served: 9th-12th Grade

Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter.

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<tbody>
<tr>
<td></td>
<td>100%</td>
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</tbody>
</table>

### STATE PRIORITY #8: Student Performance

#### Sub-Priority A – Internal Assessment: to be measured by PUC Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards.

<table>
<thead>
<tr>
<th></th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Internal Assessment:</td>
<td></td>
</tr>
<tr>
<td>Applicable Student Groups: All</td>
<td></td>
</tr>
<tr>
<td>Baseline Data: In the past, PUC students show, on average, growth of 15 to 25 percent of questions answered correctly, from Pre to B1, Pre to B2, and Pre to Post. Overall, we expect between 5 and 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA State Standards and delivery methods).</td>
<td></td>
</tr>
<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
<td></td>
</tr>
<tr>
<td>Students demonstrate expected growth from Pre to B1, Pre to B2, and Pre to Post.</td>
<td>85% achieve expected growth</td>
</tr>
<tr>
<td>Sub-Priority B – to be measured by CAASPP Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.</td>
<td></td>
</tr>
<tr>
<td>Applicable Student Groups: All</td>
<td></td>
</tr>
<tr>
<td>Baseline Data: No Data</td>
<td></td>
</tr>
<tr>
<td>Grade Levels to be Served: 9th-12th Grade</td>
<td></td>
</tr>
<tr>
<td>Students demonstrate expected growth and achievement on CAASPP.</td>
<td>85% achieve expected growth to match state targets</td>
</tr>
</tbody>
</table>
Sub-Priority C – Social Responsibility: to be measured by survey reports and community service logs.

Applicable Student Groups: All

Baseline Data: 86.55% Student Completion Rate (2014-2015)

<table>
<thead>
<tr>
<th>Grade Levels to be Served: 9th-12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will demonstrate a commitment to uplift the community. (See annual LCAP for details.)</td>
</tr>
<tr>
<td>90% complete survey</td>
</tr>
</tbody>
</table>

2.3 Measuring Student Progress: Formative Assessments

At PUC Early College Academy for Leaders and Scholars, we commit to ensure all students are proficient within four years. To this end, we believe there is a need for internal measures in all content areas to measure our progress toward this goal. Therefore, PUC has implemented a benchmark assessment system to formatively assess student progress throughout the school year; our benchmark assessment system will include Pre-Assessments, Benchmark 1, Benchmark 2, and Post-Tests. PUC assessments are Common Core standards-aligned, organization-wide, student benchmark assessments aligned to the school’s curriculum. The purpose of the system is to address instructional, evaluative, and predictive needs. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002). We want teachers and leaders to be able to use results from the Pre-Assessment, Benchmark 1, Benchmark 2, and Post-Tests to adapt instruction, curriculum, and seek professional development to meet student needs.

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

- **Pre-Assessments**: Pre-Assessments are modeled after the CA and CA CCSS Blueprints and cover 100% of the content standards. In subject areas where the Blueprints are not informative or do not exist, PUC content experts weigh the standards appropriately and create a PUC Early College Academy for Leaders and Scholars-specific blueprint. The pre-assessment provides baseline information for instructional and evaluative purposes.
- **Teacher-created Milestone Documents**: Benchmarks 1 and 2 are developed from teacher
created milestone documents. Cross-organizational teacher teams and instructional coaches create the milestone documents. The milestone documents represent the material to be covered by the teacher in the window of time allotted between benchmark windows. The teacher-centric nature of this process underscores the value of PUC Early College Academy for Leaders and Scholars teachers as intellectual architects.

- **Benchmark 1**: Benchmark 1 is developed from the teacher created Milestone Document with reference to the CA and CA CCSS Blueprints. Benchmark 1 should cover roughly 40% of the material outlined on the Blueprint (+ or – 10%). The results of Benchmark 1 provide early mid-cycle feedback for teachers and leaders and help to determine if the students are on track to learn the State defined materials for that grade level and subject area. Additionally, the results of Benchmark 1 can inform selection of appropriate professional development. Blueprints have been created for subject/grade levels that are not state tested.

- **Benchmark 2**: Benchmark 2 is developed from the teacher created Milestone document with reference to the CA and CA CCSS assessments. Benchmark 2 should cover roughly 70% of the material outlined on the Blueprint (+ or – 10%). The 70% is composed of the 40% of the materials covered at Benchmark 1 and an additional 30% of new material. The results of Benchmark 2 are to provide late mid-cycle feedback for teachers and leaders to determine if students are on track to learn the State defined materials for that grade level and subject area. Additionally, the results of Benchmark 2 can inform selection of appropriate professional development. Finally results of Benchmark 2 are used in a predictive equation to determine how students will perform on the Smarter Balanced Assessment.

- **Post-Assessments**: Post Assessments are modeled after the CA & CA CCSS assessments and cover 100% of the content standards. The post-assessment provides summative information for instructional, evaluative, and predictive purposes.

PUC Early College Academy for Leaders and Scholars will use Data-Director and Tableau to assess student outcomes, help teachers meet the needs of every student, and to improve student performance. Data-Director is a web based data and assessment management system that allows PUC Early College Academy for Leaders and Scholars to view, disaggregate, and analyze student assessment data. PUC has selected Tableau because it helps the entire staff make sense of a huge range of data to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data.

All team members at PUC Early College Academy for Leaders and Scholars take responsibility for student achievement. PUC Early College Academy for Leaders and Scholars 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. All PUC Benchmark assessments will be analyzed following each administration and utilized to drive student performance.

Customized reports, created by the PUC Data Team, are another critical component of the PUC Early College Academy for Leaders and Scholars/PUC National Assessment system. The following report types provide teachers and leaders with actionable data that drives quality
instruction.

- **Teacher Reports:** At the pre-assessment, teachers are advised to review item analyses on the assessment system, Illuminate. Additionally, the PUC Data Team will compile a spreadsheet that contains critical student demographics along with the Pre-Assessment results. The spreadsheet enables teachers to sort and identify target groups of students. The Item analysis enables teachers to identify strengths and opportunities to re-teach.

- **At Benchmarks 1 and 2,** teachers are encouraged to utilize Item Analysis reports produced by Illuminate or a similar assessment system to identify strengths and opportunities to re-teach. Additionally, teachers may check out copies of the actual assessment to review with their students. Teachers are encouraged to reach out for support in optimizing this opportunity. Similarly, a spreadsheet will be produced which adds the student results to the spreadsheet already created at the Pre-Assessment.

- **Leader Reports:** Leaders will receive status and growth reports by subject/grade, language status, and special education status as created by the PUC Data Team. Additionally leaders are encouraged to work closely with teachers to utilize data to discover strengths and opportunities for growth, identify areas for re-teaching, and uncover patterns as a lever to identify PD needs.

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, PUC Early College Academy for Leaders and Scholars shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school’s performance in comparison to similar schools throughout the District and state, and provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education (“CDE”).

