PUC Community Charter Elementary School

A PARTNERSHIPS TO UPLIFT COMMUNITIES (PUC) VALLEY SCHOOL

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Submitted: November 22, 2013
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ASSURANCES AND AFFIRMATIONS

PCCE (hereinafter “[PCCE]” 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.
INTRODUCTION

The duration of this initial charter petition will be five years, from July 1, 2014-June 30, 2019.

Partnerships to Uplift Communities and Its Success

PUC Community Charter Elementary School, a PUC School will offer elementary students, grades Kindergarten through Fifth grade, an alternative to the existing public elementary schools within Los Angeles Unified School District (LAUSD). The first PUC school, Community Charter Middle School was founded in 1999. The API score for the first year of operation was 528. The 2013 API score was 868, demonstrating growth of 340 points over the course of fourteen years of operation. Community Charter Middle School was also declared a California Distinguished School this year, along with 2 other Northeast San Fernando Valley PUC schools. The API scores for the PUC schools in the Northeast San Fernando Valley have consistently exceeded those of the schools in the same geographic areas.

Milagro Charter School is PUC’s only elementary school (serving NE Los Angeles) scored 835 during the school’s first year of operation and has a 2013 API score of 885. The students at all PUC schools are predominantly Title I, with a large percentage of English language learners.

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<th>API State Ranking</th>
<th>Similar Schools Rank</th>
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<td>Gridley El.</td>
<td>769</td>
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<td>Hubbard El.</td>
<td>782</td>
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<tr>
<td>Sylmar El.</td>
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<th>API</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
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<td>Vaughn Next Century</td>
<td>802</td>
<td>5</td>
<td>10</td>
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<td>Fenton Ave El</td>
<td>807</td>
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<td>10</td>
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<td>Pacoima El</td>
<td>792</td>
<td>4</td>
<td>8</td>
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<td>Montague El</td>
<td>792</td>
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What PCCE Offers

PCCE will offer a high quality, rigorous and standards based academic program focusing on the core content areas: language, mathematics, social studies, science, and physical education. It operates in a safe, caring and disciplined environment where the entire community can learn, grow and live strong character values. It provides ample opportunities for parents to be actively involved in the educational development of their children...

As a charter school, PCCE:

• Operates as a small community of learners
• Offers a challenging curriculum grounded in sound educational theory with enough support to ensure success.
• Integrates the use of arts and technology into the curriculum.
• Supports parents as partners in the educational development of their children.
• Employs a committed and qualified teaching staff.
• Offers its teaching staff a standards based professional development program. • Offer opportunities that expose and prepare students for higher education.

PCCE will be located in and serve the community of the Northeast San Fernando Valley, including Pacoima, Arleta, Lakeview Terrace, Sylmar and San Fernando. As a charter school PCCE will offer the residents of the Northeast San Fernando Valley an alternative to the overcrowded and underperforming schools, which currently serve the area.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

GENERAL INFORMATION

• The contact person for PCCE is: Gerard Montero

• The contact address for PCCE is: 1405 N. San Fernando Blvd. Suite 303, Burbank CA 91504

• The contact phone number for PCCE is: 818-478-2130

• The proposed address or target community of PCCE is Northeast San Fernando Valley, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 6 and Educational Service Center North.

• The term of this charter shall be from July 1, 2014 to June 30, 2019.

• The grade configuration of Charter School is K-5.

• The number of students in the first year will be 200.

• The grade level(s) of the students in the first year will be K-3.

• The scheduled opening date of Charter School is September 3, 2014.

• The admission requirements include: No requirement, except residency in California, is required for admission.

• The enrollment capacity is 300.

