Charter Petition Submitted to the Board of Education of the Los Angeles Unified School District

Request for Five-Year Term

2015-2020
TABLE OF CONTENTS

Assurances and Affirmations ........................................................................................................ 3
Element 1 – The Educational Program ......................................................................................... 10
Element 2 – Measurable Pupil Outcomes ..................................................................................... 52
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured .................. 52
Element 4 – Governance ............................................................................................................. 93
Element 5 – Employee Qualifications ......................................................................................... 102
Element 6 – Health and Safety Procedures .................................................................................. 115
Element 7 – Means to Achieve Racial and Ethnic Balance .......................................................... 116
Element 8 – Admission Requirements ....................................................................................... 120
Element 9 – Annual Financial Audits ......................................................................................... 124
Element 10 – Suspension and Expulsion Procedures ................................................................. 126
Element 11 – Employee Retirement Systems .............................................................................. 140
Element 12 – Public School Attendance Alternatives ................................................................. 141
Element 13 – Rights of District Employees ................................................................................. 142
Element 14 – Mandatory Dispute Resolution ............................................................................ 143
Element 15 – Exclusive Public School Employer ....................................................................... 145
Element 16 – Charter School Closure Procedures ..................................................................... 146
Additional Provisions ................................................................................................................ 153
Assurances and Affirmations

Public Policy Charter School (hereinafter “PPCS” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 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. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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. EC 47605(d)(3)

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 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 element or section. The charter includes 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 should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
### Letter of Intent

**TO SUBMIT A CHARTER SCHOOL PETITION APPLICATION**  
2013-2014

<table>
<thead>
<tr>
<th>Name of Proposed Charter School:</th>
<th>Public Policy Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Address or Target Neighborhood of Proposed Charter School:</td>
<td>Central Los Angeles</td>
</tr>
<tr>
<td>Type of Charter School:</td>
<td>[ ] Conversion  [X] Start Up  [ ] Affiliated  [X] Independent</td>
</tr>
<tr>
<td>Projected Grade Level(s) - Year 1:</td>
<td>5 and 6</td>
</tr>
<tr>
<td>Projected Grade Level(s) - Year 5:</td>
<td>5-8</td>
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<tr>
<td>Projected Enrollment - Year 1:</td>
<td>150</td>
</tr>
<tr>
<td>Projected Enrollment - Year 5:</td>
<td>600</td>
</tr>
</tbody>
</table>

#### LEAD PETITIONER INFORMATION:

<table>
<thead>
<tr>
<th>Name</th>
<th>Yasodara Sonali Tucker Ed. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>3826 Minerva Avenue, Los Angeles, CA 90066</td>
</tr>
<tr>
<td>Phone number(s)</td>
<td>(310) 625-7103</td>
</tr>
<tr>
<td>Fax</td>
<td></td>
</tr>
<tr>
<td>E-Mail Address</td>
<td><a href="mailto:Sonalijnadasa@gmail.com">Sonalijnadasa@gmail.com</a></td>
</tr>
</tbody>
</table>

#### LEAD PETITIONER INFORMATION:

<table>
<thead>
<tr>
<th>Name</th>
<th>Donna Faye Jacobson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>3221 Carter Avenue # 359 Marina Del Rey, CA 90292</td>
</tr>
<tr>
<td>Phone number(s)</td>
<td>(310) 488-5441</td>
</tr>
<tr>
<td>Fax</td>
<td></td>
</tr>
<tr>
<td>E-Mail Address</td>
<td><a href="mailto:donnafjacobson@gmail.com">donnafjacobson@gmail.com</a></td>
</tr>
</tbody>
</table>

#### OTHER MEMBERS OF THE PETITION DEVELOPMENT TEAM:

| Laura Baron | Emilio Pack |
| Judy Ivie Burton | Mayra Rivas |
| Ana Campos | Rohit Shukla |
| Steven Holguin | |

Submitted: April 2014
CHARTER SCHOOL AFFILIATION:
If the proposed governing board, a member of the board, or a member of the petition development team has an affiliation or connection with another LAUSD-authorized charter school, please provide a description of the connection, including the name of the school(s). This information will help to ensure that your petition is assigned to the appropriate Charter Schools Division staff.

Judy Ivie Burton – President CEO Alliance College-Ready Public Schools
Donna Faye Jacobson – Principal Alliance Gertz-Ressler Richard Merkin 612 Complex
Emilio Pack – Executive Director Math and Science College Prep Academy
Yasodara Sonali Tucker – Board Treasurer Pathways Community School

PETITIONER ORIENTATION:
Have any members of the petition development team attended a Charter Schools Division Petitioner Orientation? If so, please provide attendee name(s) and date(s) of attendance:
The lead petitioners (Yasodara Sonali Tucker and Donna Faye Jacobson) will attend an orientation (webinar) that will be offered on April 25th 2014.

Yasodara Sonali Tucker

<table>
<thead>
<tr>
<th>PRINT NAME OF LEAD PETITIONER</th>
<th>SIGNATURE OF LEAD PETITIONER</th>
<th>DATE</th>
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</thead>
<tbody>
<tr>
<td>Donna Faye Jacobson</td>
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</tbody>
</table>

PRINT NAME OF LEAD PETITIONER
SIGNATURE OF LEAD PETITIONER
DATE
Public Policy Charter School: Charter Petition

Charter Briefing Page
Public Policy Charter School

Name of Organization
Public Policy Charter School (PPCS) is seeking a five-year term for the initial charter (2015-2020).

Grades Served and Projected Enrollment
PPCS will be a 5th–8th grade charter middle school of approximately 600 students at maximum capacity in year three. It will begin with 150 students in 5th grade and 150 students in 6th grade during the first year of operation in 2015 and will add a grade-level each year until capacity is reached in the 2017-2018 school year. The average class size will be 30 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>Grade 5</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
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<tr>
<td>Grade 6</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
<td>0</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>450</td>
<td>600</td>
<td>600</td>
<td>600</td>
</tr>
</tbody>
</table>

Location Address or Target Neighborhood
PPCS intends to serve students in the 5th through 8th grades, primarily residing in Central Los Angeles. The school will serve similar demographics to those of John Muir Middle School, and Barack Obama Global Preparation Academy. PPCS anticipates, after a targeted recruiting campaign, the student population will be representative of the local demographics in the area, and consistent with existing public middle schools in the area. Based on statistics from the California Department of Education on local public schools, (http://dq.cde.ca.gov/dataquest/), PPCS estimates that 93-98% of the students will qualify for free/reduced lunch. In addition, the school will serve a sizable English Language population, likely 34%-38% of the student body, which is again consistent with the demographics of John Muir Middle School and Barack Obama Global Preparation Academy.

Facility Status/Location
PPCS will be located in Central Los Angeles in the vicinity of John Muir Middle School. An exact address is still to be determined. PPCS is currently surveying properties in the area. At a minimum, PPCS intends to lease a facility of no less than 10,000 sq. ft. for its first year of operation. PPCS will seek a facility with at least 10 classrooms, a multi-purpose room, a kitchen, administrative space, a room for a Parents Center, a room for a Teachers’ Center, and adequate restrooms for its first year of operation. Ideally, the facility will be located near a public park, which will be used for physical education activities, and near major public transportation terminals. In terms of a long-term site, PPCS plans to identify a site that has at least 45,000 Sq. ft. of space, with at least the same features as described above, but of course with more classrooms (approximately 24) to accommodate the student body at full capacity. PPCS will also submit an application for Proposition 39 facilities.

Submitted: April 2014
Prop. 39 - Application Submitted
A Proposition 39 Application will be submitted to LAUSD prior to the November 1, 2014 deadline.

Serving Board Policy
PPCS will meet LAUSD Board policy, serving students in overcrowded, low-performing school areas. John Muir Middle School and Barack Obama Global Preparation Academy are program improvement schools and have large, or combined large, student enrollments. Most of the local schools have API scores under 700.

Board of Directors
The PPCS Board of Directors, in accordance with its adopted corporate bylaws, will govern PPCS in a manner consistent with the terms of this charter.

The Board of Directors, which will expand to include representatives from the business community, the education community, and the philanthropic community, will provide external accountability, oversight and guidance to ensure the school’s ongoing success. It will meet regularly to review PPCS’s achievements and to provide support in achieving short-term and long-term goals set by the board.

Founding Board
Laura Baron
Judy Burton
Ana Campos
Steven Holguin
Emilio Pack, Ed.D.
Mayra Rivas
Rohit Shukla

Charter Development Team
Dr. Yasodara Sonali Tucker (Lead Petitioner) – School Business Director at Charter School Management Corporation, managing clients across California. Former Vice President of Financial Services at the Alliance for College-Ready Public Schools. Founding Board Member and former Treasurer of Global Education Academy. Dr. Tucker will serve as the Executive Director.

Donna Faye Jacobson (Lead Petitioner) – Founding Principal of Alliance Richard Merkin Middle School. A veteran educator with over 20 years of teaching and administrative experience in K-12, urban schools in both district and charter school settings. Ms. Jacobson will serve as the founding Principal of PPCS and will develop and oversee the academic program.

Other Members:
Laura Baron
Emilio Pack
Rohit Shukla

Source of Money
Submitted: April 2014
PPCS will be funded primarily by state and Federal monies, allocated by an Average Daily Attendance and LCFF formula. For start-up costs, and Year one expenses (until the Advanced Apportionment disbursement is received in October 2015), PPCS will sell revenues to Charter School Capital or a similar organization. PPCS will apply for a $30,000 pre-authorization grant from the Walton Family Foundation. If awarded, an additional $220,000 from the Walton Family Foundation could be expected by spring of 2015. The school will also be applying for the Public Charter Schools Grant (PCSGP) and hopes to be awarded early 2015.

**Jurisdiction of Approval**
The charter has not applied to any other jurisdiction for approval. The charter is solely applying to LAUSD.

**Does the Organization Operate any other Charter Schools?**
No

**What innovative elements of your charter could be considered promising practices that can be replicated by other schools?**
The PPCS educational model will have many innovative features, including those outlined below.

**Mission**
The Mission of PPCS is to provide learners with a safe, supportive, and dynamic learning environment that delivers a rigorous and engaging, college-preparatory curriculum. Through the study of public policy, our learners will be equipped with the knowledge, skills, and fortitude to advocate for themselves and their community through leadership and action.

**Vision**
PPCS alumni will earn college degrees in their chosen field of study, and advance to fulfilling careers where they promote economic development, social justice, and cross-border tolerance to impact public policy in a manner that benefits society.

**Public Policy:** The public policy mission fulfills the need to develop student leaders with the confidence, experience, and skills, to positively impact their communities through service learning projects. By the time students enter 8th grade, they will have learned about public policy history and leaders through their coursework. Furthermore, students will experience authentic learning tasks through project-based learning. Students will engage in civics education and apply their knowledge of Civics Literacy to a service-learning project that positively impacts their community as an 8th grade culminating event. Students will be exposed to the different aspects and arenas for public policy, in all fields, and work with community mentors to gain outside of the classroom learning experiences. The school will enter into partnerships with community organizations that impact public policy in Los Angeles.

**Project Based Learning:** Research supports that Project-Based Learning (PBL) is an effective and engaging way for students to learn and make meaningful connections across content areas. In order to be college and career ready, students are required to apply knowledge in a cognitively demanding way. Through PBL, learners gain deeper comprehension within the content, and learn to collaborate, think critically, communicate effectively both orally and through writing, and find creative solutions to problems. PBL directly aligns to Common Core
Standards and the Smarter Balanced Assessment, with a focus on real-world applications and development of 21st century competencies that integrate technology and multimedia. The model provided by the Buck Institute for Project Based Learning will be utilized for professional development for teachers.

**Critical Literacy:** Critical literacy involves learners as active participants in the reading process through the analysis of the author’s purpose. Critical literacy applies to both expository and narrative text. Our students will learn to use their power as readers to question, reflect, and present counter-arguments. Critical literacy challenges readers to use their knowledge to take action. Intensive focus on reading instruction is necessary to increase students’ lexile levels and promote reading proficiency. Since the school will serve a sizable population of English Learners, vocabulary development will be a critical area of reading instruction. Professional development for teachers will emphasize explicit strategies for reading instruction to allow for students to be enthusiastic and competent readers, and to engage in critical literacy across disciplines.

**Effective Teaching Model:** PPCS will strive to be a model for effective teaching and learning. We will promote exemplary teaching through a comprehensive professional development program aimed at providing teachers with various levels of experience with research-based strategies to meet the academic and socio-emotional needs of middle grade learners. We will partner with local colleges and universities to hire the most qualified teachers. Professional development will be conducted by school leadership based on what the data reveals as areas of need. We commit to implementing and refining instructional approaches that advance achievement for our students. Coaching for teachers will be embedded in our effective teaching model.

**Science Technology Engineering, Arts, and Mathematics (STEAM):** In alignment with our public policy focus, the STEM curriculum will be embedded in our instructional program, to include Art and Design (from STEM to STEAM). PPCS will develop and implement a rigorous academic program where students apply the components of STEAM in all disciplines. Our students will build connections between their school, home, and community that will enable them to flourish in higher academic settings and eventually become policy leaders in various fields.
Element 1 – The Educational Program

General Information

- The contact persons for Public Policy Charter School are Yasodara Sonali Tucker Ed.D. and Donna Faye Jacobson.
- The contact address for Public Policy Charter School is 3826 Minerva Avenue, Los Angeles, CA 90066.
- The contact phone numbers for Public Policy Charter School are (310) 625 – 7103 and (310) 488 – 5441.
- The proposed address or target community of Public Policy Charter School is Central Los Angeles in the vicinity of John Muir Middle School, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 1 and Educational Service Center West.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.
- The grade configuration of Charter School is 5th – 8th.
- The number of students in the first year will be 300.
- The grade-level(s) of the students in the first year will be 5th and 6th.
- The scheduled opening date of Charter School is August 15th, 2015.
- The admission requirements include: Students must be residents of the state of California, have submitted an application, and been selected in a public random lottery, should the applications received exceed space available at the time of the deadline.
- The enrollment capacity is 600. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional Single Track.
- If space is available, traveling students will have the option to attend. Yes
- The bell schedule for Charter School will be: 7:45 – 3:30

Local Control and Accountability Plan

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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).
ACADEMIC CALENDAR AND SCHEDULES

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

ENGLISH LEARNERS

PPCS is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the 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), PPCS shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that PPCS 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 instructional 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 the 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

PPCS shall provide to the CSD an annual report of its EL program assessment. Upon request, PPCS shall provide a copy of its current EL Master Plan to the CSD.

PPCS shall administer the CELDT annually in accordance with Federal and state requirements.

PPCS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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, PPCS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and PPCS 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 § 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 have 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 will not have a 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 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 (IEP) 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 required format and are 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.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2015**
  
  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 – 2015 (Including Charter Schools)**
  
  All Students enrolled December 1, 2015.
  
  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.

- **Dropdown 2012-13 (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 from non-SIS schools (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 (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.
Public Policy Charter School Overview

Geographic Focus
PPCS intends to serve students in the 5th through 8th grades, primarily located in the Central Los Angeles area of Los Angeles County, in the vicinity of John Muir Middle School. The school will serve similar demographics to those of John Muir Middle School and Barack Obama Global Preparation Academy.

Demographic Data
The demographics of John Muir Middle School and Barack Obama Global Preparatory Academy and other local LAUSD and charter schools are listed in the charts on the following pages. We anticipate a student population that is representative of these student populations. PPCS estimates that 93-98% of the students will qualify for free/reduced lunch. In addition, the school will serve a sizable English Language population, likely 34-38% of the student body, which is again consistent with the demographics of surrounding middle and elementary schools.

Need
Most LAUSD and Charter Schools in the area have a State rank at a 1-3 and are overcrowded. The need for a high-performing middle school is evidenced by waitlists at high-performing charter schools in surrounding areas. Many of the elementary, middle, and high schools, including charters, are in Program Improvement.

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2011</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% African American/Black</th>
<th>% Hispanic/Latino</th>
<th>% Other</th>
<th>2013 Growth API</th>
<th>2012 API Statewide Rank</th>
<th>2012 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
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<tbody>
<tr>
<td>Budlong Avenue Elementary</td>
<td>963</td>
<td>96.5%</td>
<td>N/A</td>
<td>46.2%</td>
<td>17.7%</td>
<td>81.5%</td>
<td>0.5%</td>
<td>724</td>
<td>2</td>
<td>4</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Menlo Avenue Elementary</td>
<td>615</td>
<td>92.4%</td>
<td>N/A</td>
<td>3.2%</td>
<td>17.7%</td>
<td>81.3%</td>
<td>0.8%</td>
<td>754</td>
<td>4</td>
<td>9</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>John Muir Middle School</td>
<td>1,109</td>
<td>81.6%</td>
<td>12%</td>
<td>26.1%</td>
<td>18.6%</td>
<td>81%</td>
<td>0.2%</td>
<td>687</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Manual Arts Senior High</td>
<td>1,867</td>
<td>83.9%</td>
<td>N/A</td>
<td>26.1%</td>
<td>18.2%</td>
<td>80.6%</td>
<td>0.6%</td>
<td>626</td>
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<td>Charter Schools</td>
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</tr>
<tr>
<td>Barack Obama Charter</td>
<td>340</td>
<td>89.4%</td>
<td>8.8%</td>
<td>4.1%</td>
<td>72.1%</td>
<td>24.3%</td>
<td>1.2%</td>
<td>755</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Lou Dantzler Preparatory</td>
<td>303</td>
<td>97.7%</td>
<td>8%</td>
<td>4.3%</td>
<td>68%</td>
<td>8.3%</td>
<td>22%</td>
<td>796</td>
<td>4</td>
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</tr>
<tr>
<td>Charter Elementary</td>
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<tr>
<td>Lou Dantzler Preparatory</td>
<td>261</td>
<td>89.7%</td>
<td>N/A</td>
<td>1.5%</td>
<td>85.8%</td>
<td>12.6%</td>
<td>1.2%</td>
<td>625</td>
<td>1</td>
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<td>No</td>
</tr>
</tbody>
</table>

Source: [http://www.ed-data.k12.ca.us/](http://www.ed-data.k12.ca.us/)

Grades Served and Projected Enrollment
PPCS will be a 5th – 8th grade charter middle school of approximately 600 students at maximum capacity in year 3. It will begin with 150 students in grade 5 and 150 students in grade 6 during
the first year of operation and will add a grade-level each year until capacity is reached in the 2017-2018 school year. The average class size will be 30 students.

### Enrollment Roll-Out Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
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<th>2017-18</th>
<th>2018-19</th>
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<td>150</td>
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<td>Grade 7</td>
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<tr>
<td>Grade 8</td>
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<td>Total</td>
<td>300</td>
<td>450</td>
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</table>

### Location Address or Target Neighborhood

PPCS anticipates, after a targeted recruiting campaign, the student population will be representative of the local demographics in the area, and consistent with existing public middle schools in the area. Based on statistics from the California Department of Education on local public schools, (http://dq.cde.ca.gov/dataquest/), PPCS estimates that 93-98% of the students will qualify for free/reduced lunch. In addition, the school will serve a sizable English Language population, likely 34%-38% of the student body, which is again consistent with the demographics of John Muir Middle School and Barack Obama Global Preparation Academy.

### What it means to be an “Educated Person” in the 21st Century

The Partnership for 21st Century Learning (http://www.p21.org), identifies five critical elements of schools that successfully prepare students for college and career success; Student Voice, Engaged Community, Distributed Leadership, Climate of Achievement, and Evidence & Research.

Through the implementation of this framework, PPCS will uniquely prepare learners with a diverse skill set that allows them to thrive in an ever-changing world. Our public policy focus will create authentic learning opportunities where students analyze and synthesize abundant sources of information, and apply this to projects that impact policy in their communities. This type of education engages young adolescents by bridging the gap between classroom and real-world learning.

Technological literacy is imperative for future success. PPCS will deliver curriculum through innovation, as technology will be infused in all aspects of learning. Integrated technology will enhance student learning in relation to conducting research, skill application, multi-media presentations, and design. We plan to serve as a laboratory for cutting-edge instructional practice.

Cross-cultural understanding and tolerance will be embedded in our instructional program, as 21st century citizenship includes the ability to work together to collaborate with individuals that represent diverse backgrounds and beliefs. Our educational model will prepare students to be active learners that apply their knowledge to positively impact themselves and their communities.
Upon culmination in 8th grade, PPCS students will possess the following competencies, as provided by the 21st Century Partnership:

- Competency in all core academic content areas;
- Media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze information);
- Excellent communication and higher order, critical thinking skills;
- Initiative and self-direction in guiding his or her own life-long learning;
- A commitment to integrity, social responsibility and an understanding of the world in which he or she lives; and
- Strong leadership skills and team-building capacity.

**How Students Learn Best**

Students learn best through a rigorous, standards-based curriculum centered on college and career readiness. Student should engage in cognitively demanding tasks, such as real-world applications, and opportunities to analyze and reflect upon their own work. With this in mind, the instructional program of PPCS has been designed to create an environment where the previously described vision for 21st century learning will be realized. Students will be expected to take ownership of their learning through active participation in classroom discussions and collaborative projects. Teachers will design lessons that are guided by data, and designed to address diverse cognition and learning modalities. Students will be fully prepared to excel throughout high school and college.