- **Standardized Tests:** All norm-reference and criteria-reference tests, such as the CAASPP (California Assessment of Student Performance and Progress) program, will be administered annually as required by the State. Results from these tests will be analyzed prior to the beginning of the subsequent school year to create school-wide, grade-level, and department-level instructional goals. These goals will drive professional development at the site.

- **School-wide Comprehensive Assessments:** Using standards-aligned, teacher-designed assessment measures in mathematics, writing, reading comprehension and fluency, science, and social science, all PUC Early College Academy for Leaders and Scholars students will be evaluated three times annually to ensure growth and to determine specific individual support for each student. These tests are initially administered in September to generate baseline data and then, again, in December and March or at the end of each semester.

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

• **Rubrics and Criteria Charts:** Teacher- and student-generated rubric and criteria charts will be used to evaluate student work. Rubrics may be tailored to a classroom assignment, to a grade level benchmark assessment, or a school-wide assessment. PUC Early College Academy for Leaders and Scholars 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. Grades of A, B, C, D, and F will be used.

**ASSESSMENTS NOT YET SELECTED**

Assessments that have not yet been selected or created by PUC Early College Academy for Leaders and Scholars will be scrutinized to ensure they:

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

**2.4 Data Analysis and Reporting**

PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars concurs with each of the ten uses and is committed to establishing and maintaining a data driven culture.

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

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

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

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

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

The principal oversees the SSP monitoring, evaluation and reporting. An example would be the PUC Benchmarks. Student achievement data is collected in Illuminate and reported out to the principal through Tableau. These reports along with others in Illuminate are analyzed at the school level, grade level and individual teacher level. Academic performance is shared with
students and their parents no less than four (4) times per year. This data is recorded in the SSP Dashboard and reported to the Board.

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 LA Regional Superintendent will be responsible for preparing and presenting an annual report to the Board of Trustees which will detail the school’s overall progress toward meeting the above listed measurable pupil outcomes. The PUC LA 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.

**ACADEMIC DATA COLLECTION**

PUC Early College Academy for Leaders and Scholars will use Illuminate to help teachers meet the needs of every student and to improve student performance. Illuminate is a web based data and assessment management system that allows PUC Early College Academy for Leaders and Scholars to view, disaggregate, and analyze student assessment data. Teachers with students assigned to them automatically have access to Illuminate. Access permits a teacher to view each student’s past and present data. PUC has selected Illuminate because it helps the entire staff make sense of a huge range of data to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data. ([http://www.riversidepublishing.com/products/DataDirector/](http://www.riversidepublishing.com/products/DataDirector/))

**NON-ACADEMIC DATA COLLECTION**

To ensure that all goals are met; continual evidence will be collected, reported, monitored and communicated. PUC Early College Academy for Leaders and Scholars will track performance using a combination of data collection systems including; PowerSchool, Illuminate, Survey Tracker, ABRA, Excel, and BloomBoard.

**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” (http://www.nassp.org/portals/0/content/49859.pdf).

PUC Early College Academy for Leaders and Scholars 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. All assessments will be analyzed following each administration and utilized to drive student performance. For more information regarding the use and analysis of data and its respective reports, please see below.

REPORTS

Customized reports, created by the PUC National Data Team, are another critical component of the PUC Early College Academy for Leaders and Scholars/PUC Assessment system. The following report types provide teachers and leaders with actionable data that drives quality instruction.

- **Teacher Reports:** At the pre-assessment, teachers are advised to review item analyses on the assessment system, Illuminate. Additionally, the PUC National Data Team will compile a spreadsheet that contains critical student demographics along with the Pre-Assessment results. The spreadsheet enables teachers to sort and identify target groups of students. The Item analysis enables teachers to identify strengths and opportunities to re-teach.

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- **Leader Reports:** Leaders will receive status and growth reports by subject/grade, language status, and special education status as created by the PUC National Data Team. Additionally leaders are encouraged to work closely with teachers to utilize data to discover strengths and opportunities for growth, identify areas for re-teaching, and uncover patterns as a lever to identify PD needs.

PUC Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars will be equally invested in the success of its students and will always seek the road of improvement.

TEACHERS
Teachers will be responsible for collecting and maintaining organized files and to effectively document and share student outcomes. Training will be provided to ensure the Illuminate software system is properly used. Using the Illuminate software system, these assessments 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 Early College Academy for Leaders and Scholars’ data driven community include the following:

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

**PRINCIPAL**

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

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

**BOARD OF TRUSTEES**

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

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

**PUC NATIONAL**

The PUC National Data team will provide the charter school with the information needed to drive school-wide improvement. The Charter School will use data:

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

**STUDENTS**

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

**COMMUNICATION OF ACADEMIC ACHIEVEMENT AND PROGRESS TO PARENTS**
The parents of each child will be cultivated as critical partners in the education of their child and will be fundamental in supporting the child’s progress. Parents will learn what is expected of them as partners in their children’s education at parent meetings and workshops, which will begin at the onset of each school year and continue throughout the year. Parents will support the school in monitoring students’ progress on an ongoing basis, through ongoing dialogue with the child, regular review of his/her class work and homework, and through listening to the child read aloud each night. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts. In addition, PUC Early College Academy for Leaders and Scholars will provide parent workshops and education classes, some of which may address data analysis.

2.5 Grading and Progress Reporting

**GRADING**

Student passing grades will consist of A through C-, any grade below a C- will be considered a failing grade of F. This a way to raise the bar and motivate our students to work harder. In addition, this will help boost students GPAs for college and scholarship competitiveness. Teachers across the school will agree on a grade book to include, but not be limited to: Assessment, Homework, and Effort. Transfer students who have a “D” on his/her transcript will have their credits honored but will be required to retake the class in order to meet A-G requirements.

**PROGRESS REPORTING**

Parents shall be 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 will work together to determine how students will earn any missing credits or determine if a student should be retained. In addition, regular school attendance is mandatory for matriculation, as per guidelines in the “Family Compact”; students are to have no more than 16 absences over the course of 2 semesters. The school will provide all students every opportunity to meet the matriculation requirements. The students and families are also responsible to take advantage of the opportunities provided in order for the student to matriculate.

**GRADUATION**
Students must meet all graduation requirements, both in terms of overall number of credits (minimum of 220), and in terms of subject-specific requirements. The student will regularly attend school as per guidelines in the “Family Compact”; with no more than 16 absences over the course of 2 semesters. The school will provide all students every opportunity to meet the graduation requirements. The students and families are responsible to take advantage of the opportunities provided in order for the student to graduate.

The school will convene a Family Success Team for those students who have exceeded 16 absences in order to provide support and assistance, if needed. This includes students who are considered “Homeless.”
Element 4 - Governance

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

General Provisions

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

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

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

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

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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 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 inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it 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 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.
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 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 receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., 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.
4.1 Governance Structure

The organizational chart below indicates how PUC Early College Academy for Leaders and Scholars will become and remain a viable enterprise. The organizational chart below shows how the Partnerships to Uplift Communities Los Angeles (PUC LA) Board of Trustees, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern PUC Early College Academy for Leaders and Scholars in a manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board role is one of oversight of school management – specifically, oversight and management of the Regional Superintendent who has oversight of the Principal.
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 and their duties:

**Board Chair (President)** – Responsible for general supervision, direction, and control of business affairs of the corporation. The board chair is also an ex-officio voting member of each board committee.