(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
• The bell schedule for Charter School will be:

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<td>7:10-7:50 a.m.</td>
<td>Breakfast</td>
<td>8:00-8:15 a.m.</td>
<td>Morning Routine</td>
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<td>7:55 a.m.</td>
<td>Warning Bell</td>
<td>8:15-9:45 a.m.</td>
<td>Language Arts</td>
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<td>8:00 a.m.</td>
<td>Tardy Bell</td>
<td>9:45-10:05 a.m.</td>
<td>First Recess</td>
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<td>8:00-8:15 a.m.</td>
<td>Morning Routine</td>
<td>10:10-11:45 a.m.</td>
<td>Math</td>
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<td>8:15-9:45 a.m.</td>
<td>Language Arts</td>
<td>10:10-11:45 a.m.</td>
<td>Math</td>
</tr>
<tr>
<td>9:45-10:05 a.m.</td>
<td>First Recess</td>
<td>10:30-12:30 p.m.</td>
<td>Math</td>
</tr>
<tr>
<td>10:10-11:45 a.m.</td>
<td>Math</td>
<td>12:30-1:00 p.m.</td>
<td>Math continued</td>
</tr>
<tr>
<td>11:45-12:30 p.m.</td>
<td>First Lunch</td>
<td>12:30-1:15 p.m.</td>
<td>Second Lunch</td>
</tr>
<tr>
<td>12:30-1:00 p.m.</td>
<td>Math continued</td>
<td>1:15-2:15 p.m.</td>
<td>Science/Soc. St.</td>
</tr>
<tr>
<td>1:00-2:15 p.m.</td>
<td>Science/Soc. St.</td>
<td>2:15-3:00 p.m.</td>
<td>ELD Block</td>
</tr>
<tr>
<td>2:15-3:00 p.m.</td>
<td>ELD Block</td>
<td>2:15-3:00 p.m.</td>
<td>ELD Block</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Dismissal</td>
<td>3:00 p.m.</td>
<td>Dismissal</td>
</tr>
<tr>
<td>8:00-11:00 a.m.</td>
<td>The Arts</td>
<td>8:00-11:00 a.m.</td>
<td>The Arts</td>
</tr>
<tr>
<td>8:00-11:00 a.m.</td>
<td>Physical Fitness</td>
<td>8:00-11:00 a.m.</td>
<td>Physical Fitness</td>
</tr>
<tr>
<td>8:00-11:00 a.m.</td>
<td>Music</td>
<td>8:00-11:00 a.m.</td>
<td>Music</td>
</tr>
</tbody>
</table>

• If space is available, traveling students will have the option to attend.
1.0 TARGETED POPULATION TO BE SERVED:

PUC Community Charter Elementary School (PCCE) plans to be located in the Northeast San Fernando Valley. PCCE intends to serve 300 Kindergarten through Fifth grade students. The school plans to enroll 200 students in grades K through 3rd in year one and add one grade each subsequent year through 2016 – 17 school year until capacity of 300 is reached in year three of operation.

**Figure 1.0 Projected Student Enrollment**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 1</td>
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<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 2</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 3</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 4</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 5</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>200</td>
<td>250</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

PCCE intends to recruit the majority of its students from the following Northeast San Fernando Valley areas and zip codes: Lakeview Terrace and Sylmar 91342, Pacoima 91331, San Fernando 91340. The map (Figure 1.0.1) below to help visualize the neighborhoods of the Northeast San Fernando Valley.

**Figure 1.0.1 Northeast San Fernando Valley**

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

1.1 STUDENT DEMOGRAPHIC DATA:

The school expects to serve a student population that mirrors the community. The population in the Northeast San Fernando area is 85% Hispanic, 8% White, 3% Black, 3% Asian, and 1% Other (This includes “Some Other Race Alone” which is < less than 1% and “Two or More Races” which is 1%). See Figure 1.1.0 below.