- **College and Career Readiness** - According to an ACT Policy Study Research, ([www.act.org/research/policy/index.html](http://www.act.org/research/policy/index.html)) “College Readiness begins in Middle School.” To prepare students for high school, college, and career success, the 21st Century Partnership identifies key systems that ensure 21st century readiness for every student, “21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today’s students.” Early college exposure means high expectations and academic rigor is evident across every grade-level and content area. We will accomplish this through partnerships with local universities, college access education, and visits to various work places and universities.

- **Project-based learning is used to make the curriculum relevant through real-world applications** - Research reveals that creating multiple pathways to graduation, through a variety of learning opportunities, provides students with a meaningful school structure that links subject areas and encompasses both personal experiences and connections to the world of adult work ([http://www.ncsl.org/programs/educ/EffectiveHSReform.htm](http://www.ncsl.org/programs/educ/EffectiveHSReform.htm)). Furthermore the Buck Institute for project-based learning ([www.bie.org](http://www.bie.org)) supports PBL as a means of preparing students for the global society. “In Project Based Learning, students go through an extended process of inquiry in response to a complex question, problem, or challenge.” The key components of PBL include:
  - Significant content
  - 21st century competencies
  - In-depth inquiry
  - Driving questions
  - Need to know (to gain knowledge and understand concepts)
Integrated technology is a critical component of PBL, and will be utilized for research, projects and presentations, skill application, and communication through appropriate use of social media. Technology will provide real-time data for teachers and students to monitor student growth and progress. Students will utilize educational apps and monitor their own learning by setting goals for themselves through the software and reflecting on their academic gains. Teachers will use data to adjust instruction and to guide their planning.

- **Highly effective teachers** – The recruitment and retention of highly effective teachers will be paramount to the learning environment at PPCS. Students learn best when teachers are knowledgeable in content and instructional delivery. “Teaching is complex, and great practice takes time, passion, high-quality materials, and tailored feedback designed to help each teacher continuously grow and improve.” (http://www.gatesfoundation.org/media-center/press-releases/2013/01/measures-of-effective-teaching-project-releases-final-research-report) PPCS will partner with local colleges and universities that produce well qualified teachers. These institutions include USC, UCLA, Loyola Marymount, Pepperdine, and the surrounding California State Universities. PPCS will retain teachers through ongoing professional development. New teachers require a great deal of coaching and support in their induction years into the profession. Thus, PPCS will employ instructional coaches at each grade-level to assist new teachers in lesson design, instructional planning, data analysis, and classroom management. Teachers will have common planning periods to collaborate in analyzing student work and assessments, plan for effective instruction, and develop a team approach for intervention. A study of 900 school districts found that spending additional resources on more highly qualified teachers (experience and past performance) led to greater increases in student achievement than any other use of those resources (Ferguson, 1991). More experienced teachers will have access to a career ladder allowing them to serve as teacher leaders/master teachers and instructional coaches for their peers. In order to foster effective teaching, robust and engaging professional development will be held on an ongoing basis. According to years of fieldwork in diverse secondary schools, Steiner (2004) stated, “Meaningful professional development does not take place during professional development workshops or in-service presentations, but in the context of professional communities that have been locally developed to be responsive to teachers’ needs.” PPCS will create a schedule that builds in time for professional collaboration. Linda Darling Hammond and Gary Sykes, of Stanford University, identify professional dialogue and ongoing collaboration as a critical factor in raising student achievement. (Teaching as the Learning Profession: Handbook of Policy and Practice, 1990). Weekly professional development collaboration will center on the ongoing analysis of student work, and the integration of Common Core Standards and Assessments and the Public Policy Curriculum.

- **Meaningful parental engagement** – In order to meet their expectations, we will work in close partnership with families to most effectively support learning at school and at home. PPCS will provide parent education workshops that inform parents on college
preparedness, relate to literacy, technology training, and preparing students for college. PPCS will create a family environment where parents know that they are an important part of the school community. Parents will be given multiple opportunities to support the goals of the school through a myriad of significant volunteering opportunities. “Research overwhelmingly demonstrates that parent involvement in children’s learning is positively related to achievement.” (http://nwrel.org).

- **Data-driven instruction** - Student growth and progress will be monitored daily, through a range of formative and summative assessments. PPCS will utilize technology to assess student learning through educational software programs that align to Common Core Standards, and prepare students to score at advanced or proficient levels on the Smarter Balanced assessment. PPCS will provide students with multiple opportunities to demonstrate mastery learning through electronic assessments, high-level writing assignments, projects, portfolios, interim assessments, and mandated standardized assessments.

- **Small, personalized learning environments** - The Advisory Period is a fundamental structure for early adolescents to develop habits of mind, and critical life skills. These elements support academic achievement, college readiness, personal development, and interpersonal relationships. Advisory Periods provide middle scholars with a personalized learning environment where all students are mentored by a teacher that will remain in the role of their advisor throughout their time in middle school. Young adolescents stand at a crucial intersection in their social, emotional and academic development. Thus, they require support to navigate the complex middle and high school years. Through advisory programs, skills are fostered that include academic and personal goal setting, time management, organization, study skills, effective communication, appropriate use of technology and social media. Furthermore, students develop strong bonds with not only their advisor, but also the peers in their Advisory groups. Advisory provides students with opportunities to work in groups to solve problems collaboratively, and reinforce positive interpersonal skills in an authentic setting with a peer group that supports each other, grows together, and learns from one another. The Coalition of Essential Schools confirms, “Published research...indicates that the program leads to the kind of positive outcomes—such as increased attendance—that correlate with improved academic outcomes.” (http://www.essentialschools.org/cs/resources/view/ces_res/345).

- **Life-Long Learning Goals**

PPCS will establish explicit goals for enabling students to be self-motivated, competent, life-long learners. PPCS will establish and implement life-long learning standards in order to instill self-directed leaning. These standards will require students to be collaborative and self-directed learners, participants in their society, information processors, effective communicators, and critical thinkers. Students will apply these life-long learning standards through the Public Policy theme, rigorous coursework, and service learning projects.
**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).

Please see Element 2 for details about Public Policy Charter School’s compliance with these new requirements.

**“A Typical Day”**

PPCS offers a clean, orderly, and engaging learning environment. Students wear uniforms, consisting of polo shirts displaying the PPCS logo and khaki pants, shorts, or skirts. This is a small learning community where the faculty knows every student by name. Students and parents feel a familial connection to the school. Faculty members make themselves accessible and approachable to students and families. The school Principal maintains an open-door policy where families can meet with him or her at any time. Teachers are available to conference with parents regarding students’ academic and behavioral progress.

In every classroom, whiteboards clearly display the Common Core Standards, learning targets, objectives, daily agenda, and homework. College preparedness is ubiquitous across the school, as early as fifth grade, demonstrated through academic rigor in every content area. Additionally, posters and pennants are displayed to promote college awareness. Students are engaged and frequently collaborating with peers through different grouping structures to complete class work and projects. In every classroom, high-quality instruction is evident. The school operates as a laboratory for effective teaching and learning. The Principal, instructional coaches and other teachers frequently observe classrooms to provide feedback, coach, and share best practice.

Instruction is clearly student-centered. Students are held accountable for their learning through academic discourse, group work (where they are assigned roles), and daily formative and summative assessments. Students self-monitor, analyze, reflect upon their learning, and set achievement goals. The standards-based grading system makes students accountable for tracking their growth and progress. In Math and Language Arts classes, students identify areas of improvement and apply skills through stations, often involving computer-based programs. Technology provides real-time data for teachers and students. This data helps teachers create instructional groups that advance the level of every learner.

During the 120-minute block period, teachers execute the lesson cycle with smooth transitions to ensure learning time is maximized. A typical period includes:
1. Do Now
2. Lesson delivery with gradual release model (I do, you do, we do)
3. Opportunities to apply skills through active practice (group work or stations)
4. A closure activity, typically an exit slips.

At all phases of the lesson, teachers check for understanding and provide learners with explicit feedback to further learning. When students are engaged through group work, the teacher will provide individualized instruction for those not proficient in the standards being taught. Grouping is varied, to best meet the needs of the learners. Teachers employ a variety of effective strategies:

- Close reading
- Vocabulary development
- Use of graphic organizers
- Scaffolding
- Multi-level questioning
- Text-based questions

Lessons are differentiated to meet students’ diverse learning needs. English Learners are supported through research-proven, specially designed academic instruction in English (SDAIE) strategies. The resource teacher supports special needs students through an inclusion model. Our “push-in” model involves co-teaching and planning with general education teachers. Every student is required to think critically, and justify his or her thinking.

Comprehensive instructional planning contributes to each lesson. Teachers analyze student work with peers during their common planning periods and use the data to guide their planning. All students are held to the same high standards for behavior and work production across grade-levels and subjects.

The Common Core standards are clearly posted in classrooms, and students can articulate their learning goals. The public policy theme is evident across disciplines. Through the humanities coursework, students will learn through history and literature, how governments created policies to improve the lives of citizens across civilizations. Students will learn firsthand how our government works, and how public policy impacts their lives and the lives of others through projects that make connections between historic events and modern times. These projects include community service starting in 5th grade. Projects with public policy partners in the community and across the city occur by 8th grade. These partners, along with mentors and guest speakers, regularly visit our campus in order to fulfill our public policy vision. Students also take field trips to local agencies that impact public policy in Los Angeles.

Teachers engage in professional reading and discussion, data analysis, collaborative planning, and sharing best practice during weekly professional development. The Principal works with the leadership team planning and facilitating professional development. Teacher observation data guides professional development planning. School-wide initiatives are developed and evaluated for effectiveness. Our team values professional development time, and all members are active participants.

Submitted: April 2014
When the dismissal bell rings, it does not mark the end of the day for most students at PPCS. The campus remains open until 6:00 p.m. Many students participate in intervention classes, after school programs and intramural sports. Students have access to computers and technology programs to complete assignments.

The learning environment at PPCS is student centered, dynamic, and respectful to all members of the learning community. After spending a typical day with learners at PPCS, a visitor would be inspired by how students are applying their knowledge to positively impact themselves, their families, and communities. Clearly, PPCS is fulfilling our vision of preparing student leaders for college, career, and global citizenship.
### Sample Student Schedules

**Block Schedule for Tuesdays and Fridays**  
Even Periods – 2,4,6, and Advisory

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Period</td>
<td>7:45 – 9:45</td>
<td>Math/Science Core (Science 5)</td>
<td>English/Language Arts 6</td>
<td>Physical Education 7</td>
<td>English/Language Arts 8</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:45 – 10:05</td>
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</tr>
<tr>
<td>4th Period</td>
<td>10:10 – 12:10</td>
<td>Middle School Success 5</td>
<td>Humanities Core (Ancient Civics 6)</td>
<td>Theater Arts 7</td>
<td>Public Policy Studies 8</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:10 – 12:40</td>
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<tr>
<td>Advisory</td>
<td>12:45 – 1:25</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
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<tr>
<td>6th Period</td>
<td>1:30-3:30</td>
<td>Humanities Core (United States History 5)</td>
<td>Math/Science Core (Science 6)</td>
<td>Common Core Math 7</td>
<td>Unites States History 8</td>
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<tr>
<td></td>
<td>400 instructional minutes</td>
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### Block Schedule for Mondays and Thursdays
Odd Periods – 1, 3, 5 and Advisory

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</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>7:45 – 9:45</td>
<td>Math/Science Core (Math 5)</td>
<td>Theater Arts 6</td>
<td>World History 7</td>
<td>Physical Education 8</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:45 – 10:05</td>
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</tr>
<tr>
<td>3rd Period</td>
<td>10:10 – 12:10</td>
<td>Physical Education 5</td>
<td>Math/Science Core (Math 6)</td>
<td>English/Language Arts 7</td>
<td>Common Core Math 8</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:10 – 12:40</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>12:45 – 1:25</td>
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<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>5th Period</td>
<td>1:30 – 3:30</td>
<td>Humanities Core (ELA 5)</td>
<td>Physical Education 8</td>
<td>Integrated Science 7</td>
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<td>400 Instructional Minutes</td>
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</table>

Submitted: April 2014
## Stacked-Day Schedule for Wednesdays (Early Dismissal Days)
### Periods 1-6, No Advisory

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<th>Period</th>
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<th>5th Grade</th>
<th>6th Grade</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>7:45 – 8:35</td>
<td>Math/Science Core (Science 5)</td>
<td>Middle School Success</td>
<td>World History 7</td>
<td>Physical Education 8</td>
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<tr>
<td>2nd</td>
<td>8:38 – 9:28</td>
<td>Math/Science Core (Science 5)</td>
<td>Humanities Core (ELA 6)</td>
<td>Physical Education 7</td>
<td>English/Language Arts 8</td>
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<td>Nutrition</td>
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<tr>
<td>3rd</td>
<td>9:38 – 10:28</td>
<td>Physical Education 5</td>
<td>Math/Science Core (Math 6)</td>
<td>English/Language Arts 7</td>
<td>Common Core Math 8</td>
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<tr>
<td>4th</td>
<td>10:31 – 11:20</td>
<td>Middle School Success 5</td>
<td>Humanities Core (Ancient Civics 6)</td>
<td>Art and Literacy 7</td>
<td>Public Policy Studies</td>
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<td>Lunch</td>
<td>11:20-11:50</td>
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<td>5th</td>
<td>11:53 – 12:43</td>
<td>Humanities Core (ELA 5)</td>
<td>Physical Education 6</td>
<td>Integrated Science 7</td>
<td>Integrated Science 8</td>
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<tr>
<td>6th</td>
<td>12:46 – 1:36</td>
<td>Humanities Core (United States History 5)</td>
<td>Math/Science Core 6 (Science 6)</td>
<td>Common Core Math 7</td>
<td>United States History 8</td>
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<tr>
<td></td>
<td>300 instructional minutes</td>
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Submitted: April 2014
August

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10th – 14th - Summer Professional Development

17th - First Day of School

10 Regular Instructional Days (2 Shortened Days)

SEPTEMBER

<table>
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<tr>
<th>M</th>
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</table>

7th – Labor Day Holiday

16th – Progress Reports and Parent Conferences

21 Regular Instructional Days (5 Shortened Days)

Submitted: April 2014
**OCTOBER**

<table>
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<tr>
<th>M</th>
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- **19th – 23rd** – Quarter 1 Benchmark Exams
- **26th** – Pupil Free Professional Development
- **28th** – Progress Reports/Conferences
- **21 Regular Instructional Days** (4 Shortened Days)

**NOVEMBER**

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- **9th Veteran’s Day Observed**
- **26th – 27th** Thanksgiving Holiday
- **18 Regular Instructional Days** (4 Shortened Days)
### DECEMBER

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14\textsuperscript{th} – 18\textsuperscript{th} – Quarter 2 Benchmarks

21\textsuperscript{st} – January 8\textsuperscript{th} – Winter Break

14 Regular Instructional Days (3 Shortened Days)

### JANUARY

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21\textsuperscript{st} – January 8\textsuperscript{th} – Winter Break

18\textsuperscript{th} – MLK Holiday Observed

28\textsuperscript{th} – End of First Semester (Final Grades)

14 Regular Instructional Days (3 Shortened Days)
FEBRUARY

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1st – Pupil Free Professional Development

2nd – First Day of Second Semester

15th – President Day

19 Regular Instructional Days (4 Shortened Days)

MARCH

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2nd Progress Report and Parent Conferences

21st – 24th – Quarter 3 Benchmark Exams

25th – Pupil Free Professional Development

March 28th – April 1st - Spring Break

18 Regular Instructional Days (4 Shortened Days)
APRIL

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1st - Spring Break

4th - Cesar Chavez Holiday Observed

SBAC Window Opens (Dates TBD)

19 Regular Instructional Days (4 Shortened Days)

MAY

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30th Memorial Day Holiday Observed

SBAC Window Closes (Dates TBD)

21 Regular Instructional Days (4 Shortened Days)
JUNE

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28th – Final Grades Due

Summer Session TBT (10 Days)

17 Regular Instructional Days (4 Shortened Days)
### JULY

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**4th Independence Day Holiday Observed**

**18th – 22nd: Incoming Student Summer Bridge (5 Days)**

- **151 - Regular Instructional Days**
- **41 - Shortened Days**
- **192 - Total Instructional Days**
- **3 - Pupil Free Days**
- **10 - Summer Session Days**
- **5 - Professional Development Days**
- **28 - Holiday / Vacation Days**
- **5 – Incoming Student Summer Bridge Days**
Assurance of Compliance with Ed Code 47612.5
PPCS shall offer, at a minimum, for each fiscal year, the number of minutes of instruction per grade-level as required by the Education Code Section 47612.5(a)(1)(A)-(D).

Instructional Approach
The educational model for curriculum and instruction at PPCS is guided by research that identifies practices found in high-performing schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The research body includes (but is not limited to) Characteristics of High Performing, High Poverty Schools (Kannapel and Clements, 2005), The 20 Non-Negotiable Characteristics of Higher Performing School Systems (NCEA, 2011) and Restoring Our Schools (Darling-Hammond, 2010). PPCS offers a rigorous, college-preparatory with a multi-faceted approach to prepare learners to succeed in competitive colleges and use their knowledge of public policy to enhance the lives of people in their communities and all over the world. The PPCS curriculum emphasizes critical thinking and character development necessary for college level coursework and collaboration. College exposure starts in the 5th grade. Our public policy mission engages learners in bridging the gap between school, home, and real world. During their years at PPCS, students apply what they learn to take action in the real world through authentic performance tasks, advocacy, and community service projects. An introduction to public policy begins in the 5th grade as part of the Advisory Curriculum. Students public policy knowledge develops each year, and culminates in an 8th grade public policy course. Our students will have unique opportunities to be student voices in the city that influence policy.

Instructional Methodologies
Students learn best through a rigorous, standards-based curriculum that challenges them to apply concepts through real-world applications. PPCS teachers will employ a variety of instructional practices in the classroom, including the following:
- **Scaffolding** - Scaffolding instruction is based on Vygotsky’s socio-cultural theory of learning and the zone of proximal development, and relates to the Teacher-as-Facilitator role. Teachers identify the current developmental skills of individual students and of classes and provide support structures to help students move to the next level. As the year progresses, the student becomes more skillful at directing his or her learning, and the teacher begins to remove the supports. Scaffolding is vital to meeting the needs of our special education students.

- **Vocabulary Development** - Teachers in all content areas need to teach with the EL student in mind. Kinsella underscores the importance of teaching academic language, “It is the vocabulary critical to understanding the concepts of the content taught in schools.” ([https://www.scoe.org/docs/ah/AH_kinsella](https://www.scoe.org/docs/ah/AH_kinsella)). According to Robert Marzano (2005), “the strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms. When students understand these terms, it is easier for them to understand the information they will read and hear in class.” PPCS teachers participate in professional development based on the frameworks provided by Kinsella and Marzano. Both experts advocate using a systematic approach to building academic language that includes explicit vocabulary instruction, and exposure to a wide range of fiction and informational text.

- **Text-Based Questions** - The formulation of text–based questions are a recommended strategy for providing students access to informational text, which is heavily emphasized throughout the Common Core Standards. (Beers, 2013). Text-based question provide a template for teachers to use when posing text-based questions that align directly to the Common Core Standards. Students are required to justify their answers from the text. Text-based questions are based on Bloom's higher order skills, and require students to use critical thinking to formulate their answers. Text-based questions require students to read informational text closely, and make logical references to text, while citing evidence. Students must also identify the main ideas and themes central to the text in order to support their answers.

- **Graphic Organizers** - Graphic organizers are also referred to as thinking or content maps. Research supports the use of graphic organizers as a strategy to make connections between relationships, facts, terms, and or ideas within a learning task (National Center on Accessible Instructional Materials). Graphic organizers come in various forms, and are considered a research-based strategy for improving outcomes for learners, and differentiating instruction. Graphic organizers are applied to every subject area.

- **Summarizing** - The ability to summarize what students read is a critical aspect of the common core standards. Summary writing is a fundamental skill that students must master in order to be proficient writers and succeed at the college level. Summarization is a practical strategy use by students to identify and analyze main and supporting details in complex text. Students must write summaries in every content area, including math, to explain their learning.


- **Close Reading** - Close reading is a strategy that uncovers layers of meaning leading to deep comprehension of text. A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. “Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. (Partnership for Assessment of Readiness for College and Careers (PARCC), 2011).” Since close reading is a recommended strategy for providing access to the Common Core, it will be a strategy that every teacher at PPCS will employ in order to teach deeper levels of reading comprehension in all subject areas.