**Vice Chair (or Vice President)** – In the absence or disability of the board chair (or president) the vice chair (or vice president) shall perform the duties of the board chair (or president)

**Board Secretary** – Responsible for ensuring a copy is kept of the Articles of Incorporation and bylaws of the corporation, as amended to date, and a list of the names of all trustees and their addresses. Also responsible for maintaining a record of all minutes for all board meetings, whether regular or special, the notice that was given, the names of those present and absent, and the proceedings at each meeting.

**Board Treasurer** – Responsible for ensuring that correct accounts are maintained of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The records shall be available at any time to any trustee. Shall ensure that operating statements are presented at each regular board meeting.

**Regional Superintendent** – Responsible for ensuring that the schools within the corporation are operated efficiently and in alignment with the mission, vision, rules and regulations of the corporation and charter petition. Responsible for and provides regular updates to the Board of Trustees regarding all aspects of school operations and student achievement. Supervises and provides mentoring and support for the school leaders and personnel in order to ensure achievement of goals and commitments articulated in the charter petitions.

**Superintendent of Instruction and Leadership** – Responsible for oversight and implementation of the instructional program in the schools, including but not limited to implementation of Common Core instruction. Also supports the design and delivery of effective professional development for leaders and teachers in order to ensure student achievement that is aligned with the goals and commitments of PUC schools as articulated in the charter petitions.

In addition, the specific responsibilities of the Board are:

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

- **Annual financial audit.** The Board hires the school’s auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.

- **Enhancing the organization’s standing.** The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization’s standing in the community.

- **Ensure legal and ethical integrity.** The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.

- **Fundraising.** The Board assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.

- **Strategic planning.** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.

- **Selecting, evaluating, and holding school leaders accountable.** The Board is responsible for selecting and dismissing the PUC LA Regional Superintendent. The Regional Superintendent oversees a cluster of schools for PUC Los Angeles. The Regional Superintendent is responsible for selecting and dismissing the Principal.

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

**Regional Superintendent**

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

**Principal**

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

**PUC National Support Services**

PUC National was formed by the founders of the PUC school corporations (Dr. Jacqueline Elliot and Dr. Ref Rodriguez) to serve as the support entity for the 3 existing PUC corporations – Los Angeles, Valley and Lake View Terrace. The Regional Superintendents are responsible for the two regions in the network; Los Angeles (PUC Los Angeles) and Valley (PUC Valley and PUC LVT). The purpose of PUC National is to promote, support, benefit, replicate and carry out the purposes of the existing PUC schools and new PUC schools. These replication and service functions that grew out of the older PUC corporations have now been transitioned and consolidated in PUC National, so that the older corporations can focus on their own day-to-day school operations while PUC National focuses on services and expansion for the greater PUC family. PUC National may have up to 2 - 3 overlapping board members with the other PUC corporations, for continuity of purpose and control through the PUC family. It provides services to the 3 longstanding school entities.

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

**4.2 Governance Board Composition**

The PUC LA Board consists of 7 board members. In addition, the District reserves the right to appoint a single representative to the PUC Early College Academy for Leaders and Scholars governing board pursuant to Education Code section 47604(b). The Board is made up of community members who first and foremost actively support and promote PUC LA and its PUC Early College Academy for Leaders and Scholars, and are dedicated to its educational endeavors. In addition each Board member brings areas of strength to the Board including but not limited
to; Real Estate, Law, Education, Community Engagement, and Finance. These areas of expertise support the decision making that the Board must engage in including:

- The annual budget of the corporation;
- Any non-budgeted expenditures of the corporation over $49,000. Per the policies and procedures of the corporation there are many checks and balances in place in order to ensure fiscal accountability as follows:
  - Authorization Process:
    - Purchase orders and check requests musts be approved in accordance with the following:
      - $0-$4,999-School Leader or Superintendent,
      - $5,000-$24,999-School Leader and Superintendent
      - >$25,000-School Leader, Superintendent and PUC National CEO who will confirm that the expenditure is in alignment with the Board approved budget.
      - >49,999-Requires Board approval
- Any initial contract for the establishment or operation of, or licensing of rights to, a PUC Early College Academy for Leaders and Scholars;
- 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:

Dr. John Biroc, Board President
Fidel Ramirez, Board Secretary
Gayle Nadler
Yvette King-Berg
Genesis Morales
Jessica Lopez
Jesse Alameda

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

4.3 Governance Board Selection
Trustees shall be selected at an annual meeting of the Board by the trustees holding office on and as of the date of such a meeting. Trustees shall hold office for a term of two (2) years, or until a successor has been elected and qualified, unless the trustee has been removed from office. Additional information on the Governance Board Selection is found in our By Laws. The qualifications for trustees are generally the ability to attend Board meetings, a willingness to actively support and promote PUC LA and its PUC Early College Academy for Leaders and Scholars, 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 at the principal office of the corporation, which is located equidistant between the 2 geographical regions served by PUC Schools (NE Los Angeles or the NE San Fernando Valley) or at any other place that is within the jurisdictional boundaries of LAUSD.

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

- The agenda is created and reviewed by the Regional Superintendent and Board Chair (or 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 agenda is posted at least 72 hours prior to the board meeting on the PUC website and at every PUC LA school site (in locations where it is visible to parents, visitors, students, and staff).
- An e-mail is sent to all PUC LA Board Members, and the LAUSD PUC Early College Academy for Leaders and Charter Schools Division with the agenda attached.
- As soon as it is available, a complete board packet with all documents related to the board meeting is mailed via U.S. Mail and/or emailed to the board members.

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

4.5 Governance Board Decision Making Process

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

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

### 4.6 Stakeholder Involvement

PUC Early College Academy for Leaders and Scholars believes that parent involvement translates into increased student achievement. The philosophy of PUC Early College Academy for Leaders and Scholars 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 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, needs in order to complete the LCAP for the upcoming school year. The LCAP will then be presented to the PUC LA board for approval. Consequently, PUC eCALS will hold stakeholder meetings throughout the school year to monitor progress and continue to gather feedback. These stakeholder meetings will include parents, students, teachers and administrators during School Advisory Committee, Coffee with the Principal and Professional Development meetings. The data and feedback from these meetings will be collected and analyzed in preparation for the revision and development of the forthcoming LCAP.
- School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the eCALS’ governing board.
- Parents will be encouraged to serve on the School Site Advisory Council. This is not a condition of enrollment. 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.

- Parents will be encouraged to provide service to 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 contribute to 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 spend at least one full day per school year in the classrooms with the child. Parent service to the school has absolutely no impact on the student’s enrollment and attendance.