Figure 1.1.0 Northeast San Fernando Demographics

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

PCCE expects to serve an elementary population similar to the surrounding elementary schools in the same community: 96% Hispanic, Home language of English Learners is 100% Spanish, 94% Socio-Economically Disadvantaged, 93% Free / Reduced Lunch, 65% EL/RFEP, and 11% SPED. As Figure 1.1.1 below indicates, sixteen and a half percent of the Northeast San Fernando Valley live below the poverty level. This is slightly higher than the overall percentage in L.A. County.
Figure 1.1.1 Northeast San Fernando Valley Poverty Rate

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

1.2 STUDENT ACADEMIC DATA:

As the data in Figure 1.2 demonstrates, the majority of the elementary schools in the Northeast San Fernando Valley have either not reached a score of 800 or have digressed and are now below 800 API.

Figure 1.2 Student Demographic Data

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met School Wide Growth Targets?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity HISPANIC</th>
<th>% Major Ethnicity White</th>
<th>% Major Ethnicity Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyer El.</td>
<td>776</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>816</td>
<td>6</td>
<td>9</td>
<td>100</td>
<td>12</td>
<td>42</td>
<td>96</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>El Dorado El.</td>
<td>570</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>723</td>
<td>3</td>
<td>5</td>
<td>100</td>
<td>16</td>
<td>39</td>
<td>96</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Gridley El.</td>
<td>747</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>769</td>
<td>3</td>
<td>3</td>
<td>97</td>
<td>15</td>
<td>29</td>
<td>96</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Harding El.</td>
<td>532</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>823</td>
<td>7</td>
<td>10</td>
<td>74</td>
<td>18</td>
<td>20</td>
<td>88</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Herrick El.</td>
<td>708</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>814</td>
<td>5</td>
<td>8</td>
<td>100</td>
<td>19</td>
<td>38</td>
<td>96</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hubbard El.</td>
<td>961</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>782</td>
<td>5</td>
<td>6</td>
<td>81</td>
<td>11</td>
<td>33</td>
<td>96</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Osceola El.</td>
<td>385</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>786</td>
<td>5</td>
<td>7</td>
<td>89</td>
<td>13</td>
<td>35</td>
<td>90</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sylmar El.</td>
<td>804</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>775</td>
<td>5</td>
<td>7</td>
<td>100</td>
<td>11</td>
<td>34</td>
<td>97</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CHARTER SCHOOLS</td>
<td># of Students</td>
<td>Multi-Track School?</td>
<td>Program Improvement?</td>
<td>Met School Wide Growth Target?</td>
<td>Met all Subgroup Growth Targets?</td>
<td>API Score</td>
<td>API State Ranking</td>
<td>Similar Schools Rank</td>
<td>% Students Eligible for Free/Reduced Lunch</td>
<td>% of Special Ed. Students</td>
<td>% of ELL Students</td>
<td>% Major Ethnicity HISPANIC</td>
<td>% Major Ethnicity White</td>
<td>% Major Ethnicity Black</td>
</tr>
<tr>
<td>Vaughn Next Century</td>
<td>1113</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>802</td>
<td>5</td>
<td>10</td>
<td>98</td>
<td>9</td>
<td>18</td>
<td>98</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Fenton Ave El</td>
<td>961</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>807</td>
<td>5</td>
<td>10</td>
<td>90</td>
<td>14</td>
<td>24</td>
<td>88</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>
1.3 PCCE’S VISION

The vision for PUC Community Charter Elementary School (PCCE) will be guided by PUC’s 3 Commitments:
1. Five times more college graduates within the communities we serve.
2. After four years with us, students are proficient.
3. Students commit to uplift our communities now and forever.

PUC Community Charter Elementary School’s vision is to provide students with the tools they need to become life-long learners and critical thinkers that will succeed as they move on to middle school and beyond, and inspire others to do the same.