---

**No Child Left Behind**

As required by No Child Left Behind (NCLB), PPCS will work with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. PPCS will implement all provisions of NCLB that are applicable to charter schools (e.g., incorporating instructional strategies based on scientific research, strengthening the core academic program, meeting AYP goals, creating a school accountability report, providing extended learning for students below grade-level, ensuring teacher quality, and participating in all required assessments).
## Middle Grade Coursework Description and Common Core Alignment

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
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<td>Humanities HSS Ancient Civilizations Core</td>
<td>World History Core</td>
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<td>Math 8 Or Integrated Math Honors Core</td>
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<td>Physical Education 7 Non-Core</td>
<td>Physical Education 8 Non-Core</td>
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<tr>
<td><strong>Enrichment</strong></td>
<td>Middle School Success Non-Core</td>
<td>Theater Arts Non-Core</td>
<td>Visual Arts Non-Core</td>
<td>Public Policy Studies Non-Core</td>
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</tbody>
</table>
Common Core Standards and Key Learning Concepts
(http://www.corestandards.org)

LANGUAGE ARTS
Reading Foundational Skills (Grade 5)
1. Phonics and word recognition
2. Fluency

Reading Literature (Grades 5-8)
Students are exposed to a range of texts and tasks. Students read increasingly complex texts each year. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text (Grades 5-8)
The CCR anchor standards define college and career readiness expectations.
Key ideas and details
1. Craft and structure
2. Integration to knowledge and ideas.
3. Range of reading and level of text complexity

Writing
Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.
1. Text types and purposes
2. Production and distribution of writing
3. Research to build and present knowledge
4. Range of writing

Speaking and Listening
These standards offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.
1. Comprehension and collaboration
2. Presentation of knowledge and ideas

Language
1. Conventions of standard English
2. Knowledge of Language
3. Vocabulary acquisition and use
Mathematics

In Grade 5 Math, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

1. Operations & Algebraic Thinking
2. Number & Operations in Base Ten
3. Number & Operations—Fractions
4. Measurement & Data
5. Geometry

In Grade 6 Math, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

1. Ratios & Proportional Relationships
2. The Number System
3. Expressions & Equations
4. Geometry
5. Statistics & Probability

In Grade 7 Math, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

1. Ratios & Proportional Relationships
2. The Number System
3. Expressions & Equations
4. Geometry
5. Statistics & Probability

In Grade 8 Math, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

1. The Number System
2. Expressions & Equations
3. Functions
4. Geometry
5. Statistics & Probability

**Integrated Mathematics 1 (Honors),** students who have successfully completed honors courses grades 6-7 with a grade of B or above, and who consistently score proficient or above on standardized assessments, will be eligible for Honors Integrated Match. The sample high school pathways for mathematics – in both a traditional course sequence (Algebra I, Geometry, and Algebra II) as well as an integrated course sequence (Mathematics 1, Mathematics 2, Mathematics 3) – will be made available shortly after the release of the final Common Core State Standards. It is expected that additional model pathways based on these standards will become available as well.

1. The Real Number System
2. Quantities
3. The Complex Number System
4. Vector & Matrix Quantities

**Next Generation Integrated Science Standards**

<table>
<thead>
<tr>
<th>Grade 5 Science Disciplinary Core Standards</th>
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<tbody>
<tr>
<td>5-PS1 Matter and its Interactions</td>
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<td>5-PS2 Motion and Stability: Forces and Interactions</td>
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<td>5-PS3 Energy</td>
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<tr>
<td>5-LS1 From Molecules to Organisms: Structures and Processes</td>
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<tr>
<td>5-LS2 Ecosystems: Interactions, Energy, and Dynamics</td>
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<tr>
<td>5-ESS1 Earth’s Place in the Universe</td>
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<td>5-ESS2 Earth’s Systems</td>
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<td>5-ESS3 Earth and Human Activity</td>
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<td>3-5-ETS1 Engineering Design</td>
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<table>
<thead>
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<th>Grade 6-8 Science Disciplinary Core Standards</th>
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<td>MS-PS2 Motion and Stability: Forces and Interactions</td>
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<td>MS-PS3 Energy</td>
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<td>MS-PS4 Waves and their Applications in Technologies for Information Transfer</td>
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<td>MS-LS1 From Molecules to Organisms: Structures and Processes</td>
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<td>MS-LS2 Ecosystems: Interactions, Energy, and Dynamics</td>
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<td>MS-LS3 Heredity: Inheritance and Variation of Traits</td>
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<td>MS-LS4 Biological Evolution: Unity and Diversity</td>
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<td>MS-ESS1 Earth’s Place in the Universe</td>
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<td>MS-ESS2 Earth’s Systems</td>
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<td>MS-ESS3 Earth and Human Activity</td>
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<td>MS-ETS1 Engineering Design</td>
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**History/Social Science**

**Grade 5 – United States history and geography**, making a new nation. The development of the United States up to the period of 1850, and building a new nation.

**Grade 6 – World History and Geography, Ancient Civilizations.** The lives of the earliest humans; development of tools, gathering, agriculture and emerging civilizations in Mesopotamia, Egypt, the Indus River Valley, China, and the Mediterranean basin.

**Grade 7 – Medieval and early modern times**, the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789.

**Grade 8 – United States History and Geography**, growth and conflict. Ideas, issues, and events from framing the constitution up to World War I. Students learn about the challenges of a new nation with emphasis of the cause and consequences of the Civil War.

**Physical Education**

Middle School Physical Education, grades 5-8.

Students will:

1. Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physiological and sociological concepts, principles and strategies that apply to the learning and performance of physical activities.

**Enrichment Courses**

**Grade 5 – Middle School Success**

The course is designed as an introduction to middle school. Students will learn basic technology skills, organizational skills, and study skills. Math and language arts will be reinforced through technology programs. Students will become connected to the middle school community.

**Grade 6 – Theater and Language Arts**

This course will expose students to theater and dramatic arts, based on the California Visual and Performing Arts Frameworks. Content will be integrated to language arts and history content through interdisciplinary project based learning. Students will apply the Common Core Language Arts standards through dramatic arts by reading different literary genres and writing and application of critical literacy to understand meaning of texts used including plays, sonnets and scripts. The class will include modern media and use of technology.

**Grade 7 – Visual and Language Arts**

The visual arts curriculum will be based on the California Visual and Performing Arts Standards. Art projects will be integrated with history and language arts content. Students will access Common Core Language Arts Standards through art critique, and reading and writing about artists. In addition to traditional art mediums, students will also work with technology and graphic design.
Grade 8 – Public Policy Studies
This course is designed as an authentic learning opportunity, allowing students to apply what they have learned about public policy. The class will incorporate an in-depth study of the history of public policy in Los Angeles, California, and the United States and how it impacts students’ lives. The culminating project will be a community service project that impacts public policy in their community or greater city, and involves a partnership mentor. Projects will be presented to a public audience.

Research Supporting Instructional Program
The PPCS planning team has performed extensive research in designing the school’s instructional program. In addition to researching literature, as evidenced by the citations throughout this document, team members visited several charter schools to learn about successful models that maximize student learning and teacher effectiveness.

These schools include several of the Alliance College-Ready Public Schools, New Tech Middle School, Da Vinci Charter Schools, and PUC Middle Schools.

Instructional Materials
First-year instructional materials will be purchased no later than May 1, 2015, to ensure delivery in time for school start in August. Course descriptions included in this charter, and the Common Core state standards will also be considered. We will purchase materials to support our instruction in areas of need as indicated by our student data, and in alignment with our professional development focus. The criteria we will consider when purchasing new instructional materials include:

- Level of rigor of the materials
- Alignments with Common Core Standards and Assessment
- Capacity to meet the needs of English learners
- Capacity to meet the needs of high priority students
- Alignment with the needs of our students as indicated by standardized assessments
- Cost of materials

PPCS is currently researching the best instructional materials to meet the needs of learners. While we have not yet purchased our materials, we are only considering curricula that align with our instructional vision and Common Core Standards and assessment. Teacher-created materials will be used to supplement PPCS courses and enhance learning.

Curriculum and digital content currently being considered includes:

- McGraw Hill Language Arts, Math, and Science (Common Core)
- TCI - History Alive
- Achieve 3000 (digital)
- Mind Research Math (digital)
- CK-12 (digital)

Teacher Recruitment
PPCS will actively recruit the most qualified and effective teachers who are best equipped to meet the needs of the learners within our community. Particularly in the first year of operation, it will be critical for PPCS to launch the school with an outstanding founding team that will set the tone for exceptional teaching. Teacher recruitment will be targeted at successfully attracting teachers who are capable of teaching, inspiring, and guiding students who have traditionally been underserved. The strategies that PPCS will use to recruit highly effective teachers will include but are not limited to:

- Partnerships with local Schools of Education,
- EdJoin postings,
- Recruitment fairs,
- Professional networks,
- And organizations including CA League of Middle Schools and Local ASCD chapters.

PPCS will only hire teachers who are highly qualified and fully credentialed, possess subject matter competency, and fulfill all requirements outlined in No Child Left Behind (NCLB) regulations.

**Professional Development**

PPCS believes in the promotion of independent, lifelong learning for all members of our school community. PPCS aspires to instill these values in students, and expects the same level of commitment from our instructional staff. PPCS offers comprehensive and relevant ongoing professional development (PD) based on current research; ensuring teachers have the skills to effectively deliver our instructional program. As part of our professional development focus, all teachers will be trained in the effective use of curriculum designed to deliver instruction for our Public Policy theme. Teachers will be given the resources and training needed to embed our theme across their discipline, as well as through Advisory lessons and projects. As the only school of its kind in our area, we hope to lead the way for others. We are carefully researching the materials to be used, and have already looked to the following resources to assist in our planning:

1. [www.annenbergclassroom.org](http://www.annenbergclassroom.org)
3. [www.icivics.org](http://www.icivics.org)
4. [www.new.civiced.org](http://www.new.civiced.org)
5. [www.crfcap.org](http://www.crfcap.org)
6. [www.nationalpriorities.org](http://www.nationalpriorities.org)

**Common Core Professional Development**

At PPCS, PD prepares teachers to skillfully deliver the Common Core standards. Our weekly PD time is built in to our schedule to allow teachers to share best practice, analyze data, and plan innovative lessons that address Common Core Standards and Assessment. Teachers meet in different configurations: grade-level, content teams, interdisciplinary teams, and as a whole school team. All configurations engage teachers in developing learning targets that address the high cognitive demands of the Common Core. Since the Common Core requires reading and writing in all subjects, PD focuses on strategies to raise lexile levels and reading proficiency, including close reading, and text-based questions. The math team works in partnership with the Center for Math and Science Teaching (CMAST) at Loyola Marymount to implement strategies.
for teaching middle grade students the more in-depth Common Core Math Standards. Teachers also plan for formative and summative assessments aligning to Smarter Balanced Assessment.

**Project-Based Learning**
PBL will be a signature practice of PPCS. All teachers are trained in teaching this rigorous style of instruction. The school leaders will be trained through the Buck Institute for Project Based Learning in Northern California. In turn, these master teachers will assist newer teachers in planning and implementing the instructional units. During PD sessions, teachers will receive tools and resources for implementation.

**Summer Training**
PPCS will hold a one-week mandatory summer training program for teachers at the start of each year. The focus will be:

- Project-based learning
- Building a positive school culture
- Backwards Planning based on the model provided by McTighe & Wiggins for curriculum mapping (Understanding by Design, 2005)
- Data-driven decision-making, including training on the school’s data management systems
- Differentiated instruction, including strategies for meeting the needs of EL and special education students
- Standards-based grading
- Parent/Guardian engagement, and
- Advisory Curriculum.

**Weekly Professional Development Time**
PPCS will have early dismissal once a week (on Wednesdays only), in order to provide teachers with a 2-hour block of professional development and collaboration time. The specific topics addressed during the professional development and collaboration time will include reinforcement of those topics introduced during the Summer Training, as well as new topics that will be selected based on current data and the needs of the staff, students and school community. The on-going professional development program will be heavily driven by data collected through 1) teacher self-assessments, 2) classroom observations and 3) disaggregated student test scores that identify not only the areas of core curriculum weakness, but also those student sub-groups that are in need of additional focus.

The weekly 2-hour Early Dismissal professional development and collaboration time will typically follow this format:

- 1-Hour of “formal” Professional Development, facilitated by the following resource personnel:
  - Teacher Leaders/Master Teachers for content-specific trainings
  - External trainers from the relevant curriculum, as needed
  - Principal
  - Special education and EL experts
- 1-Hour of Collaboration and Common Planning Time
Common Planning Time
PPCS understands that teacher collaboration is critical to creating both a professional learning environment as well as a support structure for teachers.

- **Grade-Level** - Teachers will meet in their grade-level teams weekly to discuss individual students’ progress, interdisciplinary projects, and/or other relevant topics. These meetings will occur during the professional development time on Early Dismissal days. Note that Early Dismissal days provide 2 hours dedicated to professional development, and there is an Early Dismissal day once a week.

- **Content Area** - Teachers will meet professional development sessions and common planning time to share best practices and to seek one another’s advice for common challenges.

Peer Observations
PPCS recognizes that a common challenge identified by many teachers is their feeling of isolation. PPCS will promote a safe, “open door” policy to remedy teacher isolation. PPCS will allow for peer observations of all teachers by both content-area and grade-level peers to occur regularly in an effort to foster a collaborative, supportive staff culture that will ultimately lead to increased student achievement.

PPCS will hold professional development sessions on best practices for conducting peer visitations and for providing feedback and support. The Principal, who is the instructional leader of the school, will lead these professional development sessions. Peer visitations are intended to be positive experiences for both the visitor as well as the teacher being observed. Visitors will have the chance to learn new instructional approaches and to be exposed to different styles of teaching. Meanwhile, the teacher being observed will have an opportunity to demonstrate best practices (or in some cases, less intentionally, possible pitfalls) and to receive helpful peer feedback on his/her lesson plans and implementation.

Teacher Evaluation
While peer visitations both create unique learning opportunities and foster a sense of collaboration and support among staff, Principal evaluations serve as an important professional development tool as well. PPCS will develop a teacher evaluation template that all teachers will receive on the first day of their employment. This template will help ensure that there are clear, high expectations for all teachers as to what the Principal will be looking for during formal evaluations and throughout the year. It should be noted that while a Principal may only conduct two formal evaluations during the year per teacher, he or she can be expected to visit classrooms informally daily.

Western Association of Schools and Colleges (WASC)
PPCS will seek “Initial Accreditation” from WASC in the first year of operation. PPCS will submit a “Request for WASC Affiliation” and assign a point person to coordinate and submit an “Initial Visit Application/School Description” form, addressing the following five categories: 1) Organization, 2) Standards based Student Learning Curriculum, 3) Standards-based Student Learning Instruction, 4) Standards-based Student Learning Assessment and Accountability, 5) School Culture and Support for Student Personal and Academic Growth.
PPCS will comply with WASC standards and processes while under review.

**Strategies to Meet the Needs of All Learners**
Given the many challenges that PPCS student population will face, and given our belief that all human beings have the potential for growth and self-actualization, students who are not proficient will be required to receive targeted intervention classes after school or on Saturdays. The intervention program is intended to address the particular needs of our various subgroups of students, including those who demonstrate significant academic deficits that would be most effectively addressed outside of the context of the regular classroom environment. We believe that a student’s academic success is affected by a variety of factors including nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation. Therefore, PPCS provides support in each of these areas as necessary. The goal of the intervention program is to educate students to realize their full potential and to provide them with the skills and agency needed for success at a four-year university.

**Universal Intervention (Academic Support)**
PPCS anticipates intervention in the following forms:
- English Language Development (ELD) Instruction
- RSP Instruction
- Individual and group Counseling
- Targeted Reading Instruction
- Tutoring in all core academic areas
- College Readiness Education
- Digital content used during regular and extended school day
- Parent education workshops
- Mentoring outreach

Instructional interventions are embedded within teachers’ daily lesson plans. For those students who struggle with academic content, intervention will be provided through extended learning opportunities, after school and on Saturdays. The digital curriculum, including Khan Academy, Achieve 3000, IXL math and others, will enhance student learning and increase achievement.

**Differentiation in the Core Classes**
All teachers at PPCS will be responsible for differentiating lessons to accommodate for the social and developmental needs of middle grade learners. If students are not meeting grade-level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an individualized plan will be developed designed to help the student succeed.

**Staff Meeting Time for Discussing Individual Student Progress**
Approximately one hour out of the 2-hour weekly professional development time on Early Dismissal days will be spent discussing individual student progress among teachers and advisors who share the same students. This meeting time serves as a basis to update possible interventions for identified students and to highlight the strategies that have been successful.
with individual students, including special education students, versus those that have been less successful.

**Meeting the Needs of Special Education Students**
Special Education students participate primarily in a full-inclusion model. PPCS will use a database, proactive approach to identifying and addressing the dynamic learning strengths and needs of all students through strategic collaboration and targeted differentiation in as inclusive of a manner as possible. Data from regular progress monitoring is used to constantly adapt to the changing needs of students with and without identified special needs. All students have maximized access to the general education curriculum and setting, with varying levels of support as needed. When students do require increased levels of support from a Resource Specialist they will also have the ability to receive individual or small group attention in a learning center. In this setting, they will receive training in academic and study skills such as note-taking, focusing, using graphic organizers, and asking questions in class, as well as support with their core class assignments in accordance with their IEPs. The RSP teacher also co-plans and co-teaches with core teachers, assisting students within their general education classes.

In addition to our academic supports and services, we will be equipped to offer a variety of related services, including speech and language therapy, occupational therapy, physical therapy, adaptive physical education, counseling and guidance with a school psychologist, and visual impairment and deaf and hard of hearing itinerant services on a fee for service basis through the district.

**Student Success Teams and Response to Intervention**
The framework for how we will approach students who are not meeting grade-level expectations is best described as a problem solving approach within the Three-Tiered Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students’ needs. The student will be referred to the Student Success Team, which coordinates student supports. The SST members will include the following: the parents/guardians, the student's academic counselor, classroom teachers, and a school administrator. The team may also include, whenever appropriate, the student, a school psychologist, speech and language specialists, and RSP teacher.

Teachers carefully monitor student progress, gather information on the student and determine whether or not the interventions have been successful. If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental, Tier II intervention outside of core instruction. At this time a Student Success Team (SST) will be called to discuss what type of interventions may benefit the student. The SST - comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties - will meet to develop a plan for the student’s progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. Any student recommended for academic intervention is assessed, and depending on his/her needs (Spanish
Language, English Language, Math, etc.) the student will be encouraged to attend after school intervention to address his/her academic needs.

The Student Success Team (SST) may find that a student has needs beyond academics. For example, an SST meeting may also address student health, attendance, work and study habits, behavior, or language needs. In all SSTs the immediate outcome is a structured plan for how to improve in one or more of these areas and then a follow up meeting is scheduled to review parent and teacher feedback to determine if progress is being made on the SST plan. The SST’s plan outlines actions, timeline, multiple checkpoints and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade-level expectations. Parents will be asked to provide insight into how their child is doing at home, classroom teachers will provide knowledge about how students are progressing on grade-level standards, and intervention class teachers will provide data to show students’ progress in supplemental intervention classes. If a student is not meeting the determined goals set forth by the SST, follow up meetings may be held to consider other modifications. A student may also be referred to be pre-screened for a learning disability.

As part of the intervention process the team collects on-going information relative to the effectiveness of Tier II interventions. Continuous monitoring and evaluation is essential to the process. The team will gather information on targeted student outcomes. Data will be reviewed and analyzed and the team will decide how to revise or adjust intervention goals. Tier III intervention services will include a continuum of instructional supports to address diverse learning needs.

We will guide our families to gain access to community resources. This assistance will be continuous and create a genuine support system for the families. We will provide families with a friendly and pleasant environment to deal with difficult issues affecting a child’s performance.

**English Learners (ELs)**

The school will comply with Federal, state, and district mandates regarding EL education and re-designation of EL students. The school will also meet all requirements of Federal and state law relative to equal access to the curriculum for ELs. PPCS will use the LAUSD EL Master Plan. PPCS will use an inclusion model to serve ELs and will ensure all of its teachers are trained in the most effective English Learner instructional strategies, including the research-based Specially Designed Academic Instruction in English (SADIE) and Sheltered English strategies. PPCS will also employ teachers with CLAD certification, and give preference to those with Bilingual Cross-cultural Language and Academic Development (BCLAD) certification. PPCS teachers will align their teaching to the California English Language Development standards and all staff members will be given the LAUSD ELD Handbook as a resource guide for curriculum planning. Best practices and individual student progress discussions will be frequent agenda items during the school’s weekly professional development and grade-level meetings. PPCS will monitor the effectiveness of its EL program through an annual evaluation process. This annual evaluation will determine if the program is achieving its established goals. Through the annual evaluation process students will be identified, assessed, and provided with services to advance language proficiency.

- The Annual Program Evaluation Process; identify students by language proficiency level
- analyze and review data (CELDT and standardized ELA measures)
- re-classify students who meet criteria
- develop interventions and support services to advance language proficiency
- on-going monitoring of student progress

**Targeted Instruction for English Learners**

In order to achieve our instructional vision and meet state requirements, we will focus teacher professional development and collaborative work around instructional strategies that work for English Learners. Our research-based strategies are highlighted below:

1. **Student Engagement**
   As a staff, we will consistently challenge ourselves to achieve 100% learner engagement. Students will be engaged in learning when they have goals for schooling; they participate; they ask questions; they will actively incorporate new information with prior knowledge; they will be held accountable.