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

- Monitoring Your Child’s Use of the Internet
- 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 parents, students, community members, teachers and school site administrators. The Council is led by the eCALS Principal who asks parents, students and teachers who would like to volunteer to serve on the Council. Those who volunteer are welcomed on to the Council. The council members for Early College Academy for Leaders and Scholars’ council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns. The school site administrator (Principal or Assistant Principal) will be responsible for communicating all Council policy meeting notes and policy recommendations to the PUC LA Board of Trustees. The Advisory Council meet quarterly and reports from the meetings and
policy recommendations from the Site Advisory Councils are forwarded to the PUC–Los Angeles Board of Trustees. School Advisory Council members are encouraged to attend the Board meetings.
Element 5 – Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### 5.1 Positions

The following list represents the employment positions in the PUC Early College Academy for Leaders and Scholars.

- Regional Superintendent (PUC LA specific position shared by all PUC LA PUC Early College Academy for Leaders and Scholars)
- Principal
- Assistant Principal
- Classroom & Specialty Teachers
- Physical Education Teacher
- Special Education Teachers
- Inclusion Assistant
- Office Manager
- Office Assistant
- Student Supervisors

### 5.2 Job Descriptions and Qualifications
All employees of PUC Early College Academy for Leaders and Scholars must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds.

Regional Superintendent Job Description

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

Responsibilities:

Strategic Planning and Growth
- Work collaboratively with the PUC LA Board and partners, PUC National, and the leadership team to develop a strategic vision and implementation plan
- Lead the development and management of school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of faculty, staff and school leadership
- Develop and manage strong, centralized business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT) to support the growth of the region

Academic and School Leadership
- Recruit and hire top talent for the school leadership and support teams; select and prepare school leaders
- Design and implement an integrated professional development program and an effective accountability plan
- Build a strong, cohesive culture that reflects core PUC values and establishes regional identity
- Drive organizational alignment across the regions’ schools (including curriculum and instructional alignment), and provide support systems that drive achievement of PUC’s mission
- Develop a clear framework for decision-making, specifically engaging school leadership and the Board, to ensure that the best possible decisions are made for the region

External Relations
- Articulate and advocate the school’s mission and values publicly to generate support
- Identify and build relationships with other PUC Regional Superintendents in the national PUC network; demonstrate significant leadership within that community
- Develop, cultivate and manage relationships with local Board members, District and community leaders, political organizations and leadership to develop a strong community presence, foster key partnerships and ensure growth and sustainability
- Ensure that all key constituents are communicated with and kept fully informed on key developments and national PUC initiatives
• As appropriate, take advantage of opportunities to engage in national dialogue around issues of education and the PUC Early College Academy for Leaders and Scholars movement

• Work effectively with local media to create a strong, positive local presence; participate in select events and speaking engagements as a spokesperson for PUC’s mission and impact

Qualifications:

• At least 8 years of experience as a senior leader in a fast-paced, start-up or entrepreneurial environment; experience in an educational environment preferred

• Demonstrated success raising funds in a corporate or nonprofit environment to further the growth and expansion of a company or organization; sales and/or marketing background preferred

• Executive presence both physical (regular visits at least bi-weekly), addressing the school and stakeholders at events, guiding school processes and procedures, and via phone conference with all stakeholders to inspire confidence and passion both internally and externally combined with the persistence and zeal to lead a mission-driven organization toward ambitious goals

• Exceptional verbal and written communication skills with the ability to create and deliver compelling presentations to diverse groups of stakeholders

• Proven ability to lead an organization through a strategic planning and implementation process

• Demonstrated commitment to the potential of urban youth to succeed in rigorous educational settings

• Entrepreneurial, positive problem solver with the ability to see opportunity in challenges

• Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making processes

• Bachelor’s degree and experience required; Master’s degree preferred

Principal Job Description and Qualifications

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

Responsibilities:

School Culture

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

• The principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school

• The principal will continually build and maintain an environment that promotes PUC Schools’ values and vision while developing a sense of community in the school
• The principal will plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

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

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

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

Qualifications:
• 5+ years teaching experience (middle or high school level preferred) with a history of improving urban schools, increase student achievement and a passion for education reform.
• Must have a current California teaching credential. Master’s degree & Administrative credential strongly preferred but not required.
• Previous leadership experience (department chair, assistant principal, dean, etc.).
• Proven leadership and team building skills.
• Detail-oriented, multi-tasking and problem-solving skills.
• Excellent interpersonal communication and writing skills.

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

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

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

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

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

Qualifications
- 5+ years teaching experience (middle or high school level preferred) with a history of improving urban schools, increase student achievement and a passion for education reform.
- Must have a current California teaching credential. Master’s degree & Administrative credential preferred but not required.
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.
- Excellent interpersonal communication and writing skills.

**Classroom and Specialty Teachers**

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

**Qualifications:**

- Bachelor's degree from an accredited college or university
- Master’s degree in subject matter field or Education is strongly preferred
- Must possess a current California teaching credential (intern, preliminary, or clear)

**Skills:**

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)
Physical Education Teachers

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

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 or be enrolled in a credentialing/internship program at a college/university is strongly preferred

Skills:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)

Special Education Teachers

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

**Qualifications:**
• Bachelor's degree
• Master's degree is preferred
• CBEST
• Candidate must possess a current California credential in Special Education or be currently enrolled in a Special Education credentialing program
• Enthusiastic and pleasant, highly motivated individual
• Solid knowledge of State and Federal guidelines for Special Education
• Ability to communicate effectively (verbal and written)

**Skills:**
• Bilingual in Spanish preferred
• Intermediate proficiency in Microsoft Word, Excel, and Outlook
• Must be flexible and team-oriented
• Excellent written and communication skills

Office Manager
Operations of school site including but not limited to the following:
• Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
• Answer the phone using a professional and courteous manner.
• Ensure that the semi-monthly timesheets are collected and submitted to the Home Office by the designated date on the payroll schedule to the Payroll Administrator. Ensure the timesheets are signed by the principal.
• Record daily attendance for all School Staff in the attendance book. Submit monthly attendance report to the Office Manager of the Home Office.
• Coordinate substitute teacher coverage by first communicating with teachers, then assistant principal and, lastly, principals.
• Supervise and delegate duties to Office Assistants.
• Oversee and record facility maintenance.
• Responsible for vendor quotes and relations.
• Maintain accurate record of all keys and assets that have been distributed.
• Responsible for 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 home office.
• Work with site principal, assistant principal, teachers and home office regarding any project or special requests.
• Take responsibility for initiation through completion of all tasks.
• Oversee the maintenance of all office equipment and school facility.
• Adhere to all policies, practices and procedures established by PUC National and approved by PUC LA.
• Understand goals of PUC Schools and assist in achieving them.
• Responsible for developing the monthly school newsletter on a monthly basis.
• In charge of parent correspondence and mailings.
• Assist with translations (English to Spanish).
• Maintain petty cash.
• Provide the Home office with school pictures and activities as needed.
• Responsible for the maintenance, storage, and security of all student files.
• Responsible for inputting and maintaining student data into PowerSchool and CUM files.
• Student meal applications.
• Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.
• Responsible for daily attendance books for statistical and classification reports at the end of the month. The daily attendance books should be submitted to PUC National by the week prior to the week due. Schedule for reports due will be given to each school site.
• Responsible for count, call-in, counting money, making list, and keying lunch counts.
• Assist teachers with photocopying and appointment set-up with parents.
• Oversee all fundraising funds collection including student store (if applicable).
• Responsible for checking school voicemail periodically on a daily basis.