Educational Excellence

The PCCE community (students, parents, teachers, and administrative staff) will be focused on fostering educational excellence and creating a dynamic and meaningful learning environment to ensure that all PCCE students have a strong foundation as they culminate from PCCE and enter into middle school and beyond prepared for college success through the following practices:

• Teachers will create a rigorous and engaging curriculum with opportunities for extension and enrichment that motivates students to learn.
• Teachers will use a combination of assessment techniques, including traditional methods, performance-based assessments, and self-assessments.
• Administrators will provide ongoing professional development that is relevant and pertinent.
• While producing quality work, students will use various modes of communication (writing, oral, artistic) to express their understanding of complex ideas and concepts.
• Students will be equipped with and utilize the necessary, reading strategies, writing skills, and critical thinking skills to participate in all content areas and begin to be prepared for college level coursework.
• High academic expectations will be communicated, demonstrated, and internalized by all (parents, students, teachers, and administrators).

Supportive Learning Community

The PCCE community will be focused on an on-going process that develops and supports meaningful relationships between all members (students, parents, teachers, and administrative staff) to ensure that all PCCE students have a strong foundation as they culminate from PCCE and enter into middle school and beyond prepared for college success through the following practices:
• PCCE parents will be in full support of preparing their child for college and will be enrolled as an active part of their education.
• Students will work collaboratively and encourage each other to use their strengths.
• The community will develop and exhibit supportive relationships.
• Teachers, students, and parents will monitor student progress, both academic and social, to collaboratively develop plans for improvement.
• Teachers will work collaboratively across all content areas and play an active role to contribute to the growth and success of the school.

Personal Development

The PCCE community will be focused on the personal development of all its members (students, parents, teachers, and administrative staff) to ensure that all PCCE students have a strong foundation as they culminate from PCCE and enter into middle school and beyond prepared for college success through the following practices:

• PCCE teachers will continuously reflect, revise, and improve their teaching methods and provide innovative, instruction that prepares students for college.
• Administrators will be effective leaders in supporting teachers’ needs by receiving education and training on school leadership and design in order to best serve our students.

1.3.1 PCCE’s MISSION

The mission of PCCE is to ensure that every student culminates from fifth grade prepared for future success by providing students with a rigorous and world-class educational foundation. PCCE will take definite steps to ensure it is a highly effective school that enhances student achievement and thus fulfill our mission.

We are committed to challenging students to develop to their fullest potential in order to enrich and serve their communities. PCCE will guide and nurture its students as they discover and cultivate their unique gifts and talents, challenging each individual to achieve his or her full potential.

1.3.2 PCCE’s CORE VALUES

PCCE believes that the following core values are essential for the students’ success in higher education and beyond. These core values will assist in the development of students to become self-motivated, competent, life-long learners and who will enrich the communities in which they live:

• Critical and Open Minded: A PCCE scholar understands multiple perspectives, is able to justify and defend sides of an argument, and problem solves by utilizing established wisdom, while maintaining a healthy skepticism about knowledge
claims. S/he is eager to explore alternate explanations and adept at making connections between disparate ideas.

- **Confident and Humble:** A PCCE scholar embodies a confidence that supports persistence toward personal goal attainment and academic achievement and, as well, demonstrates self-assured decision making that incorporates the desire for feedback with the belief that as skills/competencies increase, so does the ability to share strengths with others.

- **Communicate with Clarity:** A PCCE scholar is articulate in a variety of communication media and styles. S/he is able to articulate academic ideas using valid evidence and multidisciplinary language that support ideas; able to advocate persuasively using written, spoken and nonverbal communication; and is able to form partnerships through effective communication.

- **Curious and Creative:** A PCCE scholar develops a natural inquisitive approach to the world in and around an academic area of focus or specialization. S/he seeks connection across content and strives to become a skilled “meaning maker” in academic and extracurricular endeavors, and is unrelenting in outside-the-box problem solving, with an eagerness to innovate in service of creating a more meaningful life for themselves and others.

- **Exercise Freedom with Responsibility:** A PCCE scholar freely explores ideas, experimentation, and boundaries while being grounded in standards for learning, academic targets, and personal and communal expectations. S/he risks failure in order to identify and realize paths for success, and seeks to understand place in community and potential for impact on others.