2. **High Quality, Student-to-Student Interaction**
   We will provide time and space for students to use language in writing, reading, listening, and speaking. As a school we will commit to providing opportunities throughout each lesson for students to discuss ideas and process information. Teachers will spend time explicitly teaching partner talk: what it looks like, sounds like and feels like.

3. **Non-Linguistic Representation**
   We will use non-linguistic representations to help ELs associate meaning with academic language through sensory and mental images. This will include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement. The purpose of non-linguistic representation is to enhance students’ abilities to use mental images to represent and elaborate on knowledge.

4. **Informal Assessment and Immediate Feedback**
   We will provide EL students with immediate and realistic feedback in order for students to know how they are doing in the classroom. Informal assessment and feedback will support learners in actively engaging in the lesson self-assessing their understanding, as well as, inform instruction so that the teacher can adjust as necessary. As a school, we will adopt practices that informally assess students and provide feedback on their understanding. Some of these practices will be:
   a. Allow students to self-assess: thumbs check, first of five.
   b. Pose questions that the whole class answers in visual form: thumbs up/down, hold up fingers to represent an answer choice.
   c. Students complete work on white boards and show answers in unison.
   d. Use exit slips at the end of the lesson to check if students have mastered the objective and share results with students the next day.
EL Services
Services to ELs begin with identification. When students enroll at PPCS, every effort will be made to obtain their cumulative record in order to identify their EL status. In the absence of a cumulative record PPCS will use the home language survey to determine whether English is a students’ home language. All students for whom PPCS has not obtained a cumulative record or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) during the testing window to determine their English language proficiency level.

The school will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

When appropriate, these students will also be assessed in their primary language to determine academic skill levels. PPCS will use annual CELDT and CST data, teacher observations, and optional parent input to identify ELs, determine their ELD levels, and reclassify EL students as English proficient when appropriate. PPCS will also monitor the progress of students reclassified as Re-designated as Fluent English Proficient (RFEP). To monitor progress, the team consisting of school leaders, teachers, and support staff will review and analyze student grades, assessment data, and student writing samples. The team will ensure that RFEPs maintain English proficiency, will retest any students who appear not to maintain proficiency, and may reclassify these students as ELs once again if indicated by the school’s criteria. EL student classification will use the California English Language Development Standards levels:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

The CELDT exam will be administered annually to measure student progress.

The small school size and small class sizes at PPCS will provide an environment where English Learners will receive ample academic support and attention to their individual needs. Intervention classes previously mentioned will be tailored to advancing language proficiency through the use of SDAIE strategies. This additional reinforcement will take place through teacher-facilitated language acquisition and literacy development instruction, as well as through individualized computer-based instruction. The PPCS team is in the process of researching the most effective interactive English Language Development software providers for English Learners at the middle school level. Teachers will work with the school administrators in creating appropriate and individualized support curriculum once the students are assessed for a baseline.

PPCS recognizes that “technology-enhanced programs for English Learners work most effectively when they:
1. Provide interaction, communicative activities, and real audiences.
2. Utilize task-based and problem-solving activities.
3. Provide ‘sheltering techniques’ – ways to make lessons easier to understand – to support language and academic development.
4. Are student-centered and promote student autonomy.
5. Facilitate focused development of English-language skills.
7. Foster understanding and appreciation of the target and native cultures.
8. Provide appropriate feedback and assessment.

PPCS leaders and staff will communicate closely with the parents of EL students to share their children’s progress and to actively engage them in their children’s education. PPCS will seek staff members who are bilingual to assist with verbal translation needs. Student improvement on performance assessments based on the State standards and reclassification of EL status will measure the effectiveness of the EL program.

**RFEP Parent and Teacher Notification**
When a student meets the RFEP criteria, the student, parent and current teacher will be notified in writing. At PPCS we realize that just because a student has met the state-mandated criteria for re-designation, this may not mean that student no longer needs support with academic English. Teachers and administrators will look closely at RFEP student progress in class and on standardized testing measures. According to requirements outlined under the No Child Left Behind Act (NCLB), schools must monitor students for three years after re-designation (NCLB, Section 3121 [a] [4]).

**Criteria for Reclassification**
EL’s are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education.
- English proficiency on CELDT. Overall level of 4 or 5 with each domain level 3 or higher.
- Teacher evaluation based on grades/progress report
- Parent consultation and approval.
- Criteria replace CST Data is pending from CDE

**Students Achieving Substantially Above Grade Level**
PPCS will meet the needs of those students achieving substantially above grade-level in a number of ways. These students will be identified through both their prior year’s school records in terms of whether they were classified as GATE. Given prior year’s records are not always readily available on the first day of school, PPCS will also use its beginning of the year diagnostic exams that will be administered to all students as a measure of whether a student is achieving substantially above grade-level. The progress of high achieving students will be monitored through a team consisting of school leaders, teachers and support staff. The team will review grades, multiple assessment measures and authentic performance tasks to ensure students are meeting their potential and being appropriately challenged.
In terms of specific strategies to meet the needs of these high-achieving students, PPCS staff will provide students with rigorous standard based instruction that is differentiated to promote critical thinkers and challenge learners who exceed grade-level standards. Strategies will include Bloom’s higher order thinking tasks, project based learning, high level questioning, critical and civic literacy.

**Individualized Learning and Acceleration Opportunities**

First, these advanced students will have the opportunity for acceleration due to the individualized nature of the PPCS instructional program, including its differentiated instruction focus. Teachers will work with the school administrators in creating appropriate differentiation of the core curriculum once the students are assessed for a baseline. The differentiation will be at an appropriate level to challenge GATE students. This will be individualized based on each student’s data; including teacher created assessments, benchmarks, and standardized tests. There will also be Honors classes for mathematics for grades 6-8.

**Students Achieving Substantially Below Grade-Level**

PPCS staff will monitor student progress of those students substantially below grade-level. Reviewing multiple sources of student data will identify students achieving below grade-level. These may include:

1. Standardized test scores
2. Individual class assessment scores (formative and summative)
3. Grades/progress reports
4. Teacher comments and observations
5. Review of academic history

Every student’s advisor will serve as the primary liaison for communication with that student’s parent for these discussions, bringing in specific content-area teachers as appropriate. In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, PPCS will implement an individual strategy based on needs and supports. The following takes place for those specifically identified as low achieving:

1. Parents are informed of the student’s academic standing within one week of identification.
2. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student receives after-school intervention provided by PPCS staff. In the areas where the student is struggling most, one-to-one instruction is offered by the classroom teacher and/or assistant teacher.
4. The student is enrolled in a remediation program to accelerate learning. Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) provide remedial tutoring through individualized and/or small group assistance.
Students of Low Socio-Economic Status
PPCS plans to perform targeted outreach to serve a student body where at least 95% of students qualify for free or reduced lunch. Strategies for meeting the needs of low socio-economic status students, as identified by National School Lunch Program applications, are the same as those for all students, in terms of infusing the instructional program with as much expert teaching, personalization and individualized instruction as possible.

In the event that students’ socioeconomic status prevents them from accessing recreational reading materials or technology at home, PPCS will encourage those students to remain on campus after-school to use the computers and to borrow books from the classroom libraries to take home. The PPCS parent outreach efforts will cater to parents who work multiple jobs and whose schedules are full. Other strategies and activities provided by the school for enrichment and support include after-school programs, sports programs, tutoring, Saturday school, and access to honors math courses.

PPCS will monitor the progress of low SES students through a team consisting of school leaders, teachers and support staff.
Element 2 – Measurable Pupil Outcomes
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

**Measurable Goals of the Educational Program**


Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), 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. If Charter School does not test with the District, 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.

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. Cal. Ed. Code 47605(b)(5)(C).

**Measureable Goals**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is table describing the PPCS’s annual goals to be achieve 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.
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, the PPCS has separated out the state priorities into “sub-priorities.”

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<thead>
<tr>
<th>STATE PRIORITY #1 - BASIC SERVICES</th>
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<tr>
<td>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))</td>
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<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
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<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
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<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
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<td><strong>MEASURABLE OUTCOME</strong></td>
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<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
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<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
**STATE PRIORIT Y #1-BASIC SERVICES**

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))

<table>
<thead>
<tr>
<th>SUB-PRIORITY B – INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td>All students will have access to standards-aligned materials and additional instructional materials as outlined in the charter petition.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td>Principal and Executive Director will research and review all instructional materials before purchase. All instructional materials will align to Common Core Standards and the charter petition. All instructional materials will be included in school budget.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td>100% of students will have access to standards-aligned materials and supplemental materials as outlined in the charter petition.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>Completed purchase orders; school-maintained list of textbooks, digital curriculum, and resources and materials that supplement the core.</td>
</tr>
</tbody>
</table>
## STATE PRIORITY #1-BASIC SERVICES
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))

## SUB-PRIORITY C - FACILITIES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Maintain a clean, safe, and orderly school facility.</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE GOAL     | Daily campus walkthroughs will be conducted to monitor the safety and cleanliness of the campus, and identify any issues that must be immediately remedied. Monthly inspections will identify and cure safety hazards. Annual inspections will identify larger projects to budget for repair. Under the general supervision of the Principal or a designee, the school custodial staff will:  
  - Perform daily general cleaning and regular detailed cleaning for all areas  
  - Maintain the appearance of the exterior and grounds  
  - Ensure that classrooms are cleaned daily  
  - Keep food areas and bathrooms immaculate  
  The custodial and maintenance staff will perform or recommend maintenance required to support the health, safety and welfare of students and other faculty and staff recommend facilities improvements. |
| MEASURABLE OUTCOME | Annually, 90% of all items on monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. This will be conducted by the Executive Director. |
| BASELINE PERFORMANCE LEVEL | None |
| METHODS OF MEASUREMENT | Monthly site inspection documents prepared by the maintenance staff; Annual Facility Inspection Reports |
## STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STANDARDS

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

### SUB-PRIORITY A – CCCSS IMPLEMENTATION

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>PPCS will fully implement the California Common Core State Standards (CCCSS) for the core subject areas of Language Arts, Mathematics, Science, and Social Studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>The Instructional team will research and select high quality instructional materials that are directly aligned to Common Core. The learning community at PPCS will actively engage in useful and comprehensive professional development that prepares them to successfully deliver the Common Core Standards to learners. Support for teachers through professional development will be continuous and driven by data. Professional development days will be built within the calendar.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 100% of teachers will participate in Professional Development and trainings in CCCSS.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Professional Development calendar and agendas will serve as evidence of teacher participation in professional development collaboration. Teachers develop goals to be met through professional learning as part of their evaluation process.</td>
</tr>
</tbody>
</table>
### STATE PRIORITY #2 - IMPLEMENTATION OF COMMON CORE STANDARDS

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

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>All students gain academic content knowledge through the implementation of the CCCSS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>EL students will participate in English Language Arts/Literacy instruction and receive additional instructional support from teachers and support staff as required to accommodate their EL status.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>100% of students will gain academic content knowledge through the implementation of the CCCSS.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Instructional blueprints and pacing guides, teacher’s unit overviews and daily lesson plans, classroom agendas, student rosters.</td>
</tr>
<tr>
<td><strong>STATE PRIORITY #3 – PARENTAL INVOLVEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><em>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY A – PARENT BUY-IN</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Parents will be engaged in the school community by gaining knowledge about the school’s expectations for academics and behavior, and their role in making decisions for the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>An orientation meeting will be held prior to students entering the school to review the school handbook and all policies relating to the success of students and parental involvement. Rules, policies, procedures, and general information regarding the school community, educational program, and co-curricular activities will be shared through website, newsletters, and monthly Parent/Community Town Hall Meetings.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>100% of parents will sign the Parent/Student Compact agreeing to support the school's policies and their child’s learning.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Parent sign in sheets record all parents in attendance. A copy of the signed Parent/Student Compact will be put in the child’s cumulative records.</td>
</tr>
<tr>
<td>STATE PRIORITY #3 – PARENTAL INVOLVEMENT</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><em>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY B – PARENT INPUT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain parent representation on an active LCAP Committee (Formerly School Coordinating Council).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly LCAP Committee meetings will be held to include parent reps, school leadership team, and community partners. This group gives input to principal on decisions impacting the school community. The principal communicates to the PPCS Governing Board through the Principal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LCAP Committee will have at least two parent members attending monthly meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP Committee meeting agendas and minutes.</td>
</tr>
<tr>
<td><strong>STATE PRIORITY #3 – PARENTAL INVOLVEMENT</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>SUB-PRIORITY C – PROMOTING PARENT PARTICIPATION</strong></td>
</tr>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
</tbody>
</table>
| **MEASURABLE OUTCOME** | • 80% of parents will attend at least three events per year.  
• 80% of parents will attend at least two conferences per year (either parent/team or student-led) |
| **BASELINE PERFORMANCE LEVEL** | None |
| **METHODS OF MEASUREMENT** | The parent liaison and principal will retain calendars, agendas, and sign-in sheets for all conferences, events, and meetings held to monitor parent participation rates. An annual parent survey will be sent to obtain parent feedback evaluate the effectiveness of our parent engagement efforts. |
### 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 – CAASPP (FORMERLY REFERRED TO AS CALMAPP):

**ELA/LITERACY AND MATHEMATICS**

**GOAL TO ACHIEVE SUB-PRIORITY**

PPCS students will meet or exceed academic proficiency levels found at surrounding schools as measured statewide assessment in ELA and Mathematics. ELLs will advance in their language proficiency levels, evidenced by CELDT levels and reclassification rates. All PPCS students will gain access to college and career readiness through the instructional program.

**ACTIONS TO ACHIEVE GOAL**

PPCS will provide high quality instruction to learners through effective pedagogy, and provide 100% of learners with access to CCCSS and instructional support to gain proficiency.

**MEASURABLE OUTCOME**

At every applicable grade level, including all student subgroups, PPCS students will meet or exceed proficiency levels existing at surrounding schools. 80% of students will demonstrate growth as evidenced through quarterly benchmark and state assessments.

**BASELINE PERFORMANCE LEVEL**

None

**METHODS OF MEASUREMENT**

CAASPP (formerly referred to as CalMAPP) Score reports, student grades, CELDT scores, ACT Explorer exam.
### 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 B – API

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Meet or exceed applicable annual performance targets (API Growth Target or equivalent as determined by CDE).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>All students will have access to rigorous, high quality classroom instruction aligned to CCCSS and prepares students to achieve at proficient levels.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>School will meet the annual API Growth Target, or equivalent measure prescribed by CDE, and will thereafter meet or exceed the median performance score for neighboring traditional public schools in the same school</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>None</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>CAASPP (formerly referred to as CalMAPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education</th>
</tr>
</thead>
</table>
**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 C – COLLEGE AND CAREER READY (LIMITED APPLICABILITY TO K-8)**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students will demonstrate college-and career readiness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>21st Century Learning Skills that incorporate College and Career Readiness will be embedded throughout the curriculum and infused in instruction across disciplines. Students will participate in annual college and career fairs held to expose them to a range of different colleges and careers. The Advisory curriculum will focus on college readiness. Students will take field trips to local colleges and universities. Guest speakers from local colleges will present for students and families. Parent workshops will be held focused on college planning and forms of financial aid.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Students will demonstrate their knowledge of college and careers through presentations and projects.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Evaluation of students’ projects, data from the ACT Explorer exam.</td>
</tr>
</tbody>
</table>
### 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 D – EL PROGRESS

**GOAL TO ACHIEVE SUB-PRIORITY**

ELLs will demonstrate advancement in their proficiency levels as evidenced by annual CELDT testing

**ACTIONS TO ACHIEVE GOAL**

All teachers will utilize SDAIE strategies to support the instruction of ELs. Second language learners will receive differentiated instruction to provide support for their learning. Data sources will be analyzed to monitor student progress including multiple assessment measures, and grades. Instructional supports will be developed based on the data.

**MEASURABLE OUTCOME**

ELLs will demonstrate growth in language proficiency as evidenced by CELDT and multiple assessment measures.

**BASELINE PERFORMANCE LEVEL**

Scores on the CELDT measured in the first year

**METHODS OF MEASUREMENT**

Score reports from annual administration of CELDT and other assessments that measure language proficiency.
| **GOAL TO ACHIEVE SUB-PRIORITY** | PPCS will annually reclassify ELs students as "Fluent English Proficient" using three criteria: (1) score "intermediate" or "advanced" on the CELDT; (2) score "basic" or above on English Language Arts assessments; and (3) be judged sufficiently fluent in oral and written English based on student classroom grades, current classroom teacher input, and the approval of the parents or guardians after consultation. |
| **ACTIONS TO ACHIEVE GOAL** | Teachers will effectively use SDAIE strategies to support student learning. Progress for ELLs will be monitored through progress reports, grade reports, and assessment data to ensure that students are on track to meet the goals set forth for reclassification. Targeted, individualized intervention strategies will be provided through grouping and extended learning opportunities/intervention classes. All teachers will know who their ELLs are and their levels in order to scaffold instruction. |
| **MEASURABLE OUTCOME** | At least 15% of ELLs will be reclassified as RFEP annually. |
| **BASELINE PERFORMANCE LEVEL** | Scores on the CELDT measured in the first year |
| **METHODS OF MEASUREMENT** | CELDT scores, ELA benchmarks, standardized assessments, and student writing. |
### 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

<table>
<thead>
<tr>
<th>SUB-PRIORITY F – AP EXAM PASSAGE RATE (GRADE LEVELS NOT APPLICABLE TO SCHOOL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>
### 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**

A. 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 – SCHOOL ATTENDANCE RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>PPCS will attend school daily and on time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>The importance of attending school daily and on time is shared at the incoming student orientation, school handbook, website and parent newsletters. The school will promote high daily attendance rates by providing students with a safe, nurturing, and motivating learning environment that makes students want to be at school each day. The main office staff and school leaders monitor daily attendance. Positive school attendance will be recognized at school assemblies.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>The average daily attendance rate at PPCS will be over 95%.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Daily attendance through Power School, monthly, P-1, P-2, and annual ADA report.</td>
</tr>
</tbody>
</table>
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
F. 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 B – CHRONIC ABSENTEEISM RATES

GOAL TO ACHIEVE SUB-PRIORITY

PPCS will have a low truancy (unexcused absence/unexcused late arrival) rate.

ACTIONS TO ACHIEVE GOAL

Letters will be sent home after five absences to ensure that parents are alerted to the number of days their child has missed. The communication will explain how excessive absences can negatively impact student achievement. Students with chronic attendance problems will be referred to the School Attendance Review Team (SART), to develop a contract and intervention plan, and provide resources to the family to assist as appropriate.

MEASURABLE OUTCOME

90% of enrolled students will have fewer than three unexcused absences or tardies during the school year.