Qualifications:
• 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

Skills:
• Bilingual in Spanish preferred
• PowerSchool knowledge is desired
• Must be flexible and team-oriented
• Must have excellent management and organizational skills and a positive attitude

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

Qualifications:
• Enrolled in college or possess a BA/BS degree strongly preferred
• Must have prior experience working with students in a learning environment
• Strong Math skills is strongly preferred

Skills:
• 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.

Supervision Employee
• Performs regularly scheduled non-classroom supervision duties, supervising students in the hallways, indoor assembly areas, outdoor eating areas, and restrooms, on the playground and in other areas to which assigned.
• Enforces activity and safety rules in school buildings and on school property.
• Reports problems of a serious nature, including recurring behavioral problems and safety hazards to the principal, or another designated certificated employee.
• Works with the school staff in alleviating behavioral problems occurring during supervision periods.
• Assumes responsibilities in inclement weather as assigned by the principal or other certificated employee.
• Check restrooms in the morning, during breaks, lunch, and after school.
• Constant movement throughout the school, i.e. eating area, bathroom area, playground.
• Performs ad hoc duties as assigned by the Principal or administrative designee.

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
• 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.
Element 6 – Health and Safety Procedures

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

Public School Choice

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 and will be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Health, Safety and Emergency Plan

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees and officers, 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.

**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, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications 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, 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.

### 6.1 Custodian of Records

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

### 6.2 Health and Wellness

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

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

**TO ACHIEVE THESE POLICY GOALS:**

**Nutrition and Physical Activity Promotion and Food Marketing**

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

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

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

**Breakfast:**
To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:
- PUC Early College Academy for Leaders and Scholars will, to the extent possible, operate the School Breakfast Program, and will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.

**Free and Reduced-priced Meals:**
PUC Early College Academy for Leaders and Scholars will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

**Summer Food Service Program:**
PUC Early College Academy for Leaders and Scholars will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

**Meal Times and Scheduling:**
PUC Early College Academy for Leaders and Scholars:
- will provide students with enough time to consume their meal after it has been served.
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools); when reasonable.
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and
- should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

**Qualifications of School Food Service Staff:**
Qualified nutrition professionals will administer PUC Early College Academy for Leaders and Scholar’s meal programs. It is PUC Early College Academy for Leaders and Scholar’s responsibility to operate a food service program. We will provide continuing professional development for all nutrition professionals. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

**Sharing of Foods and Beverages:**
PUC Early College Academy for Leaders and Scholars monitors students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Other Food and Beverages Offered:
All foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

• Beverages Allowed:
  ▪ Fruit or Vegetable juice:
  ✔ 100% juice (can be diluted with water, no dilution limit) ✔ No added sweeteners
  ✔ 12 fl. oz. serving size or less
  ▪ Milk:
  ✔ 1% (unflavored), nonfat (flavored, unflavored),
  ✔ 12 fl oz. serving size or less
  ▪ Water:
  ✔ No added sweeteners, flavors etc.
  ✔ No serving size
  ▪ Other flavored beverages ("no calorie")

(Not Allowed)
✔ 5 calories/8 fl. oz. or less
✔ 20 fl. oz. serving size
▪ Other flavored beverages ("low calorie")
✔ 40 calories/8 fl. oz. or less
✔ 12 fl oz serving size
✔ Caffeinated beverages

• Foods
  ▪ A food item sold individually:
    ✔ will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
    ✔ will have no more than 35% of its weight from added sugars;
    ✔ will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items;
    ✔ will contain no more than 480 mg of sodium per serving for pastas, meats, and soups;
    ✔ and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

It is encouraged to offer a choice of two fruits and/or non-fried vegetables for sale at any location on the school site where foods are sold. Such items could include, but are not limited to:
  ▪ fresh fruits and vegetables;
  ▪ cooked, dried, or canned fruits (canned in fruit juice or light syrup), juice;
and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

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

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

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

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

**Nutrition Education and Promotion.**
PUC eCALS aims to teach, encourage, and support healthy eating by students. It’s encouraged that schools provide nutrition education and engage in nutrition promotion that:
- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
• includes training for teachers and other staff.

**Integrating Physical Activity into the Classroom Setting.**
For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:
- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons;
- and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

**Communications with Parents.**
PUC eCALS will support parents' efforts to provide a healthy diet and daily physical activity for their children. PUC eCALS will send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

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

**Food Marketing in Schools.**
School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

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

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

**Physical Education and Physical Activity Opportunities**
Daily Physical Education (P.E.) 9th-12th.
All students in grades 9th-12th, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
- A minimum of 400 minutes for every 10 school days for students in grades 9th -12th
- PUC Early College Academy for Leaders and Scholars will annually administer the physical fitness test designated by the State Board of Education to students in 9th.

Physical Activity Opportunities Before and After School.
All elementary, middle, and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer, interscholastic sports programs. Schools will offer when feasible a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

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

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

Use of School Facilities Outside of School Hours.
Per PUC eCALS Facilities Use Agreement dated 7/12/2011, the school spaces and facilities are available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. In addition, per the FUA, LAUSD’s policies referring to safety or sanitation will apply at all times.

Monitoring.
The Wellness Committee will ensure compliance with established PUC Early College Academy for Leaders and Scholars-wide nutrition and physical activity wellness policies. In each school,
the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the Wellness Committee.

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

In addition, PUC Early College Academy for Leaders and Scholars will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on school-wide compliance with PUC Schools established nutrition and physical activity wellness policies, based on input from schools. That report will be provided to the PUC School Boards and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel,

**Monitor and Policy Review**

**Policy Review.**
To help with the initial development of the PUC Early College Academy for Leaders and Scholars wellness policies, PUC Early College Academy for Leaders and Scholars will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.

The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs.

Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, PUC Early College Academy for Leaders and Scholars will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. PUC Early College Academy for Leaders and Scholars will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (\textit{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 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. Instead, the District now receives 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.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
• Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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.

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 EARLY COLLEGE ACADEMY FOR LEADERS AND SCHOLARS is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We therefore will recruit an ethnically
and academically diverse population from the area immediately surrounding the school site including Glassell Park, Cypress Park, Highland Park, and Silverlake. 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 PUC Early College Academy for Leaders and Scholars via flyers and phone conversations with local community-based organizations such as MEND and Northeast Health Services by the Regional Superintendent and Recruitment team.