- **Persistent and Patient:** A PCCE scholar is determined to learn, demonstrates an unrelenting desire to improve, and adopts a growth mindset in all endeavors. S/he derives satisfaction when faced with obstacles on the path to excellence and views these potential roadblocks as opportunity.

We recognize that a school wide vision evolves as the entire community examines its values, beliefs and goals. Core to the vision is a culture focused on a cycle of continuous improvement.

### 1.4 EDUCATED PERSON IN 21st CENTURY

Carl Beriter (2002) asked, "What should it mean to be an educated person in the twenty-first century?" To answer that question we must first recognize that there has been a major shift from a manufacturing-based economy to a knowledge-base economy. Linda Darling Hammond(2010) highlights that at least 70% of US jobs now require specialized knowledge and skills, which is a major shift from the beginning of the last century, where only 5% of jobs required specialized skills. Our current system of education was established based on last century needs. As Ken Robinson opined, we cannot meet the challenges of the 21st century with the educational ideologies of the

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19th century.\textsuperscript{3} In 2008, the report, Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education (NGA et al., 2008) argued that in order to close the international education gap between the U.S. and other top-performing nations and retain its economic edge the US should adopt standards of "internationally benchmarked standards that would ensure students are equipped with the necessary knowledge and skills to be globally competitive." (p. 24)\textsuperscript{4} Vivien Stewart states in her book, "A World-Class Education," that "the hyperdigital and global world of the 21st century will demand different knowledge and skills from our students if they are to be successful."\textsuperscript{5}

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

PUC Community Charter Elementary School defines a 21st century person as having the following foundational 21st century skills and knowledge:

**Academic Skills and Knowledge**

- Demonstrate effective written and verbal communication to a variety of audiences.
- Identify and understand mathematic facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting.
- Demonstrate comprehension of a variety of printed materials when reading for pleasure and/or information.
- Demonstrate a general understanding of history in order to perceive the complexities of social, economic, and political problems.
- Demonstrate a general understanding of major concepts and processes that are common to all of the sciences.
- Demonstrate critical thinking and ability to solve problems when making decisions.
- Demonstrate an ability to use technology efficiently to achieve specific goals.
- Demonstrate the ability to evaluate information across a range of media.

**Non-Academic skills**

- Demonstrate the desire to pursue learning as a life-long endeavor.
- Demonstrate collaboration, teamwork and interpersonal skills.
- Demonstrate self-confidence and leadership capabilities.
- Know how to set priorities in order to achieve personal and community goals.
- Understand, preserve, and appreciate their culture and the heritage of others.
- Demonstrate personal, social, and civic responsibility.
- Demonstrate the ability to adapt to an ever-changing environment.

\textsuperscript{3} Ken Robinson, Out of Our Minds. West Sussex: Capstone Publishing, 2001, p. 155
\textsuperscript{4} Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education, NGA et al., 2008, p. 24
\textsuperscript{5} Vivien Stewart, A World-Class Education: Learning from International Models of Excellence and Innovation, 2012 ASCD
In addition, these persons will be sophisticated, critical, and independent thinkers who are proficient in the use of modern technology and who view themselves as belonging to and serving a global society. They will have a strong sense of themselves and of their cultural values and will be keenly aware of the subtle differences in the cultural values of others.

1.5 HOW LEARNING BEST OCCURS:

The Frameworks Institute defines learning as the “achievement of greater proficiency, mastery and fluency in a person’s capacity to know or do something that they were previously able or unable to accomplish.” The assumptions underlying the PCCE curriculum are that students at the elementary school level are in the process of achieving greater proficiency, mastery, and fluency and are also developing the power to reason. They are also learning to become responsible and informed contributors to society. Research has shown that learning is best achieved when associated with students’ individual needs, their natural curiosity and their desire to be challenged. Second, learning encourages risk, requires self-examination and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives. Third, learning manifests itself in the joy of discovery, the pride of accomplishment and the satisfaction of personal growth. Finally, learning is fostered by a positive and supportive relationship with teachers and administrators.