BASELINE PERFORMANCE LEVEL

N/A

METHODS OF MEASUREMENT

Main office logs recording the names of students who arrive late for school, and must sign in and get a pass before going to class. Attendance reports.
## 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
F. 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 C – MIDDLE SCHOOL DROPOUT RATE

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>All students who enter PPCS will remain enrolled from grades 5-8 at PPCS or another Middle School.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>The school will offer an academically engaging and nurturing environment for learning and support, integrated into the community. It will identify needs early and implement team-based remediation plans to avert problems that could otherwise lead to a student’s departure.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>At least 90% of the 7th and 8th grade classes will comprise students who were enrolled at school the prior academic year.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student re-enrollment documentation as verified by our student information system and CALPADS.</td>
</tr>
</tbody>
</table>
**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
F. 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

<table>
<thead>
<tr>
<th>SUB-PRIORITY D – HIGH SCHOOL DROP OUT RATES (GRADE LEVELS NOT APPLICABLE TO SCHOOL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
</tbody>
</table>
### 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
- F. 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 E – HIGH SCHOOL GRADUATION RATES (GRADE LEVELS NOT APPLICABLE TO SCHOOL)

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>N/A</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>N/A</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>N/A</td>
</tr>
<tr>
<td>STATE PRIORITY #6 — SCHOOL CLIMATE</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><em>School climate, as measured by all of the following, as applicable:</em></td>
<td></td>
</tr>
<tr>
<td>A. Pupil suspension rates</td>
<td></td>
</tr>
<tr>
<td>B. Pupil expulsion rates</td>
<td></td>
</tr>
<tr>
<td>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – RESPONSIBLE BEHAVIOR OUTCOMES/PUPIL SUSPENSION RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td>PPCS will maintain structures for positive student behavior that serve as alternatives to student suspension and promote responsible citizenship.</td>
</tr>
</tbody>
</table>

| **ACTIONS TO ACHIEVE GOAL** |
| Teachers and school leaders will develop and implement a systematic approach to managing student behavior that includes clear consequences for inappropriate actions and incentives for positive behavior. PPCS will share behavioral expectations with students and families through meetings and presentations, newsletters, and websites in order to avoid behaviors leading to suspension. Support services including counseling and behavior contracts will address problematic behaviors. Goals for improvement will be incorporated. Suspension will only be used in severe cases when student safety is at risk. |

| **MEASURABLE OUTCOME** |
| PPCS will maintain an annual suspension rate of fewer than 2%. |

| **BASELINE PERFORMANCE LEVEL** |
| N/A |

| **METHODS OF MEASUREMENT** |
| Student disciplinary logs, goal reports and student contracts, life skills grades relating to behavior, School Accountability Report Card (SARC), SARC, CALPADS Report, and Behavior Support Plans through the IEP process when applicable. |
### 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 B – RESPONSIBLE BEHAVIOR OUTCOMES/PUPIL EXPULSION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students and families will be completely informed relating to all school rules and policies. The school handbook and parent/student contract will clearly state expellable offences as stated in Ed Code.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>The school will maintain a safe, supportive, and orderly school climate that actively shares with students the expectations for school safety and student well being based on California Ed Code. The school states in writing in the handbook that there is no tolerance for banned substances, weapons, and violence. The teachers and staff will embody the importance of safe, positive, respectful citizenship. Students needing more support with behavior will be identified for integrated support services through the school and community agencies. Problem solving strategies such as peer mediation, conflict resolution and restorative justice will be taught and practiced. Problems that remain unresolved will be addressed through the SST process.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Student behavior will be monitored through teacher reports, life skills grades on five-week progress reports, and if applicable, Behavior Support Plans through the IEP. Expulsions will be non-existent, unless the student is in violation of Ed Code.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Annual School Accountability Report Card, (SARC), monthly reports in Welligent, and CALPADS.</td>
</tr>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
<td>Students and families will experience a connectedness to the school community, and be active participants in all aspects of school.</td>
</tr>
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</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Students, families, staff members, and community partners will work in tandem to create an inclusive and supportive learning climate that meets the needs of all students and addresses the focus areas showcased in Taking Center Stage Act II; Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Processes. The school will engage learners at high levels through relevant classroom instruction, quality after school programming, mentoring programs, arts, athletics, and student leadership. The Public Policy theme will connect students to their school and communities through civics education and service learning. The Advisory program connects students to their school community through the Advisory family concept, where they feel a part of a small, personalize group that emphasizes teamwork and collaboration. Our staff will go above and beyond to support students in any way needed. Parents will be partners in their child’s learning, and will fulfill parent volunteer hours, attend meetings, conferences, and school-wide events.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Over 95% average daily attendance, 85% of parents attend at least three school events per year; students grades 5-8 participate in at least one club or activity held during or after school.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Daily attendance logs, parent volunteer hour tracker, parent attendance at meetings, workshops, and activities, student sign in sheets for co-curricular activities.</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)
- A. 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 SUB-PRIORITY</th>
<th>All PPCS students, including subgroups, will have access to and be enrolled in, the core academic courses required by the state, and included in the charter; English, Mathematics, Social Science, Visual and Performing Arts, Health and Physical Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>All academic content areas will be available to all students, including student subgroups, at all grade levels.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<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>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Master schedule, class rosters.</td>
</tr>
<tr>
<td><strong>STATE PRIORITY #8— STUDENT PERFORMANCE</strong></td>
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<td>------------------------------------------</td>
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<tr>
<td><strong>SUB-PRIORITY A – INTERNAL ASSESSMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>Students demonstrate reasonable academic growth as evidenced by performance bands in the core subjects on quarterly benchmark assessments.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Teachers and staff will analyze incoming diagnostic data and monitor student proficiency levels for each quarterly benchmark assessment. During professional development, teachers will conduct a data dig using benchmarks and other assessment tools, and determine areas for instructional growth. Improvement plans will be developed for subgroups that experience gaps in achievement. Interventions will be embedded through unit and daily lesson plans, and extended learning time (after school and Saturdays) will address strategies for increasing proficiency to facilitate reasonable academic growth for individual students and subgroups.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>85% of students will meet expected growth targets as evidenced by benchmark assessments and other measures to include authentic and standardized assessments.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>Diagnostic assessment data including Directed Reading Assessment for lexile levels, Achieve 3000, Math Diagnostic Placement Tests (MDPT), and Smarter Balanced/CAASPP (formerly referred to as CalMAPP) from the previous year.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Ongoing analysis of varied assessment measures; diagnostic, quarterly benchmarks, standardized, and cumulative exams. Regular monitoring of student growth and progress in grade level and content teams.</td>
</tr>
<tr>
<td><strong>STATE PRIORITY #8 — STUDENT PERFORMANCE</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>SUB-PRIORITY B — OTHER PUPIL PERFORMANCE OUTCOMES</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>Students will achieve growth in lexile level, measured three times per year to monitor their progress.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Teachers across grade level and disciplines will teach literacy strategies aimed at increasing lexile levels. Students will have increased exposure to expository text. A culture of reading will be built where students read more in school and at home. Achieve 3000 will be used grades 5-8 to scaffold expository text and provide reports so students and teachers can monitor progress.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>85% of students will increase their lexile levels as measured by Achieve 3000 and the Scholastic Reading Assessment (SRA).</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>Incoming lexile level assessed in August through SRA and Achieve 3000.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Achieve 3000, language arts benchmarks, SRA</td>
</tr>
</tbody>
</table>
## STATE PRIORITY #8— STUDENT PERFORMANCE

<table>
<thead>
<tr>
<th>SUB-PRIORITY C – SOCIAL RESPONSIBILITY DOMAIN</th>
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<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>STATE PRIORITY #1: BASIC SERVICES</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Goals</td>
</tr>
<tr>
<td><strong>Sub-Priority A</strong> - 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 Pupil Sub Groups – ALL STUDENTS (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td><strong>Sub-Priority B</strong> - Instructional Materials: To be measured by Principal and Executive Director purchase orders; school-maintained list of textbooks, digital curriculum, and resources and materials that supplement the core.</td>
</tr>
<tr>
<td>Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)</td>
</tr>
<tr>
<td>Students will have access to standards-aligned materials and supplemental materials as outlined in the charter petition.</td>
</tr>
<tr>
<td><strong>Sub-Priority C</strong> - Monthly site inspection documents prepared by the maintenance staff; Annual Facility Inspection Reports</td>
</tr>
<tr>
<td>Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)</td>
</tr>
<tr>
<td>Maintain a clean and safe school facility. (see annual LCAP for details)</td>
</tr>
</tbody>
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<thead>
<tr>
<th>STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
</tr>
<tr>
<td><strong>SUB-PRIORITY A</strong> – CA CCSS IMPLEMENTATION measured by Professional Development calendar and agendas that serve as evidence of teacher participation in professional development collaboration. Teachers develop goals to be met through professional learning as part of their evaluation process.</td>
</tr>
</tbody>
</table>
Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

| Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) | 100% | 100% | 100% | 100% | 100% |

**Sub-Priority B – EL Students academic content will be measured by instructional blueprints and pacing guides, student rosters.**

Applicable Student Subgroups – EL

| All students will gain academic content knowledge through the implementation of the CA CCSS | 100% | 100% | 100% | 100% | 100% |

**STATE PRIORITY #3: PARENTAL INVOLVEMENT**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
</table>

**Sub-Priority A – Parent Buy-In: Parent buy-in to be measured by Parent sign-in sheets records all parents in attendance. A copy of the signed Parent/Student Compact will be put in the child’s cumulative records.**

Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

| Parents will sign the Parent/Student Compact agreeing to support the school’s policies and their child’s learning. | 100% | 100% | 100% | 100% | 100% |

**Sub-Priority B – Parent Input: LCAP Committee meeting agendas and minutes showing parent representation and participation.**

Applicable Pupil Sub Groups – All Subgroups (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

| Maintain parent representation on LCAP Committee. | 2 Members | 2 Members | 2 Members | 2 Members | 2 Members |

**Sub-Priority C - Promoting Parent Participation - A Parent/Community Liaison will engage parents through volunteer opportunities that further their involvement in assisting their child to be successful in school. Measured by parent attendance at school events and conferences.**

Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

| Parents will attend at | 80% | 80% | 80% | 80% | 80% |
least three school events and two conferences per year.

<table>
<thead>
<tr>
<th>STATE PRIORITY #4: STUDENT ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY A – CAASPP (FORMERLY REFERRED TO AS CALMAPP): ELA/LITERACY AND MATHEMATICS**

Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

At every applicable grade level, including all student subgroups, PPCS students will meet or exceed proficiency levels existing at surrounding schools. Students will demonstrate growth as evidenced through quarterly benchmark and state assessments.

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<tbody>
<tr>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
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</tbody>
</table>

**SUB-PRIORITY B – API – Measured by CAASPP (formerly referred to as CalMAPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education**

Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

School will meet the annual API Growth Target, or equivalent measure prescribed by CDE, and will thereafter meet or exceed the median performance score for neighboring traditional public schools in the same school

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<tbody>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
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</tbody>
</table>

**SUB-PRIORITY C – COLLEGE AND CAREER READY (LIMITED APPLICABILITY TO K-8) Measured by Evaluation of students’ projects, data from the ACT Explorer exam.**

Applicable Pupil Sub Groups – All Subgroups (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

Students will demonstrate their knowledge of college and careers through

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<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
presentations and projects.

**SUB-PRIORITY D – EL PROGRESS** Measured by Score reports from annual administration of CELDT and other assessments that measure language proficiency.

<table>
<thead>
<tr>
<th>Applicable Pupil Sub Groups – EL</th>
<th>70% 5th and 6th grade advance 1 level.</th>
<th>72% 5th, 6th, and 7th grade advance 1 level.</th>
<th>74% 5th, 6th, 7th and 8th grade advance 1 level.</th>
<th>76% 5th, 6th, 7th and 8th grade advance 1 level.</th>
<th>78% 5th, 6th, 7th and 8th grade advance 1 level.</th>
</tr>
</thead>
</table>

**SUB-PRIORITY E – EL RECLASSIFICATION RATES** Measured by CELDT scores, ELA benchmarks, standardized assessments, and student writing.

<table>
<thead>
<tr>
<th>Applicable Pupil Sub Groups – EL</th>
<th>15%</th>
<th>15%</th>
<th>15%</th>
<th>15%</th>
<th>15%</th>
</tr>
</thead>
</table>

**SUB-PRIORITY F – AP EXAM PASSAGE RATE (GRADE LEVELS NOT APPLICABLE TO SCHOOL)**

<table>
<thead>
<tr>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
</table>

**STATE PRIORITY #5: PUPIL ENGAGEMENT**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
</table>

**SUB-PRIORITY A – SCHOOL ATTENDANCE RATES** Measured by Daily attendance through Power School, monthly, P-1, P-2, and annual ADA report.

<table>
<thead>
<tr>
<th>Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)</th>
<th>95%</th>
<th>95%</th>
<th>95%</th>
<th>95%</th>
<th>95%</th>
</tr>
</thead>
</table>

**SUB-PRIORITY B – CHRONIC ABSENTEEISM RATES** Measured by Main office logs recording the names of students who arrive late for school, and must sign in and get a pass before going to class and attendance reports.

<table>
<thead>
<tr>
<th>Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
</tr>
</thead>
</table>

**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.**

<table>
<thead>
<tr>
<th>Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
<th>90%</th>
</tr>
</thead>
</table>

Submitted: April 2014
7th and 8th grade classes will comprise students who were enrolled at school the prior academic year.

| SUB-PRIORITY D – HIGH SCHOOL DROP OUT RATES (GRADE LEVELS NOT APPLICABLE TO SCHOOL) |
|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| N/A                              | N/A                             | N/A                             | N/A                             | N/A                             | N/A                             |

| SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES (GRADE LEVELS NOT APPLICABLE TO SCHOOL) |
|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| N/A                              | N/A                             | N/A                             | N/A                             | N/A                             | N/A                             |

STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>2017-2018</td>
</tr>
<tr>
<td>2018 – 2019</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – RESPONSIBLE BEHAVIOR OUTCOMES/PUPIL SUSPENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>RATES Measured by Student disciplinary logs, goal reports and student contracts, life skills grades relating to behavior, School Accountability Report Card (SARC), SARC, CALPADS Report, and Behavior Support Plans through the IEP process when applicable.</td>
</tr>
</tbody>
</table>

Applicable Pupil Sub Groups – All Student, Special Education (when applicable) (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

School will maintain a low annual suspension rate.  
<2% <2% <2% <2% <2%

<table>
<thead>
<tr>
<th>SUB-PRIORITY B – RESPONSIBLE BEHAVIOR OUTCOMES/PUPIL EXPULSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>RATES Measured by Annual School Accountability Report Card, (SARC), monthly reports in Welligent, and CALPADS.</td>
</tr>
</tbody>
</table>

Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

School will maintain a low annual expulsion rate.  
<1% <1% <1% <1% <1%

Sub-Priority C (Other) School Connectedness: – to be measured Daily attendance logs, parent volunteer hour tracker, parent attendance at meetings, workshops, and activities, student sign in sheets for co-curricular activities.

Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

Parents attend at least three school events per year, students grades 5-8 participate in at least one club or activity held during or after school.  
85% 85% 85% 85% 85%
### Course Access: to be measured by Student, teacher, course, and grade level schedules and class rosters.

Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

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</thead>
<tbody>
<tr>
<td>All academic content areas will be available to all students, including student subgroups, at all grade levels.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #8: STUDENT PERFORMANCE

#### SUB-PRIORITY A – INTERNAL ASSESSMENT Measured via ongoing analysis of varied assessment measures; diagnostic, quarterly benchmarks, standardized, and cumulative exams. Regular monitoring of student growth and progress in grade level and content teams.

Applicable Pupil Sub Groups – All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

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<tbody>
<tr>
<td>Students will meet expected growth targets as evidenced by benchmark assessments and other measures to include authentic and standardized assessments.</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

#### SUB-PRIORITY B – OTHER PUPIL PERFORMANCE OUTCOMES Measured by Achieve 3000, language arts benchmarks, SRA.

Applicable Pupil Sub Groups - All Students (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

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<tbody>
<tr>
<td>Students will increase their lexile levels as measured by Achieve 3000 and the Scholastic Reading Assessment (SRA).</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

#### SUB-PRIORITY C – SOCIAL RESPONSIBILITY DOMAIN measured by student participation data based on student projects, presentations to public audiences, surveys, response from community agencies.

Applicable Pupil Sub Groups – All Subgroups (EL, FOSTER YOUTH, SOCIO-ECONOMICALLY DISADVANTAGED)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students will actively plan and participate in a community engagement project.</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>
## Formative and Summative Assessment Sample Schedule

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Semester</th>
<th>Timeline 2015-2016</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MDPT Math Exam</strong></td>
<td>First quarter</td>
<td>August</td>
<td>To identify student proficiency levels.</td>
</tr>
<tr>
<td><strong>Scholastic Reading Inventory</strong></td>
<td></td>
<td>August</td>
<td>To identify student lexile levels</td>
</tr>
<tr>
<td><strong>CELDT</strong></td>
<td></td>
<td>August, September, October</td>
<td>To determine English Proficiency for English Learners</td>
</tr>
<tr>
<td><strong>Quarter 1 Benchmark Assessment</strong></td>
<td></td>
<td>October</td>
<td>To monitor and assess student academic performance in core content areas. All assessments are based on Common Core standards.</td>
</tr>
<tr>
<td><strong>Quarter 2 Benchmark Assessment</strong></td>
<td></td>
<td>December</td>
<td>To monitor and assess student academic performance in core content areas. All assessments are based on Common Core standards</td>
</tr>
<tr>
<td><strong>Quarter 3 Benchmarks</strong></td>
<td></td>
<td>March</td>
<td>To monitor and assess student academic performance in content areas.</td>
</tr>
<tr>
<td><strong>Portfolio-based assessment/proj ect-based learning culmination.</strong></td>
<td></td>
<td>May</td>
<td>Students at each grade-level will present a project relating to our Public Policy theme to a public audience.</td>
</tr>
</tbody>
</table>
| **Smarter Balanced**  
| **CST Science (Grades 5 and 8)** | 12 week testing window at end of school year  
| **Physical Fitness Testing (PFT)** | April  
| **Student Goal Tracking sheets** | Weekly in ADVISORY | Federal and State accountability measurement of academic achievement based on State standards. 
| | | Measure Fitness and CA fitness requirements. 
| To allow students to reflect weekly on their behavioral and academic goals. Shared with parents. |
The Executive Director, Principal and faculty will monitor and support the academic achievement and psychological well-being of the students, with the Board of Directors ultimately responsible for the school’s achievement. The Executive Director and Principal will be held accountable to the Board of Directors for student outcomes. Executive Director and Principal will also be held accountable to the Board of Directors for the Charter School meeting Adequate Yearly Progress as required by NCLB, with the Board bearing the ultimate responsibility.

These goals and PPCS progress toward the goals will be communicated with the entire school community annually.

We will evaluate the level of satisfaction with our school through the following means:

- **Student attendance data:** Positive student attendance reflects engagement in school and increased academic achievement.
- **Parent surveys:** Families will express their satisfaction and give feedback for improvement areas through surveys each semester
- **Data from weekly student goal tracking sheets:** Students will reflect and self-monitor during advisory in relation to their attainment of academic and positive behavioral goals.

**Methods for Assessing Attainment of Student Outcomes**

PPCS will objectively demonstrate the degree to which we are meeting state and internal academic benchmarks and all necessary growth measures through consistently and proactively engaging with formative and summative assessments. In “The 90/90/90 Schools: A Case Study,” Douglas Reeves writes “rigorous standards, associated with frequent assessment and other effective techniques, allow students from every economic and ethnic background to succeed (Reeves, Douglas B., 2004).”

Leadership and staff will use a systematic approach to assessing student performance in order to ensure that students are mastering objectives and making academic progress. Throughout the year, teachers will use the results from internally created assessments aligned to the Common Core as well as results from the Scholastic Reading Inventory (SRI) to: measure student growth throughout the year, and particularly such growth in terms of our annual accountability measures and goals; to invest stakeholders within the school community; and to advance student achievement.

We will administer all state and Federally required assessments. PPCS instructional leaders will develop and administer high quality quarterly assessments to assess student mastery of the common core standards. We will build in time for teachers to analyze the data from assessments to identify highlight areas of strength and areas of concern, as well as identifying students who are in need of intervention.

**How We Measure Student Learning**

**Do Now**

Submitted: April 2014
The Do Now is a daily classroom practice that engages students upon entering the classroom. The content of the Do Now includes an essential question or challenge problem that connects to prior learning. The Do Now is used as a formative assessment to gauge learning from the current unit. Teachers will use the data from the Do Now to adjust instruction based on student understanding.

**Exit Slips**
Exit slips serve as a daily formative assessment to capture learning from the day. Exit slips are content specific, but standardized in their purpose of checking for understanding of learning targets. Exit slips are generally completed within five minutes, and are distributed at the end of each instructional period. Teachers use this quick, accessible data to adjust their planning. In addition, teachers use data to track which students need more scaffolding and differentiation.

**Weekly Assessments**
Teachers administer weekly assessments that are comprised of multiple measures. These assessments include, but are not limited to, document-based questions, open-ended writing prompts, digital assessments, multiple-choice, presentations for project based learning, and application of skills through math stations and reports in science. Every assessment measures attainment and master of the Common Core Standards. Content teams and grade-levels analyze data from weekly assessments during common planning periods and professional development time to drive instructional planning.

**Quarterly Benchmark Assessments**
PPCS will administer three quarterly benchmark assessments leading up to the Smarter Balanced Assessment in the spring. The assessments will measure mastery of the Common Core Standards. Quarterly assessments will align to our Instructional Guides that provide teachers with a reasonable pacing for instruction. Quarterly assessments will be formatted in a similar manner to Smarter Balanced Assessments, and are administered digitally. The results will be shared with all stakeholders to measure student achievements and evaluate our effectiveness in delivering instructional content. Teachers and school leaders analyze these assessments during professional development time. Data points are identified for re-teaching. Furthermore, these assessments will be used to identify students who need intervention through differentiation in classrooms and extended learning opportunities after school.

**Writing Across the Curriculum**
Daily writing activities across disciplines serve as a daily assessment of student learning. Students will evaluate the quality of their own written work with rubrics. Every teacher at PPCS will be provided with extensive professional development in writing instruction, based on the Writer’s Workshop model, which includes drafts and revision. In alignment with the Common Core Language Arts standards for writing, students will be required to write a well-crafted thesis statement, provide evidence from text and justify their points. Middle-grade students are exposed to AP style writing through the use of document based questions. Students will apply academic vocabulary in their writing. All project-based learning units include a piece of research writing. All of these writing genres assess student learning.

**Data Analysis Overview**
Submitted: April 2014
PPCS will use data daily to assess student learning and drive instructional planning. Digital curriculum and Data Director provides reports for monitoring and assessing student growth.

**Informing Instruction**
Data collection and analysis is an integral part of the educational program. We believe that through the frequent cycle of collection and analysis of data that student achievement and student learning can be improved. We use both internal and external standards-based assessments to measure student performance formatively and summatively, and we strategically use that data to inform the content and approach of our instruction in the classrooms.