It is the objective of PUC Early College Academy for Leaders and Scholars to notify parents and students in the community through the following methods:

• Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
• Letters sent to existing PUC families. The letter will include enrollment period and lottery information (location, date, time).
• Community outreach efforts including communication with local council members’ field offices (Current District 5 Representative), 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 middle 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:
  o ECALS’ principal will contact principals of the local middle schools to make arrangements to drop off flyers during normal office hours.
  o ECALS will provide copies of the flyers to each school.
• PUC Early College Academy for Leaders and Scholars will participate in presentations to local middle 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:
  o ECALS’ principal will contact principals of the local middle 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.
  o Meeting dates and times will not be made at inconvenient dates and times.

• Developing and maintaining a web site with current information about the school. The website will include enrollment period and lottery information (location, date, time).
• All outreach efforts will be completed in both English and Spanish.

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

PUC Early College Academy for Leaders and Scholars will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS

Charter School shall maintain complete and accurate records of its annual enrollment process, including but not limited to documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. 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 McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student’s IEP, 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.

8.1 Specific Admission Requirements

PUC Early College Academy for Leaders and Scholars will admit all pupils who wish to attend the school up to enrollment capacity as outlined in Education Code 47605 (d)(2)(A) and the PSC Admission Requirements. PUC Early College Academy for Leaders and Scholars will not enroll pupils over the age of 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school requirements. There will be no specific admissions requirements for the PUC eCALs. 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. The site principal will schedule monthly family meetings facilitated by administration and school staff to assure that all families understand these expectations and that parents are aware of ways to be involved in the school’s life and decision-making.

8.2 Outreach and Recruitment

The following efforts will be employed by PUC Early College Academy for Leaders and Scholars in order to recruit low-achieving, economically disadvantaged students and students with disabilities:

- Students will be recruited from the Northeast Los Angeles where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local middle schools under the guidance of the school administration in order to avoid disruption, 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:
  - ECALS’ principal will contact principals of the local middle schools to make arrangements to drop off flyers during normal office hours.
  - ECALS will provide copies of the flyers to each school.
  - PUC Early College Academy for Leaders and Scholars will participate in presentations to local middle 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). The following measures will be taken to minimize any disruption to LAUSD schools:

- ECALS’ principal will contact principals of the local middle 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.
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to PUC Early College Academy for Leaders and Scholars.

### 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:

- 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*
- Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)
- Siblings of students currently enrolled, or wards of their parents. A ward is a child whom the parent of a current student has custody.
- Children of current employees and founding parents* of PUC Early College Academy for Leaders and Scholars, not to exceed 10% of the school population. Founding parents shall meet the compliance criteria as set fourth in LAUSD’s founding parent policy.

*A “founding parent” is an individual who has engaged in activities that have supported the opening of the school. This is defined as volunteering at least 20 hours over the charter development process, not to exceed an 18 month period. In addition, 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 parent” and will have priority for enrollment in the school any subsequent year after the school has been opened.

### 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 below). Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep
families together. PUC eCALS principal 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.”

Following the open enrollment period each year, applications shall be counted 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 enrollment request (copy given to parent upon completion) as well as lottery date included on all flyers, to determine enrollment for the impacted grade level(s), with the exception of existing students of PUC Early College Academy for Leaders and Scholars, who are guaranteed enrollment in the following school year.

Parents and students will be informed of the rules of the public random drawing at the time they fill out an “enrollment request/lottery form” for admission into the school. Rules of the public random drawing will be printed on the enrollment request and those completing a enrollment request will receive a copy of their completed form. The rules are also available for all staff and other interested parties per request, at the school site.

Parents and students will be informed of the date, time and location of the public random drawing at the time they fill out an “Enrollment request/lottery form” for admission into the school. Date, time and location of the public random drawing will be printed on the enrollment request and those completing a enrollment request will receive a copy of their completed form. The date, time and location are also available for all staff and other interested parties per request, at the school site.

The enrollment period will be advertised in the Northeast Los Angeles during the months of November and December utilizing the methods listed above. The enrollment period will take place during December 1\textsuperscript{st} through February 6\textsuperscript{th}, during which time enrollment requests will be made available at the school site for applicants. The lottery will take place, as needed, on the second Friday in February beginning from 3:00pm-4:00pm and will be held in the PUC Education Complex Multi-purpose room. Application to PUC Early College Academy for Leaders and scholars 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 Early College Academy for Leaders and Scholars.

The random public drawing shall be conducted as follows:

a. 9\textsuperscript{th} grade lottery will be conducted first following the preferences listed above (8.3).

b. In grades 10, 11 and 12, should there be spaces available; these will be filled through a lottery following the preferences listed above (8.3).

Enrollment Requests for each grade level are separated into piles according to their preference stage and are counted. If the number of space requests in the preference stage does not exceed
the grade’s capacity, all students applying for enrollment in that stage will be eligible for enrollment. When a stage is reached where the number of enrollment requests exceeds the grade’s remaining capacity, completed enrollment requests are and placed into boxes in the order of preferences noted in the charter, and randomly drawn until capacity is reached.

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 through a phone call and letter from the office manager and assistants of acceptance through the lottery.

The lottery will be observed by at minimum one administrator (Regional Superintendent, Principal, or Assistant Principal) and two other school staff members consisting of office personnel, teachers or an additional administrator and at minimum three applicants in order to insure fair execution of the lottery rules and procedures.

After all grade levels have reached capacity, a wait list will be established based on the order of the space requests picked during the lottery. Within one week of the lottery, a public posting will list the names in order of those students who secured a space. Within two weeks of the lottery, parents will be notified of their status on the wait list. When students are moved from the wait list to eligible enrollment based on grade level capacity, parents will be notified by telephone or mail.

Wait-lists will be maintained for the current enrollment year only. It will be kept until October 1st. Families interested in remaining on the waiting list for the current school year must inform the office by e-mail or U.S. mail on or before this date. Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year.

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

Once placed on a wait-list, a student will remain on the list until one of the following occurs:
  a. The student is accepted into the charter school as space becomes available and enrolls in the charter school.
  b. The parent/guardian requests that the student be removed from the wait-list.
  c. The end of the current school year.

When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be phoned and/or emailed to contact information on the application of interest.

It is the parent or guardians responsibility to update their contact information continuously with the charter school. The charter school shall not be responsible for failure to contact a wait-listed parent due to expired contact information.
Once notified of an available slot, a parent/guardian will have the following options:

a. Accept the available slot within 2 business days of the offer.
b. Decline the available slot and be removed from the wait-list.
c. Decline the available slot and be placed at the end of the wait-list.
d. If the school does not receive a response within 48 hours, the school will deem the parent to have declined the available slot and remove the student from the wait-list.

If the slot is accepted, a written notification with the enrollment packet will be sent to the address on the application of interest form. The parent/guardian has seven (7) more days to return a completed enrollment packet and schedule a parent orientation and start date for the student or the slot will be forfeited.