Results from both internal and external assessments are closely analyzed on each of 10 Data Days following the distribution of assessment results from interim and benchmark assessments and individual, measurable action plans are developed for students. Teachers meet in grade-level groups to discuss students who are at risk, those who have made significant gains, and those who have mastered the material. By grouping students, teachers are able to identify students who may be struggling in more than one academic content area and provide immediate remediation.

Teachers will also use data to inform the pacing and execution of their daily lesson plans. Through data analysis teachers can identify areas of strength, mastery and growth, allowing them to better target instruction.

**Improving the Educational Program**
As indicated, assessment data will be used to inform curricular decisions, teacher supports, and professional development needs. Assessment data will also be used to identify and inform standards that need to be re-taught and inform instructional plans.

Ultimately, we will use data to evaluate the strength of our instructional plan on a daily, weekly, and monthly basis, year-to-year, and over time. We are confident that our approach is realistic and will be highly effective in practice. As evidenced by our calendar in Element 1, we have dedicated ample days to professional development during the summer. These data and professional development days are in addition to two-hour weekly meetings held on each Wednesday from 2:30 PM to 4:30 PM to analyze data and inform our educational program. For more detail on our weekly schedule, please see Element 1. For more detail on professional development, please see Element 1.

**Informing Professional Development on an Ongoing Basis**
The Principal is tasked with monitoring the academic performance of students on a weekly, monthly, and yearly basis to ensure that student learning is taking place and teachers are highly effective.

Lead teachers and instructional coaches will eventually be identified by 2016 to assist with monitoring student academic performance, mentoring new teachers and implementing the professional development program during the summer and throughout the school year.

To that end, the Principal will meet with teachers on a regular basis to analyze the results of assessment data. Using the data from the previous week, the Principal will create an
action plan to help teachers make more informed instructional and pedagogical decisions in the classroom. The Principal and instructional team will analyze multiple assessment measures, to determine the needs of teachers to be the focus for PD planning.

During the two-hour professional development block on Wednesdays, teachers will review the data of grade-level cohorts as well as by individual class and individual student. This will enable teachers to know which standards need to be re-taught or reinforced; help schools leaders to know the most appropriate professional development supports for teachers as a whole and teachers as individuals; and will allow the staff the time to develop and execute a data-driven action plan to ensure that every child learns at the highest academic level.

Each action plan will consist of the following:
- Data used to identify skills and concepts to be retaught through whole group, small group, and individualized instruction.
- Group structures for students who require more intensive instruction during the active practice portion of the lesson cycle.
- Strategies that will be embedded within the lesson to raise the level of proficiency for struggling students.

Investing Stakeholders in Student Performance
To ensure that PPCS continuously uses, analyzes and reports data, we are committed to full transparency to all stakeholders, including but not limited to: Board of Directors; teachers and staff; students and families; LAUSD, and the State of California. PPCS will communicate with stakeholders in a variety of ways as outlined below.

Board of Directors
The results of standardized assessment data will be shared with the Board through a dashboard at quarterly meetings. The dashboard will include the following sub-points:
- Student Recruitment Status
- Enrollment and Attendance
- Attrition Rate: Staff
- Attrition Rate: Students
- State Assessment Data
- National Assessment Data
- Interim Assessment Data
- Quarterly Assessment Results
- Grading Periods/Report Cards
- Culture Indicators: Staff
- Culture Indicators: Students

Teachers and staff
Teachers and support staff discuss and analyze data during designated professional development days, Wednesday collaboration time, and during common planning periods.

Professional Development
Professional development days are built into the calendar, following each quarterly assessment and in the summer prior to the start of school. PPCS will put current research
into practice in order to provide teachers with the highest degree of professional learning. Namely, inquiry teams will be used to bring our staff together to identify problems, create solutions, and collaborate on teaching strategies. As a part of the inquiry teams, teachers will create shared instructional goals, teach lessons in their classrooms, give common assessments, and analyze the data together to identify areas of successful practice as well as areas of need across the school (Honawar, 2008). This approach will be paired with the chance for teachers to observe their peers, and work with coaches to improve their practice (Keller, 2007). We acknowledge that adult learning is complex, and is only effective when it impacts student achievement. “In essence, professional development relies on a two-part transfer of knowledge: It must inculcate in teachers new knowledge and skills such that they change their behavior, and those changes must subsequently result in improved student mastery of subject matter (Sawchuk, Nov. 10, 2010c).”

**Students and Families**
Systems are in place to provide ongoing communication to families regarding student progress towards meeting learning targets. Students are accountable for meeting goals through weekly goal trackers in Advisory, which are sent home weekly, requiring a parent signature. Progress reports are sent home every five weeks. School-wide parent/team conferences are held four times a year. Student-led conferences are also held with parents each semester. Parents are sent a monthly “Principal's Newsletter” in the mail, highlighting school-wide accomplishments. All material is translated for non-English speakers. Parents are encouraged to get involved in our school through Monthly Parent Town Hall Meetings, parent educational workshops, and a myriad of volunteer opportunities. We will use the Teleeparent system to inform families of weekly school events.

**The Community, LAUSD and the State of California**
PPCS will update information on the website to reflect the most recent performance on interim assessments, as well as state-mandated assessments. All members of the community, LAUSD and the State of California will have access to the data through the school’s website, monthly newsletters and the academic achievement dashboards presented at meetings of the Board of Directors. In addition, individuals can log onto the California Department of Education website and review all performance data for PPCS through our school report card. This includes our standardized assessment data as well as our API and AYP. We will issue an annual report with all academic results and proactively share this document with all stakeholders.

**Grading Policy**
Standard-based grading, based on the work of Robert Marzano (2009), is utilized at PPCS to measure mastery learning. Academic grades include class work, assessments, writing assignments, and projects. Meaningful homework is assigned in order to review and practice daily learning, but not calculated into the academic grade. Instead, it is part of the life-skills grade. Late work is accepted for diminished credit. We accept all late work, based on the methodology of Douglas Reaves (2004) in “The Case Against Zero.” Consistent with this work, we allow students to re-take assessments until they gain mastery of the content.

**School-Wide Grading Policy**
PPCS uses the Pinnacle/Excelsior technology program for standards-based grading.
Public Policy Charter School: Charter Petition

The standard-based marking codes are as follows:
1-Far/Below Basic  2-Basic  3-Proficient  4-Advanced

Grade Scale Aligned to Standards-Based Rubric:
3.3-4.0 = A  2.7-3.29 = B  2.0-2.69=C  1.99 and below = NP (not proficient)

Grades are separated into two categories:
1) Subject Grade – Includes in-class assignments, projects, tests, quizzes, laboratories, writing activities, essays, research papers, and technology-based projects.
2) Life & Work Skills Grade – includes participation in class, behavior, working in groups, work completion, and homework.

Student grades and progress is transparent, and students and families will be aware of how students are progressing in every class through five-week progress reports, parent conferences, and ongoing school home communication. Parent will be able to access their child's grade from home through Power School.

Social Promotion/Retention Policy
Students are accountable for mastering grade level content through access to the common core standards. Students who are not demonstrating proficiency in the core content areas will be provided with ongoing academic intervention. At the end of the semester grading periods the SST consisting of school leaders, teachers and support staff will review grades and assessment data. Intervention plans will be developed to raise student achievement. Students who are not proficient will be required to complete Summer-Intervention courses in Math and English prior to entering the incoming grade level.
Element 4 – Governance

**GENERAL PROVISIONS**

As an independent charter school, PPCS, 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.

PPCS shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the PPCS’ governing board, members of school or governing board committees or councils, 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.

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 Charter School amends its bylaws, it 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.

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

**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 which 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 PPCS 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 all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

**LEGAL AND POLICY COMPLIANCE**

PPCS shall comply with all applicable Federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

PPCS, 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. PPCS, 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.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

PPCS shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by PPCS. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
ORGANIZATIONAL STRUCTURE

Evidence of Non-Profit Incorporation
PPCS has been organized with the purpose to manage, operate, guide, direct, and promote, support and hold charters or contracts for one or more public charter schools and is registered with the Secretary of State's Office as a non-profit public benefit corporation. PPCS (the school for which this petition is being submitted) is the first school under the PPCS umbrella. PPCS plans to open at least one other charter school in the future. PPCS is in the process of applying for EIN # and will have 501(c) 3 non-profit status with the Federal government by the time the school opens. Once this document is received it will be submitted to the district's Charter School Division.

By-Laws for Non-Profit Public Benefit Corporation
(See Attachment 2)

Evidence of Organizational and Technical Designs
PPCS proposes to be an independent charter school. The Board of Directors of PPCS, in accordance with its adopted corporate bylaws, will govern PPCS in a manner consistent with the terms of this charter.

The Board of Directors will provide external accountability, oversight and guidance to ensure the school's ongoing success. It will meet at least quarterly to review PPCS's achievements and provide support in achieving short-term and long-term goals set by the board.

The Executive Director and Principal shall be responsible for day-to-day management of PPCS.

Board of Directors - The Board of Directors currently consists of:
  - Laura Baron – Board President
  - Emilio Pack – Board Secretary
  - Steve Holguin – Board Treasurer
  - Judy Ivie Burton
  - Ana Campos
  - Mayra Rivas
  - Rohit Shukla

Laura Baron (Board President) - As the Chief Financial Officer at Strategic Development Solutions since 2009, Ms. Baron oversees accounting for all of the companies' divisions and subsidiaries, and helps guide the company’s growth and strategic direction. Ms. Baron developed the internal operational infrastructure to manage SDS’ National New Markets Fund. She utilized her passion for community development as a consultant for Excellent Education, acting as the CFO for charter schools and helping vital academic organizations develop foundations to build physical strength.

Emilio Pack (Board Secretary) - The founder and Executive Director of Math and Science College Prep (MSCP), Dr. Pack has an extensive seventeen-year career in education, first as
a school counselor and eventually as a school Principal. In 2006, Dr. Pack opened what eventually became one of the highest performing high schools in all of Los Angeles, Alliance Dr. Olga Mohan High School (FKA: College-Ready Academy High School #4). While leader of College-Ready Academy High School #4, Dr. Pack created a school-wide system of grading, called standards-based grading, where students were given multiple attempts to prove proficiency and mastery in each content area.

**Steven Holguin** (Board Treasurer) - As the Director of School & Business Development for Charter School Management Corporation (CSMC), Mr. Holguin supports new and existing schools with data management, strategic planning, growth strategy, and budget development. Prior to serving in his current role, Mr. Holguin was the Senior Manager of School Development for Southern California for CCSA, where he was part of a successful team that directly impacted and cultivated new charter schools in San Bernardino and Riverside Counties through high level local advocacy, a commitment to quality, and expert knowledge.

**Judy Ivie Burton** - As Alliance College-Ready Public Schools President and CEO, Ms. Burton brings expertise in successfully leading and operating public schools. Ms. Burton has successfully impacted at-risk students through best practices in leadership development, teacher professional development, and parent community engagement. Ms. Burton has led the acquisition, renovation, and construction of 15 permanent school sites for Alliance schools. Prior to her current position, Ms. Burton served as Superintendent of Local District B in the Los Angeles Unified School District, where she led the largest of 11 local districts with 83 Pre K-12 schools and early education centers serving more than 80,000 students in the North and Northeast San Fernando Valley school communities. She also served as the Assistant Superintendent, where she headed the Office of School Reform for LAUSD.

**Ana Campos** – Ms. Campos is the President & Executive Director for After School All Stars. Throughout her tenure with the organization, she continues to successfully expand the organization’s delivery of high quality after school programs throughout the Los Angeles area. Ms. Campos was one of the first National Afterschool Ambassadors and has been the recipient of the Award of Excellence from the California School-Age Consortium. Prior to this, Ms. Campos served as the Director of Operations for LA’s Best. She was instrumental in leading the growth of LA’s BEST from 29 after school program sites to 147 sites, serving more than 23,000 children per day.

**Mayra Rivas** – Ms. Rivas graduated from California State University, San Bernardino in 2006 with a dual Bachelor of Science in Accounting and Finance. Having worked as an Audit Supervisor at Vavrinek, Trine, Day & Co., LLP, she has extensive experience with school districts, charter schools, not-for-profit organizations, and other governmental entities throughout Northern and Southern California. Her auditing background has provided her with aptitude in financial reporting, internal controls, attendance reporting, and Federal and state compliance. After leaving the CPA firm, Ms. Rivas continued to service charters schools as a School Business Manager at Charter School Management Corporation. During this time, her responsibilities included budget development, cash flow preparation, and financial and state reporting for a number of charters. Currently Ms. Rivas is the Director of Charter School Operation at Inyo County Superintendent of Schools.
Rohit Shukla – Mr. Shukla is the CEO of the Larta Foundation. He is an established thought leader and respected practitioner on innovation, commercialization, and enterprise and technology-led economic development. He has advised governments, multilateral organizations, communities and enterprises throughout the world, creating initiatives that expand entrepreneurship, promote commercialization and enhance the competitiveness of regions across many parts of the globe. Mr. Shukla was tapped by the State of California to author and develop its innovation and entrepreneurship initiative, the California Technology Investment Partnership (CalTIP), and helped to write the legislation that brought the program into being in California.

**Board Duties**
The Board of Directors is fully responsible for the operation and fiscal affairs of the school. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Executive Director of the school.
- Approve all contractual agreements and purchases over $10,000. Contracts and purchases under $10,000 do not require board approval.
- Approve and monitor the implementation of general policies of PPCS.
- Develop and monitor an operational business plan that focuses on student achievement.
- Approve and monitor PPCS’s annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of The PPCS in accordance with its laws and the receipt of grants and donations consistent with the mission of PPCS and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to accounting principles generally accepted in the United States of America.
- Regularly review progress of both student and staff performance.
- Develop, review, or revise PPCS’s accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter for submission to authorizer
- Approve charter amendments for submission to authorizer.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which PPCS/California public schools are established.

The PPCS's Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities through PPCS’s affiliation with California Charter Schools Association (CCSA) and other Board training opportunities. In-services include the Brown Act Training and Basics of Charter School Finance.

Submitted: April 2014
School Site Council/Local Control Accountability Plan Committee
In accordance with State regulations for receiving supplemental funding, PPCS will form a school site council (“SSC”)/LCAP committee. This committee will be Brown Act compliant and will meet each month. This council/committee will advise the Executive Director, the Principal and staff on the planning, implementation, and evaluation of the Local Control Accountability Plan and the Single School Site Plan (for Title I). The council/committee will also advise regarding the allocation of Local Control Funding Formula Supplemental and Concentration funds from the state to support the goals of the LCAP and Federal Title I funds to support the LEA/Single School Site Plan. The SSC/LCAP committee reviews the progress of the school in achieving the goals of the plan. Parents will be included as part of this council/committee and participate in the advising of the school plans. The School Site Council/LCAP committee will consist of the executive director, Principal, a parent representative from each grade-level, a teacher representative and community partners. Parents will be asked to volunteer. If more than one parent volunteers, they will be elected through a ballot vote by the grade-level parents, at each grade-level. Teachers will also be asked to volunteer. If more than one teacher volunteers for the position, a teacher vote will be held to select the representative.

Process for Selecting Board Members
The Board of Directors will be composed of no less than five and no more than fifteen highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. The term for each Board member is three years. Terms for Board members shall be staggered to establish continuity and sustainability. These individuals will possess outstanding leadership and analytical skills. They will represent a diverse field of professions and ethnic backgrounds. Board members must nominate potential new Board members to the Board President. The entire Board will interview nominees before a vote is taken. New Board members will take an oath of office and agree to the provisions of the charter.

Board Meeting Frequency
The Board of Directors will meet monthly. All Board meetings will be conducted in accordance with the Brown Act.

Public Notification of Meetings
According to the Ralph M. Brown Act, regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors at locations within the jurisdictional boundaries of the Los Angeles Unified School District. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school, and at the nearest public library. Teleconferencing and/or video conferencing will be utilized according to Brown Act when necessary. A meeting by teleconference or videoconference may not occur unless at least a quorum of the members of the board are physically located at location(s) within the jurisdictional boundaries of LAUSD during the meeting. Agendas must be posted at each location where each board member is physically participating (whether in or outside the
jurisdiction of LAUSD). Each teleconference location (whether in or outside the jurisdictional boundaries of LAUSD) shall be identified in the notice and agenda of the meeting. Each teleconference location (whether in or outside the jurisdictional boundaries of LAUSD) shall be accessible to the public. All votes taken during a teleconferenced meeting shall be by roll call. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours’ notice is given to each Director and to the public through the posting of an agenda.

Minutes for regular and special meetings will record all actions taken by the Board of Directors. Minutes of the previous meeting will be included in the following month’s agenda and all recorded minutes will be archived and available to the public upon request.

**Establishing a Quorum**

A majority of the current-voting members of the Governing Board, not counting any vacancies, shall constitute a quorum for the transaction of business. All board members are subject to conflict of interest restrictions. As such, in the event that any member or members of the Governing Board are legally disqualified from participating in decision-making on a particular action item, a majority of the remaining voting members of the Governing Board, not counting any vacancies shall constitute a quorum for that particular action item.
**Organizational Chart**

≈ The *Director of Business Services* will be hired once the school is at full capacity (in Year 3).

† The *Director Data Analysis and Integration* is a classified position; with the LCFF funding model and the related LCAP reporting, accurate and complete demographic data is vital. The data specialist's function will be to ensure the school gathers and maintains accurate data and maintains the paper trail that supports the school’s movement towards LCAP goals.

*At full capacity, PPCS will add more full time staff in the front office, instructional aides, and monitors.

**Brief Description of Organization Chart:**
- **Board of Directors** – ensures that the school holds true to its vision and mission, while overseeing the fiscal, operational, and academic progress of the school.
- **Executive Director** reports directly to the Board of Directors, and ensures that the school is in compliance in all areas (academic, fiscal and operational). The ED will (with the board and other stakeholders) develop and implement the school’s strategic plan. The principal, director of business services and director of data integration and analysis report to the ED.
- **The Principal** reports to the Executive Director and oversees the Academic progress of the school. The Principal manages all instructional (Teachers, counselors) and support staff (registrar).
- **LCAP Committee/SSC** – A group of stakeholders (parents, teachers, community partners, Executive Director and Principal) to advise and inform the decision making process. They are a separate entity and do not report to the ED or principal.
The outcomes of their meetings will be presented to the board at monthly public meetings.

**Administrative Services Including Financial Accounting**
PPCS will contract with a business provider in the first few years of operation. The school will submit invoices for payment, payroll information, budget projections, deposit backup and bank and credit card statements to the business service provider. The business service provider will process invoices, record deposits, process payroll, report STRS to LACOE, reconcile bank statements and credit card statements and conduct all other accounting functions. The Executive Director will develop the budget and cash flow forecast, review all financial information and monitor the Budget vs. Actuals on a monthly basis. The registrar/office manager will accept applications, answer phones, inter-face with the public, translates for parent meetings and newsletter, sends tele-parent messages, conducts the lunch count, orders lunches and creates purchase orders, coordinates School wide mailings and oversees office functions.

The Director of Data Integration will process all attendance and demographic data that will be submitted for CALPADS reporting by the business service provider. The Executive Director will review for accuracy all compliance reports before they are submitted to the district (Interim reporting and other) or the CDE (PCSGP quarterly benchmark reports and other). Once the school reaches capacity it will hire a Director of Business Services who will work on bringing most business services in-house. The Executive Director will also prepare agendas and related documents for board meetings, and coordinate the annual fiscal audits with the business service provider. The Human Resource functions will be handled at the school by the ED and administrative staff, as will the facilities upkeep and maintenance, overall safety and security of the campus, and all risk management.

**Parental Involvement**
In addition to the LCAP committee/SSC, a committee that consists of parents of English Language Learners (the ELAC) will provide input regarding the EL program.

**Board Member Resumes and Questionnaires**
See Attachment 8.
Element 5 – Employee Qualifications

Equal Employment Opportunity

PPCS 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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.

NCLB and Credentialing Requirements

PPCS 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 the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Given the understanding of its leadership that the caliber of its staff is crucial to the school’s success, PPCS will be extremely diligent in its hiring process. The founding team has extensive experience in school staffing that will ensure the rigor of the hiring process.