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

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

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

- Agenda(s) from information sessions.
- Completed space requests remain on site for one school year
- List of students chosen in the lottery will be documented and stored on the PUC Schools Intranet
- Completed enrollment packets are filed in each individual student's local file
- 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
The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

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 PUC Early College Academy for Leaders and Scholars’s Calendar
h. Statistical Report – monthly according to PUC Early College Academy for Leaders and Scholars’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 Early College Academy for Leaders and Scholars 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 Selection Committee
2. Send out requests for bids to approved auditors/CPAs from the State Controller’s list.
3. Committee reviews, scores, and final recommendation to the PUC LA Board.
4. The PUC LA Board makes final decision on auditor selection.
Once the auditor is selected and approved by the PUC LA Board of Directors, the PUC National CFO will schedule a meeting to discuss the Audit Process Timeline. The auditor will provide the CFO a checklist with the required audit requests. Once the Audit is completed, the Auditor will meet with the CFO and CEO of PUC National to review the outcome of the audit.

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 Early College Academy for Leaders and Scholars’ 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 PUC LA Board of Directors with recommendations on how to resolve them. The PUC LA Board will provide the report in writing to the LAUSD Charter Division within 15 days after the first PUC LA 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 Early College Academy for Leaders and Scholars annually. The PUC LA Board of Trustees will be responsible for approving the selection of the auditor each year.

PUC Early College Academy for Leaders and Scholars and PUC LA shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, PUC Early College Academy for Leaders and Scholars and PUC LA 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 – STUDENT EXPULSIONS

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 504?

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
At the time of enrollment in PUC Early College Academy for Leaders and Scholars, parents and students will be provided with 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.

### 10.1 Grounds for Suspension and Expulsion

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. PUC Early College Academy for Leaders and Scholars 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 hearing of a student is deemed mandatory, expected, or at administrator’s discretion.
<table>
<thead>
<tr>
<th>Education Code (EC) 48915(c) Act must be committed at school or school activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Firearm</td>
</tr>
<tr>
<td>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</td>
</tr>
<tr>
<td>b. Selling or otherwise furnishing a firearm.</td>
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<tr>
<td>c. Brandishing a knife at another person.</td>
</tr>
<tr>
<td>d. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et seq.</td>
</tr>
<tr>
<td>e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.</td>
</tr>
<tr>
<td>f. Possession of an explosive with the power of an M-80 or greater.</td>
</tr>
<tr>
<td>Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion. Expulsion Not Mandatory.</td>
</tr>
<tr>
<td>Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.</td>
</tr>
<tr>
<td>Acts committed at school or school activity or on the way to and from school or school activity.</td>
</tr>
<tr>
<td>a. Caused, attempted to cause, or threatened to cause physical injury.</td>
</tr>
<tr>
<td>b. Willfully used force or violence upon the person of another, except in self-defense.</td>
</tr>
<tr>
<td>c. Possessed dangerous objects.</td>
</tr>
<tr>
<td>d. Possessed drugs or alcohol (policy determines which offense).</td>
</tr>
<tr>
<td>e. Sold look alike substance representing drugs or alcohol.</td>
</tr>
<tr>
<td>f. Caused damage to property.</td>
</tr>
<tr>
<td>g. Committed theft.</td>
</tr>
<tr>
<td>h. Possessed or used tobacco (policy determines which offense).</td>
</tr>
<tr>
<td>i. Committed obscenity/profanity/vulgarity.</td>
</tr>
<tr>
<td>j. Possessed or sold drug paraphernalia.</td>
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<tr>
<td>k. Received stolen property.</td>
</tr>
<tr>
<td>l. Possessed imitation firearm.</td>
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<tr>
<td>m. Committed sexual harassment.</td>
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<tr>
<td>n. Harassed, threatened or intimidated a student witness.</td>
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<tr>
<td>o. Sold prescription drug Soma.</td>
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<tr>
<td>p. Committed hazing.</td>
</tr>
<tr>
<td>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.</td>
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<td>---</td>
</tr>
</tbody>
</table>
| The recommendation for expulsion shall be based on one or both of the following:  
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.  
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. | r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.  
s. Participating in the act of hate Violence and Terroristic Threats |
| † Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.  
‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases. |

### 10.2 General Discipline Policies

PUC Early College Academy for Leaders and Scholars will implement a discipline policy that will be printed in the school's student handbook. The discipline policy will be communicated to all stakeholders- administrators, students, parents/guardians, and teachers- through distribution of the student handbook. The parent/student handbook will be developed prior to the onset of the opening school year. As a result of a collaborative process between school staff, parents, and students. The handbook design process will not be discriminatory, arbitrary or capricious. The process will follow general principles of due
process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior. PUC Early College Academy for Leaders and Scholars’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 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 enforce disciplinary rules and procedures fairly and consistently amongst all pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct and discipline will also be printed and distributed as part of the school’s pupil handbook. The discipline policy will be progressive in nature.

Student discipline and procedures for suspension and expulsion shall include positive behavioral interventions.

Notification of Policies

The site principal shall insure that pupils and their parents/guardians are provided with the PUC Early College Academy for Leaders and Scholars’s Student/Parent Handbook at the time of enrollment. The parents and students will be informed verbally that the handbook includes all policies and procedures for pupil conduct and discipline. The PUC Early College Academy for Leaders and Scholars’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 Early College Academy for Leaders and Scholars’s Student/Parent Handbook utilizes sections from the charter petition, including Element 10, to communicate policies and procedures.

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above [“Must Recommend Expulsion (Mandatory)”]. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts.

Corporal punishment shall not be used as a disciplinary measure against any pupil.

10.3 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 Early College Academy for Leaders and Scholars 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 Early College Academy for Leaders and Scholars, 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 (Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). PUC Early College Academy for Leaders and Scholars takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The school proactively shares with students and families the behavior expectations that all students will meet. We keep these behavior expectations simple: 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 in meeting the 4 Ps. 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 Early College Academy for Leaders and Scholars takes a targeted approach to behavior management and discipline.

PUC Early College Academy for Leaders and Scholars’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 Early College Academy for Leaders and Scholars 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.
10.4 Suspension and Expulsion Procedures

Authority to Suspend

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

Suspension Procedures

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

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

1. Informal Conference
2. Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal
3. 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
4. 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
5. 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
6. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials

Suspension Notification

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

Suspension Time Limits

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

Alternative to In-School Suspension

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 to the school office. In the school office, the student will be supervised by certificated staff and provided instruction. 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.

Suspension Appeal Process

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

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

4. The Regional Superintendent will mail a copy of the decision to the parent or guardian and student within five (5) 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 PUC-Los Angeles schools for remedial and corrective reasons. It is issued as an alternative means of correction to address student misconduct 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 others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conductive to learning for all. Using an O.T. as an effective intervention tool can greatly assist schools in accomplishing the school’s goals of increasing PUC-Los Angeles’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 issued by the Regional Superintendent. An O.T. may also be issued by an Expulsion Panel following an expulsion hearing. An O.T. may last one or two semesters. When the O.T. term ends, the student and parent or guardian shall have the option to return to the sending school or stay in the current school. Parental consent is not required for O.T. issuance; however, school officials should engage parent involvement to ensure the success of the transfer. 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.