General Qualifications
The PPCS will employ the following selection process for staffing:

1) Create a job application requiring an appropriate certificate or credential and disclosure of criminal records
2) Announce opening
3) Recruit applicants
4) Request resume, references, records of experiences, credentials, licenses, etc.
5) Verify previous employment
6) Interview candidates
7) Observe demonstration class taught by candidates (for instructional positions)
8) Select the top candidate
9) Negotiate salary and sign the candidate

Background checks will be required of all employees. These include a Department of Justice fingerprint check for criminal record and child abuse. Authorizations to work in the United States and TB clearances will also be required.
**School Site Staff Positions and Qualifications**
The following is a list of key personnel to be employed by PPCS in its first year, along with corresponding qualifications:
### Executive Director

**Overall Qualifications:**
- Master's Degree in Education or equivalent / Doctorate preferred
- At least 10 years' experience in the education field
- Experience supervising and evaluating staff
- Familiarity with California Department of Education rules and regulations
- Experience managing school budgets
- Visionary leadership and a passion for education reform
- Ability to form productive relationships with a highly diverse group of students, families, and staff
- Desire to be held accountable for school performance
- Interest in and knowledge of the evolving education technology market
- Excellent communication and organizational skills
- Entrepreneurial spirit with an ability to thrive in a start-up environment
- Charter school experience mandatory
- Familiarity with California state standards and assessments preferred
- Ability to speak multiple languages
- Familiarity with the proposed area for the school preferred

### Executive Director Responsibilities:
- Provide input and make recommendations to the Board related to the establishment of organizational direction, goals, policies, and guidelines for operations; after approval, direct implementation of same
- Attend board meetings and report on school operation, informing Board of any legal, financial or political issues likely to impact school
- Exercise decision-making authority for the policies and daily operation of the school
- Ensure that policies and procedures are in place that allow for smooth and efficient school operations and a professional, efficient front office
- Support and manage the administrative team's activities and development
- Coordinate timely tracking and reporting of budget
- Ensure that school records are current, organized and, as required, confidential
- Oversee and monitor progress of external agreements
- Manage the process of charter review and revision
- Inspire a culture of excellence centered on the school Mission and Vision
- Oversee hiring, supervision, professional development, evaluation and dismissal of personnel
- Ensure that regular staff meetings are conducted
- Support process for resolution of interpersonal conflicts
- Serve as liaison between the Board and staff and LAUSD
- Ensure that the needs of special education students are met and special education programs conform to all legal requirements
- Support Principal with student discipline and ensure equitable administration of policies, meeting with students, faculty and parents
- Support the Director of Business Services with various fiscal and compliance functions
**Founding Principal**

Overall Qualifications:

- Professional Administrative Credential and/or Master’s Degree in Education or equivalent
- At least 10 years of Administrative experience in the education field
- Minimum of 5 years teaching experience
- Proven experience as an instructional leader
- Demonstrated experience using integrated technology to improve learning
- Proven success with raising academic achievement with a diverse student population
- Demonstrated experience using data-driven instructional systems
- Experience supervising and evaluating staff
- Familiarity with California Department of Education rules and regulations
- Visionary leadership and a passion for education reform
- Ability to form productive relationships with a highly diverse group of students, families, and staff
- Desire to be held accountable for school performance
- Interest in and knowledge of the evolving education technology market
- Excellent communication and organizational skills
- Entrepreneurial spirit with an ability to thrive in a start-up environment
- Charter school experience preferred
- Familiarity with California state standards and assessments preferred
- Knowledge of culture and language of the student population served
- Familiarity with the proposed area for the school preferred

**Principal Responsibilities:**

- Carry out the vision of the organization under the direction of the Board of Directors and the Executive Director
- Provide instructional leadership to the school
- Hire and evaluate effectiveness of instructional staff according to the mission, philosophy, and obligations of the school as outlined in the employee handbook
- Oversee the day-to-day operations of the school in alignment with organizational core values
- Provide opportunities for staff development and professional growth
- Report to the Executive Director on the progress of the school in achieving school and organizational goals
- Be a liaison to community partners
- Represent the mission and core values of the organization
- Implement Common Core curriculum and oversee school’s assessment program
- Make Data-Driven decisions to advance student learning
### Teacher Leaders/Master Teachers

**Overall Qualifications:**

PPCS teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Accordingly, teachers of core academic subjects must have:

- Minimum of 5 years full-time teaching experience
- Demonstrated success improving student achievement with similar populations
- A multiple subject or single subject credential based on content area
- CLAD or BCLAD Certification
- Demonstrated subject area competence in each of the academic subjects in which the teacher is assigned to teach
- Background clearance from FBI/DOJ
- TB clearance

### Teacher Leaders/Master Teachers Responsibilities:

- Conduct peer observations
- Help lead professional development
- Assist other teachers with content planning and implementation
- Research and implement innovative and current instructional strategies

Recruiting Master Teachers will be one of the single most important tasks charged to the Executive Director and Principal. Principal belief of PPCS is that placing proven teachers in 5th and 6th grades is the best way to improve student achievement, not only in 5th and 6th grade, but also in subsequent years. The lower grades set the tone for the school, and advanced coursework cannot be accessed unless all students are proficient in the basics. Therefore, the Executive Director and the Principal will focus time and effort identifying skilled and proven Master Teachers and recruiting them. A better work environment and higher compensation will be offered in order to attract this caliber of professional.

Recruitment strategies for Teacher Leaders/Master Teachers include utilizing:

- CCSA network
- Universities and Colleges (Master’s programs)
- EdJoin
- Professional networking including prior contacts of Principal and Executive Director
**Teachers**

**Overall Qualifications:**
PPCS teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”) Accordingly, a teacher of core academic subjects must have:

- Bachelor of Arts or Science minimum requirement
- A multiple-subject credential for grades 5 and 6, and single-subject credential for Grades 7 and 8
- Demonstrated subject area competence in each of the academic subjects in which the teacher is assigned to teach
- Background Clearance from FBI/DOJ
- TB Clearance

**Teacher Responsibilities**
- PPCS teachers will be responsible for lesson planning, instruction, class attendance reporting, and all other typical duties of a middle school teacher
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible
- Observe and evaluate students’ performance, behavior, social development, and physical health
- Prepare materials and classrooms for class activities
- Adapt teaching methods and instructional materials to meet students’ varying needs and interests
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate
- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations

**Recruitment strategies for teachers include utilizing:**
- CCSA Network
- Universities and Colleges
- EdJoin
- Professional Networking
- Troops to Teachers
- New Teacher Project
Counselor

Overall Qualifications
- Minimum of Master of Arts or Science degree
- Demonstrated success with similar populations
- A State PPS credential for school counseling
- Background Clearance from FBI/DOJ
- TB Clearance

School Counselor Responsibilities:
- Adhere to and support board policy, school guidelines, administrative rules and directives
- Make him/herself available to all students seeking guidance and counseling services
- Advocate on behalf of the student and/or his/her family
- Take all necessary and reasonable precautions to protect students
- Facilitate outreach efforts to provide services to students, parents/guardians and staff
- Connect students, parents/guardians and staff with specialized referral agencies
- Understand, evaluate, and interpret academic performance data
- Interpret information about students to the student, their parents/guardians, and staff
- Implement individual and group counseling methods that are appropriate
- Conduct career and educational planning activities
- Submit required reports promptly and accurately
- Perform other duties as assigned by Principal
- College counseling, advisement, parent workshops, and some course scheduling

Recruitment strategies for Counselor include utilizing:
- CCSA Network
- Universities and Colleges
- EdJoin
- Professional Networking
**Office Manager**

Overall Qualifications:
- Education: Some college BA/BSc preferred
- Possession of a valid First Aid Certificate
- Computer Proficiency
- Background Clearance from FBI/DOJ
- TB Clearance
- Demonstrates excellent oral and written skills in English and Spanish
- Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Proficient in the use of micro-software office suite

Office Manager Responsibilities:
- Perform a variety of secretarial duties for the Executive Director and School Principal
- Set appointments and meetings for the Executive Director and Principal
- Responsible for all attendance accounting of students
- Issue and process all purchase orders
- Order, store, and monitor use of all supplies
- Assist certificated substitute teachers with their assignment, including paperwork
  - Prepare monthly payroll information
  - Schedule and coordinate the use of school facilities by parent, and teacher organizations with staff
  - Register new students and maintain all cumulative records
  - Maintain daily sign-in sheets for school volunteers and visitors
  - Order, distribute and maintain inventory of school keys
  - Share responsibility for distribution of US Mail and interoffice mail
  - Monitor the copier, and train staff on its use
  - Assist teacher with communications in scheduling parent conferences when necessary
  - Administer first aid and contact parents when needed
  - Other duties as assigned
### Director of Data Analysis and Integration

**Overall Qualifications**
- Bachelor's degree (Master's degree preferred)
- Computer Proficiency
- Background Clearance from FBI/DOJ
- TB Clearance
- Experience in data gathering and analysis
- Ability to understand and work with various state reporting systems
- Familiarity with integrated technology as it relates to public education

**Director of Data Analysis and Integration Responsibilities**
- Ensuring all data is gathered, maintained and reported in a timely manner
- Special focus on gathering, maintaining and monitoring LCAP priorities related data
- Attendance/CALPADS/SARC reporting
- Creating Dashboards that can be shared with various stake-holder groups

### Director of Business Services

**Overall Qualifications**
- Bachelor's degree (Master's degree preferred)
- Computer Proficiency
- Background Clearance from FBI/DOJ
- TB Clearance
- Ability to understand and work with various state reporting systems
- Minimum of 3-5 years of accounting and finance experience
- Payroll processing and STRS reporting experience preferred

**Director of Business Services Responsibilities**
- Submit fiscal reports to the authorizer and/or the CDE in a timely manner
- Special focus on gathering, maintaining and monitoring data for restricted funds
- Creating Dashboards that can be shared with various stake-holder groups
- Oversee payroll processing

### Campus aides

**Overall Qualifications**
- Background Clearance from FBI/DOJ
- TB Clearance
- Preference of 60 credits/some college
- Experience working with youth

**Campus Aide Responsibilities**
- Supervise students during lunch, nutrition, arrival and dismissal
- Assist in classrooms
- Monitor student activities
- Assist school staff as needed
Front Desk Register /Office Manager

- Background Clearance from FBI/DOJ
- TB Clearance
- Computer Literacy
- Prefer some college
- Strongly prefer bilingual Spanish speaker
- Experience working with population served
- Prefer experience in a school or office setting
Salaries and Benefits
PPCS employees will receive compensation commensurate with their responsibilities and experience. The teacher salary range for PPCS will be considerably higher than that of LAUSD’s pay scale for similarly experienced teachers. The rational for this is that PPCS wants to recruit a class of seasoned, talented, proven teachers with at least 3-5 years of experience, particularly in its first year of operation. Because PPCS will not be able to offer the lifetime benefits that LAUSD offers to senior teachers, PPCS will need to offer higher salaries to attract high-caliber teachers.

All full-time employees of PPCS are eligible for health benefits that will be negotiated and contracted through the Board of Directors.
The school's yearly calendar, holidays, length of workday and work year, sick days, personal days, and due process procedures for disputes will be developed by the Board of Directors, with school leaders serving as advisors.

Performance Evaluations
All administration, faculty, and staff will be evaluated at least annually (and for teachers at least twice per year) according to specific performance measures that will be detailed in a performance rubric for each staff member, but, at a minimum, will include the measures listed below.

The PPCS Board of Directors will evaluate the Executive Director on:
- Achievement of the mission and vision of the school;
- Achievement of mutually agreed upon annual goals in relation to facility acquisition, fundraising, and partnership development;
- Oversight of fiscal activities; developing and maintaining a sound budget, coordinating the annual audit, maintaining an accounting system according to GAAP;
- Human resources, staff recruitment, selection, retention and performance;
- Parent and student satisfaction.

The Executive Director will evaluate the Principal on:
- Academic outcomes, including student attendance, grades, test scores, retention, and progression;
- Development and guidance of the academic program to ensure high academic success;
- Level of community and parent involvement;

- Development and maintenance of a positive school climate;
- Instructional Staff performance;
- Other duties as assigned.

The Principal will evaluate Teachers on an ongoing basis on:
- Effective teaching practice;
- Improvement of student learning; and
- Performance of job duties as assigned.

The Principal will evaluate the Counselor on:
Public Policy Charter School: Charter Petition

- Effective monitoring of student course work to meet A-G requirements;
- Effective guidance given to students regarding higher education opportunities;
- Graduation requirements being met by all students; and
- Effective guidance on financial aid.

The Executive Director shall also evaluate personnel that report to her directly, as well as collaborate with the Principal on other non-instructional staff as outlined in specific job descriptions, on effectiveness as a PPCS team member, and on regular, punctual attendance.

The Principal will schedule a conference with each employee receiving an evaluation of “low-performing”. This conference shall be for the purpose of writing an Action Plan that outlines areas of improvement, provides a plan of intervention through staff development and support, and sets expectations and a timeline for completion of Action Plan targets. In addition, the Action Plan will identify consequences for failure to comply with any component of the plan.

An employee who disagrees with his/her evaluation may file a written complaint to the Principal, Executive Director, or Board of Directors as applies. In the event that an employee who reports to the principal is dissatisfied with his/her evaluation or another matter, they will resolve with principal. If the issue is not resolved to their satisfaction, they may resolve with the Executive Director. If the matter remains unresolved, the employee may go to the Board of Directors for resolution. Similarly, for employees who report directly to the Executive Director, they may go to the Board of Directors for resolution. This objection may be attached to the evaluation. All employees have the right to Due Process and to Grievance Procedures as described below.

All staff will be evaluated formally by their supervisors at least annually. Annual goals and objectives will be developed jointly by staff members and supervisors in accordance with the mission and vision of PPCS. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training. Those staff members not meeting expectations may be given at least one verbal warning, followed by two written warnings and thirty (30) days’ notice. If there is no improvement, the staff member will be terminated. If a grievance arises regarding the evaluation process, an employee should attempt to resolve the issue with his or her immediate supervisor. If the dispute cannot be resolved at this level, the employee should address his or her grievance in writing to the Principal, Executive Director, or Board of Directors as applies. A meeting will then be scheduled to address the grievance issues with all parties involved at a time and place that is mutually convenient for all. If the issue still remains unresolved, the staff member may request a meeting with the Board of Directors who will provide a final decision in the matter.

**Outside Contractors**

PPCS will contract with an outside provider for business services (payroll, accounting, data reporting, etc.). After the school has reached capacity and the Director of Business Services has been hired the school will take certain business services in-house if it is deemed cost-effective.

Submitted: April 2014
PPCS will also outsource other specialized services, such as food service, grounds keeping, custodial services, and security. With the provision of security on campus, PPCS will follow applicable Federal and State laws. Outside unarmed security companies and all other vendors must be thoroughly vetted, through reference from other charter schools, the approved federal and state vendor lists, and FBI/DOJ clearance.

Special education services will be provided through the LAUSD SELPA Option 2.

The Executive Director will be responsible for the evaluation of outside contractors. The evaluations will be presented to the Board of Directors. The Board of Directors will have ultimate contract authority.

Assurances
The Executive Director and Principal will ensure that credentials are processed and monitored in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new teachers and reviewed on an annual basis for all staff. The Executive Director and Principal will monitor credential status through the CDE website monthly, to ensure that credentials are renewed when they are about to expire. Staff members will be informed of any required modifications/updating of credentials.
Element 6 – Health and Safety Procedures

**Governing Law:** 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—California Education Code Section 47605 9(b)(5)(F)

### Health, Safety and Emergency Plan

PPCS shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. PPCS shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and 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)

PPCS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

### Criminal Background Checks and Fingerprinting

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

### Immunization and Health Screening Requirements

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.
Element 7 – Means to Achieve Racial and Ethnic Balance

**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 its goals. 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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

The District and PPCS are committed to providing all students with quality educational alternatives in compliance with all Federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). PPCS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending PPCS shall have the right to continue attending PPCS until the highest grade-level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to PPCS shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

PPCS shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. PPCS shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.
Determination of student eligibility for this NCLB-PSC option, including the grade-level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at PPCS under the NCLB-PSC program increases in subsequent years, PPCS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**Federal Program Compliance**

As a recipient of Federal funds, including Federal Title I, Part A funds, PPCS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable Federal grant programs. PPCS understands that it is a local educational agency (LEA) for purposes of Federal compliance and reporting purposes. PPCS 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, appropriate 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 parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that 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 School-wide 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
PPCS will make every effort to recruit students of various racial and ethnic groups, so as to achieve a balance that is reflective of the general population residing within the boundaries of LAUSD. The opening of the school, and in subsequent years its existence will be publicized on an on-going basis, with particular emphasis in central Los Angeles. The School’s Outreach Plan shall include, but will not be limited to, the following strategies to ensure a racial and ethnic balance among its student population, that is reflective of the demographics of LAUSD.

PPCS will begin outreach to parents of potential students in the summer of 2014 utilizing local churches of various faiths and ethnic representation, earned media, directed web traffic, community forums, and middle school visits.

PPCS will participate in community events to provide information and answer questions about the school. PPCS will also be responsive to local media inquiries, providing information about the application and eligibility process.

PPCS will also work with counselors at local public and private middle schools to create awareness to parents. This will include setting up evening and Saturday presentations for parents and attending elementary school fairs. LAUSD, charter, and parochial elementary schools that will be contacted include, but are not limited to: Menlo Avenue, Birdilee Bright, and Lenicia Weems. The elementary schools will be contacted via telephone, email, and/or postal mail. PPCS will not disrupt other schools' programs for the purposes of outreach.

For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, PPCS will make special outreach efforts. PPCS will advertise at places commonly used for childcare and afterschool programming, such as YMCAs and Boys and Girls Clubs. PPCS will distribute information to local libraries as well. PPCS will also ask agencies providing public assistance to distribute school materials, including student applications.

Flyers will be posted at local grocery stores, after-school tutoring centers, churches and libraries. Flyers will be posted in English and Spanish.

Parents will also be allowed to submit student applications online through the school’s website.

**Geographic Target Area**
PPCS will recruit primarily in the Central L.A. region of Los Angeles.

**Outreach Languages**
PPCS will produce recruiting materials in English and Spanish, as well as any other representative languages of the school’s target area.

**Efforts for a LAUSD Reflective Population**
The Central Los Angeles area of Los Angeles is primarily comprised of the following ethnic/racial groups: Latinos, and African-Americans. By targeting recruitment efforts in the local and surrounding community, reaching out to churches of all faiths and racial makeup, and working with community and business leaders of various ethnic groups, PPCS will successfully recruit a student body that is reflective of the demographics of the Los Angeles Unified School District. PPCS will consciously avoid focusing solely on a particular subgroup. PPCS will diligently reach out to all groups, using multiple languages when appropriate.
Element 8 – Admission Requirements

**McKinney-Vento Homeless Assistance Act**

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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**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.

**Assurances**

As a charter school, PPCS is a school of choice. PPCS shall admit all pupils who wish to attend the school (Education Code Section 47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2). Enrollment to the school shall be open to any resident of the State of California. Admission to PPCS will not be determined according to the place of residence of the pupil or his/her parent.

**Admission Requirements**

PPCS will place no restrictions relating to prior academic or behavior records. PPCS will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school’s educational philosophy and instructional practices. Furthermore, enrollment and recruiting advertisements for the school will clearly state that the school services students with disabilities in the least restricted environment. The efforts the school will employ to recruit students are described in Element 7.

Submitted: April 2014
PPCS will also work with counselors at local public and private elementary/middle schools to create awareness to parents.

**Application Process**
Applications for enrollment will be accepted during a publicly advertised open enrollment period each winter through spring for enrollment in the following school year. The dates will be clearly indicated on the PPCS website, on the flyers and posted at our school site. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our website in English and Spanish and in the office (and additional languages if needed). The process is also verbally explained to any families who calls, or hands in their paper intent to enroll forms in-person.

Following the open enrollment period each year (from July 1st – December 15th), and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether any grade-level has received more applications than availability. If the number of students applying for enrollment exceeds the charter school’s capacity, admission shall be determined by random public drawing in accordance with Education Code §47605(d)(2).

**Efforts to Recruit Low Achieving, Economically Disadvantaged Students and Students with Disabilities**
PPCS will reach out to foster care homes, placement agencies, and foster parent groups to recruit students in foster care. PPCS wants to serve these students, as they have typically not performed well in traditional, big schools. PPCS is uniquely set up to better serve this population because of small class sizes, individualized learning programs, and a much smaller student body than most local middle schools.

For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, and families on public assistance, PPCS will make concerted outreach efforts. PPCS will advertise at places commonly used for childcare and after-school programming, such as YMCAs and Boys and Girls Clubs. PPCS will distribute information to local libraries as well. PPCS will also ask agencies providing public assistance to distribute school materials, including student applications.

Flyers will be posted at local grocery stores, after-school tutoring centers, churches, and libraries.

**Public Random Lottery**
Public notice will be clearly posted at the front entrance, and main office of the school. Additionally, the information will be posted on the school website. The school will distribute informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the school site, it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents who turned in an application for enrollment forms prior to the deadline will be notified via phone and US mail of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery will not be required in order to secure enrollment for a
student. Beginning the first year of enrollment, a lottery will be held. PPCS will publicize the date, time and location with reasonable notice of at least two weeks before the lottery date.

If the Charter School receives a number of applications that exceeds the number of available spaces, during any period of time in which Charter School is eligible for or receiving funds via the Public Charter Schools Grant Program (PCSGP), in accordance with Federal law and Federal non-regulatory guidance a single public random lottery will be conducted, the following groups of students will be exempted from the lottery:

- Students who are currently enrolled; and
- Siblings of admitted students.

In addition, admissions preference will be given to residents of the District. During any period of funding for the Public Charter Schools Grant Program, this admissions preference will be given a 2:1 weighting factor or as otherwise agreed upon with the District during the single weighted public drawing. No other exemptions or preferences shall be given.