A parent or guardian and student may appeal an Opportunity Transfer by filling out and returning to the school an Opportunity Transfer Appeal Form within 3 weeks of the decision to Opportunity Transfer. When an appeal form is filled out, the Regional Superintendent who was not involved in the decision to Opportunity Transfer the student will examine the appeal form and all of the evidence that is relevant to the case. The Regional Superintendent may contact the parent or guardian, the student, the school that conducted the investigation or witnesses to gather additional evidence. Within 10 school days of receiving the appeal form, the Regional
Superintendent will make a decision whether to uphold or to overturn the Opportunity Transfer. The Regional Superintendent will then mail a copy of the decision to the parent or guardian.

Authority to Expel

A pupil may be expelled by the Expulsion Panel (consisting of three [3] school administrators as authorized by the PUC-Los Angeles Board of Trustees) following an expulsion hearing. To ensure impartiality, every reasonable effort will be made to populate the Expulsion Panel with school administrators from PUC schools in the Valley and Lakeview Terrace regions. If the Expulsion Panel cannot be made exclusively of PUC-Valley and PUC-Lakeview Terrace administrators, a PUC-Los Angeles administrator may be a member of the Expulsion Panel if that administrator has not previously been an administrator or teacher of that pupil.

Expulsion Procedures

Upon recommendation of expulsion by the principal, the pupil and pupil’s guardian or representative 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 school 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 Panel and the outcome will be reported to the Board of Trustees, who will uphold or not uphold the recommendation. The Panel may recommend to reinstate the student, to reinstate the student with a behavioral contract, to initiate an Opportunity Transfer, or to expel.

2. Written notice of the hearing shall be forwarded by a school administrator 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. If the 10-calendar day waiting period is waived, then written notice of the hearing shall be forwarded at least there (3) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
a. The date and place of the expulsion hearing
b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
c. A copy of PUC disciplinary rules which relate to the alleged violation
d. Notification of the pupil’s or parent/guardian’s obligation 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.

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.

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. A decision by the Expulsion Panel to expel must be supported by evidence presented at the hearing. The Expulsion 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. The Expulsion Panel may alternatively give the student an O.T. if it finds that an O.T. would minimize factors that interrupt the academic process and create a school climate that is safe and conducive to learning for all. The student will return to the PUC Early College Academy for Leaders and Scholars if not expelled or given an O.T..

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Regional Superintendent or the Expulsion 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 Expulsion Panel’s decision shall be made within ten (10) school days following the conclusion of the hearing.

Notification of Expulsion

The principal, within two (2) school days of receiving a decision to expel shall send written notice of 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 with PUC Early College Academy for Leaders and Scholars.
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 readmission.

Expulsion Appeal Procedures

The Regional Superintendent 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.

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

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 destroyed. No information regarding the expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
The Regional Superintendent will contact the family by telephone and mail a copy of the decision to the student and/or parent or guardian within five days of the Expulsion Appeals Panel’s decision. A copy of the decision is also mailed to the school principal. If the expulsion is overturned, 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.

PUC Early College Academy for Leaders and Scholars 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.

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

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

If a student is under an expulsion order from another school district (LEA), the enrollment request will be reviewed by PUC Los Angeles Regional Superintendent. The PUC Los Angeles Regional Superintendent will determine if enrollment will be granted. Enrollment will be granted if means of correction are feasible or have not repeatedly failed to bring about proper conduct and if the student’s presence does not cause a continuing danger to the physical safety of the pupil or others.

10.5 Rehabilitation, Readmission, and Interim Placement

**REHABILITATION PLANS**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.
Element 11 - Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 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, per applicable legal and retirement plan requirements.

11.1 - 3 Retirement Programs for Certificated, Classified, and Other Staff

Staff at PUC Early College Academy for Leaders and Scholars will have access to appropriate retirement plans as outlined below.

Classified staff at PUC Early College Academy for Leaders and Scholars will participate in the federal social security system and will have access to other school-sponsored retirement plans for the school’s employees. PUC Early College Academy for Leaders and Scholars certificated staff participate in the State Teachers Retirement System (STRS). PUC Early College Academy for Leaders and Scholars will contract with the Los Angeles County Office of Education to transmit data to STRS.

The PUC National Director of Human Resources and PUC National CEO will be responsible for ensuring that appropriate arrangements for coverage have been made.
**Element 12 – Public School Attendance Alternatives**

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

**12.1 Admissions Notification**

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT 13 – DISTRICT EMPLOYEE RIGHTS

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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 San Fernando Road
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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 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.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.
ELEMENT 16-CHARTER CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

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.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is
revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and 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 this notification 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 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, which will include 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 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such 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 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 student records to receiving schools shall be in accordance with 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, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. 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.

8. 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.

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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

   c. Make final federal tax payments (employee taxes, etc.)

   d. File its final withholding tax return (Treasury Form 165).

   e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.
**Facilities**

**Public School Choice Campus**
As an independent charter school approved to operate 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 a PSC campus.

**District-Owned Facilities**
If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the charter petition, whichever is shorter. 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...
agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School 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. 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 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. The District shall have 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.
It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella 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. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> “Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**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.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1) of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
ADDENDUM
District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

Partnership to Uplift Communities 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(d)(1).)

• Not charge tuition. (Ed. Code § 47605(d)(1).)

• Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

• Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

• Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

• Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

• If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

• Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

• Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core 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 (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ 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 EL program assessment. 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 ensure that it will 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 schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will 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.

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) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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

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

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

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**

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

- **Dropout (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities.
required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

Element 4 – Governance

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

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

**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 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 inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it 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 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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 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 receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., 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.

**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state
Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, 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.

**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, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications 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, 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.

**Element 7 – Means to Achieve Racial and Ethnic Balance**

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

**COURT-ORDERED INTEGRATION**

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

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

**Federal Program Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher

- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community
meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**NON-DISCRIMINATION**

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

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

**Element 9 – Annual Financial Audits**

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

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

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
Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 504?

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

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

**Element 11 – Employee Retirement Systems**

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.
If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 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, per applicable legal and retirement plan requirements.

**Element 12 – Public School Attendance Alternatives**

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

**Element 13 – Rights of District Employees**

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

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

**Element 14 – Mandatory Dispute Resolution**

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.
Any Dispute between the District and Charter School 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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Charter School
[See Element 14]

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.

Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

Charter School violated any provision of law.

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

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

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

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

**Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and 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 (SELP A) 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 this notification and
correspondence to the CSD.

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 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, which will include 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 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such 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 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 student records to receiving schools shall be in accordance with 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, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. 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.

8. 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.

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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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**

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. 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 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. 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 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. The District shall have 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:
  - **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
  
  - **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.
  
  - **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.

  - **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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella 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. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or
omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**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.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)’’ of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)