The Executive Director or Principal will pull lottery spaces - beginning with the pool of in-resident students. A representative of the Board of Directors will monitor the lottery to ensure fair and accurate implementation. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once a grade-level is drawn to capacity, applications will continue to be drawn for position on a wait list.

**Enrollment Process**

Within two weeks of the lottery, the Executive Director will notify families in writing of their enrollment status (offered enrollment or placement on waiting list). Students selected through lottery will be required to complete an enrollment packet. The school will hold a Pre-Enrollment session after the lottery and before the confirmation deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

1. Completion of a student enrollment form
2. Proof of Immunizations
3. Home Language Survey
4. Completion of Emergency Medical Information Form

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the Executive Director or Director of Operations will contact the family of the student on the top of the waiting list by phone, email, or regular mail to offer their student admission to the school. A family has 72 hours from the date of notification to confirm enrollment and return a completed enrollment packet to the Director of Operations or Office Manager in person or via fax, email, or regular mail.

Should the family decline the position, the next student on the list will be contacted until the open position is filled. The waitlist is for the year for which the lottery applies. In no circumstance will waitlist carry over to the following school year, and students who remain on the wait list must apply for enrollment in the following year.

Submitted: April 2014
A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the charter school’s administrative office and will be readily available for inspection by District representatives.

PPCS agrees to adhere to applicable state and Federal laws governing the privacy and confidentiality of pupil records.
Element 9 – Annual Financial Audits

The annual audit shall be conducted in compliance with the California Education Code 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 school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Audit Assurances

PPCS will be a fiscally independent, direct-funded charter school. A system of internal controls will be instituted and maintained by the PPCS Executive Director with assistance of the business services consultant. The Executive Director will be responsible for contracting with and overseeing an independent audit by an audit firm certified by the State of California with knowledge of school budget and accounting procedures. The Executive Director will work with the auditor to complete the audit. The ED is responsible for ensuring the auditor sends the completed audit report to the required agencies by the statutory timeline. The audit will be performed annually. This audit will be conducted according to accounting principles generally accepted in the United States of America (GAAP) to verify the accuracy of the school’s financial statements, attendance, and enrollment accounting principles and to review the school’s internal controls. Audit exceptions and deficiencies will be resolved in conference with the auditing agency prior to the completion of the auditor’s final report.

Systems to Provide Information

PPCS will utilize attendance accounting procedures that will satisfy requirements for the authorizer, LACOE and the CDE. This includes reporting enrollment and attendance figures to the authorizer according to the school’s Calendar of Reports. PPCS will utilize a carefully selected student information system (SIS), likely PowerSchool, for attendance recording.

PPCS will contract with a back-office provider for most accounting procedures. This contractor, along with the Executive Director, will provide the financial information needed for an audit. Appropriate accounting procedures will be implemented by PPCS to provide thorough and accurate information.
From the CDE list of authorized auditors the ED will invite 3-5 audit companies to present their proposals to the board of directors. The board will review and vote on the audit company to be hired.
Element 10 – Suspension and Expulsion Procedures

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 be responsible for the appropriate interim placement of students during and pending the completion of the 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 implement operational and procedural guidelines ensuring 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 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, including a District representative, 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

Submitted: April 2014
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 sections 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.

**Discipline Foundation Policy**

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders.

The PPCS student discipline policy and procedures for suspension and expulsion shall include positive behavioral interventions. These policies will be distributed in the school’s student handbook and will describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy developed by the PPCS staff will not be discriminatory or arbitrary. 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, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and the Principal to support the student in the improvement of his/her behavior. The SST will meet with the student’s advisor as needed on Early Dismissal Days to discuss specific modifications and intervention strategies for the student to follow. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may be suspended.

PPCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

**Suspension or Expulsion Alternatives**

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated below under Grounds for Mandatory Suspension or Expulsion. Interventions shall be first attempted and will include family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through PPCS attendance policy and are not in of themselves a student discipline issue.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The PPCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director/Principal’s office.

**Disciplinary Records**

The School shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the School. These files will only be accessible to the Executive Director, Principal, and any staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.
Suspension and Expulsion
A Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well-being of all students at PPCS. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Public Policy Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.
**Grounds for Suspension and Expulsion**

Public Policy Charter School follows the list of offenses established in California Education Code 48915 when determining whether an offense calls for mandatory or discretionary suspension or expulsion. The following chart (developed by the Los Angeles Unified School District) describes these categories.

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Offenses with No Principal Discretion (except as otherwise precluded by law)</td>
<td>Student Offenses with Limited Principal Discretion</td>
<td>Student Offenses with Broad Principal Discretion</td>
</tr>
</tbody>
</table>

**Matrix for Student Suspensions and Expulsion Recommendations**

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915[c])</td>
<td>Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915[b])</td>
<td>Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds, while going to or returning from school, during the lunch period, whether on or off the campus, or during or while going to or coming from a school-sanctioned activity. (E.C. 48915[b] and [c])</td>
</tr>
</tbody>
</table>

1. Possessing, selling, or furnishing a firearm. E.C. 48900(b); 48900(b) | 1. Causing bodily injury to another person, except in self-defense. E.C. 48900(a); 48900(b)(1) | 1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless in the case of "caused," the injury in serious. [See 48900(c)]) E.C. 48900(a); 48900(b) |

| 2. Possessing of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48900(b); 48900(b) | 2. Possessing of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48900(b); 48900(b) | 2. Possessing of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48900(b); 48900(b) |

| 3. Unlawfully selling a controlled substance. E.C. 48915(a); 48900(b) | 3. Unlawful possession of a controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a); 48900(b) | 3. Unlawful possession of a controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a); 48900(b) |

| 4. Comming or attempting to commit a sexual assault or committing sexual battery (as defined in 48900[b]). E.C. 48900(b); 48900(b) | 4. Rubbery or extortion. E.C. 48915(a); 48900(b) | 4. Comming or attempting to commit a sexual assault or committing sexual battery (as defined in 48900[b]). E.C. 48900(b); 48900(b) |

| 5. Possession of an explosive E.C. 48915(a); 48900(b) | 5. Assault or battery upon any school employee. E.C. 48915(a); 48900(b) | 5. Possession of an explosive. E.C. 48915(a); 48900(b) |

A student will not be suspended or expelled for truancy or tardiness.
**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 Executive Director. The pupil will be sent to the Principal for appropriate action, which may include suspension from school or other disciplinary measures.

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

**Conference**
Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days of the offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The decision to waive the conference will be made by the parent/guardian if the student is a minor.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

**Suspension Notice to Parents/Guardians**
At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense (s) committed by the student and the date and time when the student 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 to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

**Suspension Appeal Process**
The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the Executive Director.

Submitted: April 2014
The Principal will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Executive Director determines that the student has not violated one of the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

- The Executive Director will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Executive Director 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.
- Based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.
  - Uphold the suspension
  - 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.

The Executive Director will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision will also be mailed to the school Principal.

**Length of Suspension**
The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension.

**Suspension Time Limits**
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year.

**Access to Education During Suspension**
Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension. The Principal will direct each teacher to create a packet of missed assignments from each class once a week, including all classwork, homework, and assessments. The Principal or designee will deliver these assignments to the suspended or expelled student, by mail, by email or in person.
**Recommendation for Placement/Expulsion**
Upon a recommendation of Placement/Expulsion by the Principal or designee, the pupil and the 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. This determination will be made by the Principal or designee 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.
Expulsion Procedures

Authority to Expel
A student may be expelled by an Expulsion Panel which shall consist of at least three members appointed by the Board who are certificated but are not employees of the school nor have knowledge of the incident. The Board shall appoint one member of the Expulsion Panel as the hearing officer to chair the panel and oversee its proceedings. The Expulsion Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Such a hearing is to be held only if requested by the student or the student's parent/guardian. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense and makes an expulsion recommendation.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or designee at least ten (10) calendar days before the date of the hearing. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Submitted: April 2014
PPCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer (appointed by the Board; see above). Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. PPCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Expulsion Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Expulsion Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Expulsion Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Expulsion Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Expulsion Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The Expulsion Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Expulsion Panel from
exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Expulsion Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence at a separate hearing conducted by the Expulsion Panel. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**Record 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 recommendation by the Expulsion Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. These may include: The date and place of the expulsion hearing, a statement of the specific facts, charges and offenses upon which the proposed expulsion is based, a copy of the School’s disciplinary rules which relate to the alleged violation, copies of all documents to be used at the expulsion hearing, the opportunity to question all witnesses who testify at the hearing, and the opportunity to question all
evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

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 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 expelled pupil, 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 or her testimony heard in a session closed to the public.

**Written Notice to Expel**
Following a decision of the Expulsion Panel to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the panel's adopted findings of fact. This notice to expel a student will include the following:

a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.

b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions, related disciplinary referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remediying the identified issue).

c) The type of educational placement or study plan during the period of expulsion.

d) Appeal procedures.

e) The specific offense(s) committed by the student

f) Notice of the student’s or parent’s obligation to inform any new school district in which the student seeks to enroll of the student’s status with PPCS.

**Appeal of Expulsion**
An expulsion decision may be appealed within 30 calendar days of the date of the Panel's decision to expel. The parent/guardian must submit the appeal in writing to the principal or designee. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student’s parent/guardian must attend to present their appeal. The Expulsion Appeal Panel shall have three members. However, Panel members shall not be PPCS employees, shall know nothing of the incident or student, and shall not be the same individuals who served on the expulsion panel. The PPCS Board of Directors will choose the panel. The scope of review of the Panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel is final.

Parents will be notified of the Expulsion Appeal Panel’s decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

Submitted: April 2014
**Expelled Pupils/Alternative Education**
In the event of a decision to expel a student from PPCS, the school will work cooperatively with the district of residence, county, and other charter and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior is communicated to the district/school to which the student matriculates. PPCS has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system. In accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the 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.

If a student is under an expulsion order from another school district (LEA), all information must be provided to the PPCS Board of Directors for review. The PPCS Board of Directors will determine if enrollment will be granted based upon the offense for which the student was expelled, information about the student’s past behavior which is available to the Board, and the ability of the school to provide the necessary support to ensure the success and safety of the student in question and all students at the school.

**Evidence of Research**
PPCS researched other LAUSD public schools ([http://soces.lausd.k12.ca.us/about/rules/discipline.htm](http://soces.lausd.k12.ca.us/about/rules/discipline.htm)), and a variety of academic studies ([http://idea.gseis.ucla.edu/publications/suspension/index.htm](http://idea.gseis.ucla.edu/publications/suspension/index.htm)) before developing this charter petition ([http://soces.lausd.k12.ca.us/about/rules/discipline.htm](http://soces.lausd.k12.ca.us/about/rules/discipline.htm)).
Element 11 – Employee Retirement Systems

Retirement Systems
PPCS will make participation in State Teachers’ Retirement System (STRS) available to teachers and a 403(b) available to classified persons working at the school. PPCS will make any contribution that is legally required of the employer, including STRS, 403(b), social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund or 403(b) as required.

Staff Retirement Allocations
1. STRS: All certificated personnel including teachers, Principal, and guidance counselor
2. Classified staff will be offered a 403(b) including the Executive Director, Administrative Assistants, Front Desk/Registrar
3. Federal Social Security: Classified staff, including the Executive Director, Administrative Assistants, Front Desk/Registrar

Responsible Staff Member
The Executive Director is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with approval of the Board.

STRS Reporting
PPCS will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The PPCS Executive Director shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.
Element 12 – Public School Attendance Alternatives

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

Parents will be verbally informed of the above during all enrollment and registration meetings.
Element 13 – Rights of District Employees

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 staff and governing board members of PPCS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and PPCS, 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 PPCS 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 shall be addressed as follows:

   To Charter School: Public Policy Charter School
c/o School Director
Yasodara Sonali Tucker Ed.D.

   To Director of Charter Schools: Charter Schools Division
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

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

PPCS is deemed the exclusive public school employer of all employees of the 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

Revocation of the Charter

The District may revoke the Charter if PPCS 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 School Act of 1992. The District may revoke the charter of PPCS if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify PPCS in writing of the specific violation, and give PPCS 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 PPCS, either by the governing board of PPCS 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 or non-renewed by the LAUSD Board of Education; the governing board of PPCS votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), 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 PPCS, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of PPCS or the LAUSD Board of Education, the governing board of PPCS shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how PPCS 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 CSD, if the Closing Action is an act of PPCS. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in PPCS within 72 hours of the Closure Action. PPCS shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). PPCS 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 (SELPAs) in which the school participates. PPCS 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 the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, PPCS shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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). PPCS 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. PPCS 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 school employees and vendors within 72 hours of the Closure Action. PPCS 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 school closure

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 and, legal guardians 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, and 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 school closure

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 school closure, 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.

**School and Student Records Retention and Transfer**

PPCS shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the 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. 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 should also 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.

4. PPCS 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 the 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, 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.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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...
if it has reason to believe that the school received state funding for which it was not eligible.

PPCS shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

PPCS 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 PPCS will be the responsibility of PPCS and not LAUSD. PPCS understands and acknowledges that PPCS will cover the outstanding debts or liabilities of PPCS. Any unused monies at the time of the audit will be returned to the appropriate funding source. PPCS 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 PPCS participates, and other categorical funds will be returned to the source of funds.

PPCS 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and Federal law.

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

Net assets of the charter school may be transferred to the authorizing entity. 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.

PPCS shall retain sufficient staff, as deemed appropriate by the PPCS governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

PPCS’s governing board shall adopt a plan for wind-up of the 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 method by which the school will make the payments.

Prior to final closeout, 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, and termination, cancellation of this Charter, or any other act or event that would end PPCS’s right to operate as a charter school or cause PPCS to cease operation. PPCS and the District agree 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 shall have 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 LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") which 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
  1. **Pro Rata Share:** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 those 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

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning

Submitted: April 2014
codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

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:
“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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 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 omissions 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.

**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**
PPCS 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. EC 47612(b)

Local Control and Accountability Plan
In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)
ADDENDUM
District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

Public Policy Charter School (hereinafter “[short form of school name]” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 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. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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. EC 47605(d)(3)

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 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 element or section. The charter includes 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 should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.

Submitted: April 2014
Element 1 – The Educational Program

General Information

- The contact persons for Public Policy Charter School are Yasodara Sonali Tucker Ed.D. and Donna Faye Jacobson.
- The contact address for Public Policy Charter School is 3826 Minerva Avenue, Los Angeles, CA 90066.
- The contact phone numbers for Public Policy Charter School are (310) 625 – 7103 and (310) 488 - 5441.
- The proposed address or target community of Public Policy Charter School is Central Los Angeles in the vicinity of John Muir Middle School, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 1 and Educational Service Center West.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.
- The grade configuration of Charter School is 5th – 8th.
- The number of students in the first year will be 300.
- The grade-level(s) of the students in the first year will be 5th and 6th.
- The scheduled opening date of Charter School is August 15th, 2015.
- The admission requirements include: Students must be residents of the state of California, have submitted an application, and been selected in a public random lottery, should the applications received exceed space available at the time of the deadline.
- The enrollment capacity is 600. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional Single Track.
- If space is available, traveling students will have the option to attend. Yes
- The bell schedule for Charter School will be: 7:45 – 3:30

Local Control and Accountability Plan

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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).

Academic Calendar and Schedules

Submitted: April 2014
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**TRANSITIONAL KINDERGARTEN**

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

**ENGLISH LEARNERS**

Public Policy 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 the 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), Public Policy 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 instructional 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 the 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

Public Policy Charter School shall provide to the CSD an annual report of its EL program assessment. Upon request, Public Policy Charter School shall provide a copy of its current EL Master Plan to the CSD.

Public Policy Charter School shall administer the CELDT annually in accordance with federal and state requirements.

Public Policy Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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**

Submitted: April 2014
All LAUSD-authorized charter schools must adhere to all terms and conditions of the *Chanda Smith* Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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, Public Policy Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Public Policy 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 § 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 have 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 will not have a 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

Submitted: April 2014
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 required format and are 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.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  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 – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**
  
  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 2012-13 (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 from non-SIS schools (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 (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.
Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), 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. If Charter School does not test with the District, 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**

**GENERAL PROVISIONS**

As an independent charter school, Public Policy 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.

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

All employees and representatives of Charter School, including members of the [Charter School’s] governing board, members of school or governing board committees or councils, 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.

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 Charter School amends its bylaws, it 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.

Submitted: April 2014
The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

**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 which 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 Public Policy 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 all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

**LEGAL AND POLICY COMPLIANCE**

Public Policy Charter School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

Public Policy 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. Public Policy 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.

Submitted: April 2014
Public Policy Charter School: Charter Petition

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Public Policy Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Public Policy Charter School. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

TRANSFER OF STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

Element 5 – Employee Qualifications

EQUAL EMPLOYMENT OPPORTUNITY

Public Policy 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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.

NCLB AND CREDENTIALING REQUIREMENTS

Public Policy 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 the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.
Element 6 – Health and Safety Procedures

**HEALTH, SAFETY AND EMERGENCY PLAN**

Public Policy Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Public Policy Charter School shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and 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)**

Public Policy Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.

Element 7 – Means to Achieve Racial and Ethnic Balance

**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
Public Policy Charter School: Charter Petition

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 its goals. 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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

The District and Public Policy Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Public Policy Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending Public Policy Charter School shall have the right to continue attending Public Policy Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Public Policy Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Public Policy Charter School shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. Public Policy Charter School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Public Policy Charter School under the NCLB-PSC program increases in subsequent years, Public
Public Policy Charter School: Charter Petition

Policy Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Public Policy Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Public Policy Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Public Policy 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, appropriate 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 parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that 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.

Public Policy Charter School also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

Submitted: April 2014
Element 8 – Admission Requirements

**McKinney-Vento Homeless Assistance Act**

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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**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 annual audit shall be conducted in compliance with the California Education Code 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:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to school’s Calendar of Reports
- r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:
- P1, first week of January
Element 10 – Suspension and Expulsion Procedures

**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 be responsible for the appropriate interim placement of students during and pending the completion of the 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 implement operational and procedural guidelines ensuring 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, including a District representative, 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:
C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

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

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

Submitted: April 2014
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**

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

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

**Element 13 – Rights of District Employees**

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.
Public Policy Charter School: Charter Petition

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 staff and governing board members of Public Policy Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Public Policy 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 Public Policy Charter School shall be resolved in accordance with the procedures set forth below:

5) 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 shall be addressed as follows:

- To Charter School: Public Policy Charter School  
  c/o School Director

- To Director of Charter Schools: Charter Schools Division  
  Los Angeles Unified School District  
  333 South Beaudry Avenue, 20th Floor  
  Los Angeles, California 90017

6) 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.

7) 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.
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.

8) 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**

Public Policy Charter School is deemed the exclusive public school employer of all employees of the 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**

**REVOCATION OF THE CHARTER**

The District may revoke the Charter if Public Policy 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 School Act of 1992. The District may revoke the charter of Public Policy Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

- Public Policy Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Public Policy Charter School in writing of the specific violation, and give Public Policy 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 Public Policy Charter School, either by the governing board of Public Policy 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 or non-renewed by the LAUSD Board of Education; the governing board of Public Policy 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 California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), 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 Public Policy Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Public Policy Charter School or the LAUSD Board of Education, the governing board of Public Policy Charter School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Public Policy Charter School will fund these activities.

**Notification of Closure Action**

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

9. The CSD, if the Closing Action is an act of Public Policy Charter School. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

10. Parents, guardians, and/or caretakers of all students currently enrolled in Public Policy Charter School within 72 hours of the Closure Action. Public Policy Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Public Policy Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which the school participates. Public Policy Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Public Policy Charter School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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.

14. The California Department of Education (CDE). Public Policy Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Public Policy Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All school employees and vendors within 72 hours of the Closure Action. Public Policy 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:

5. The effective date of the school closure

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the school closure

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of school closure, 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.

School and Student Records Retention and Transfer

Public Policy Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

8. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 shall occur within seven (7) calendar days of the effective date of closure.

9. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

10. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. 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 should also 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.

11. Public Policy 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 the student records.

12. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

13. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, 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.

14. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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.

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

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

Public Policy 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 Public Policy Charter School will be the responsibility of Public Policy Charter School and not LAUSD. Public Policy Charter School understands and acknowledges that Public Policy Charter School will cover the outstanding debts or liabilities of Public Policy Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Public Policy 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 Public Policy Charter School was located.
Policy Charter School participates, and other categorical funds will be returned to the source of funds.

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

4. The return of any donated materials and property according to any conditions set when the donations were accepted.

5. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

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

Net assets of the charter school may be transferred to the authorizing entity. 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.

Public Policy Charter School shall retain sufficient staff, as deemed appropriate by the Public Policy 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.

Public Policy Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Submitted: April 2014
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 method by which the 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:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. 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 Public Policy Charter School’s right to operate as a charter school or cause Public Policy Charter School to cease operation. Public Policy Charter School and the District agree 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 shall have 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 LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and
furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**:
  - **Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some
operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property 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 those 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**

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“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.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. 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.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

**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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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 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.

**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**
Public Policy 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. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)