PUC-Valley and PUC-LA Schools take the recommendation from the elementary educational reform document such as It’s Elementary and the ground breaking Core Knowledge Sequence, to provide for every elementary grade student a common, comprehensive, academically oriented core curriculum. The rationale behind a PUC school’s curriculum is that a common core of knowledge exists which all educated citizens should possess. This core includes lessons to be gained from the study of literature, history, science, mathematics and the arts. Additionally, we believe that the core curriculum should address a student’s ability to fully participate in the global economy of the 21st century.

1.6 SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS:

PCCE understands that a high-interest, relevant content-based curriculum motivates students to be competent life-long learners as they acquire the skills to make connections to new learning. Students build competency through hands-on, experience-based learning activities. Life-long learners need to develop intra-personal skills through discussion of intrinsic values, problem-solving, and role-playing. Learners also need to develop inter-


7 Judy Willis, M.D., Research-based Strategies to Ignite Student Learning, ASCD, 2006, p. 40

8 Judy Willis, M.D., Research-based Strategies to Ignite Student Learning, ASCD, 2006, p. 9
personal skills through self-reflection, self-awareness, and understanding commonalities with others. Students learn the important skill of life-long goal setting. Students review assessment results and set goals to build personal responsibility for their learning. Student competency is honored in a variety of ways at PCCE, for example: Student of the Month, Honor Roll, and classroom awards.

PCCE’s instructional focus will be to assist students with making connections to their learning to the skills they will need to be successful in the Elementary grades, the Middle School grades, and beyond. Students will receive instruction that will require them to develop essential learning skills such as critical thinking, problem-solving, working cooperatively, etc. Instruction will build upon the students’ prior knowledge through meaningful and comprehensible experiences relevant to students’ lives and future goals. Goal setting will be an important part of students’ educational experience. Students will learn to be responsible for their current and future learning.

PCCE believes that the Arts are a unique opportunity for student self-expression, which leads to greater understanding of integrated content knowledge. The Sciences build logical thinking skills and allow the students to make sense of the universe which surrounds them. English language Instruction builds confident native and non-native speakers and increased English language proficiency.

We believe that adult role models are key to student motivation. Parents are the “First Teachers” and are a crucial factor in the overall success of our students. Parent involvement at home encourages students to practice their skills to improve their competency. Parents also model social and emotional support strategies. We will work with our sponsoring school district to access the district’s system, which monitors students in middle and high school. We will use this information to follow our students on their path to becoming competent life-long learners.

The following goals will support our students in becoming self-motivated, competent life-long learners:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Complex Thinking and Problem-Solving</td>
<td>• Solves problems, reasons, and communicates mathematically.</td>
</tr>
<tr>
<td></td>
<td>• Understands and applies the concepts and skills of number and spatial</td>
</tr>
<tr>
<td></td>
<td>sense, measurement, probability, and statistics, and function and</td>
</tr>
<tr>
<td></td>
<td>relationships.</td>
</tr>
<tr>
<td></td>
<td>• Formulates questions, makes decisions, and seeks answers using factual</td>
</tr>
<tr>
<td></td>
<td>information, logical reasoning, and intuitive and creative thinking.</td>
</tr>
<tr>
<td></td>
<td>• Understands the connections between content areas and applies</td>
</tr>
<tr>
<td></td>
<td>knowledge by gathering, analyzing, interpreting, and integrating</td>
</tr>
<tr>
<td></td>
<td>information.</td>
</tr>
<tr>
<td>Literate</td>
<td>• Reads, understands, questions, and challenges the literal and implied</td>
</tr>
<tr>
<td></td>
<td>meanings of fictional and non-fictional material.</td>
</tr>
<tr>
<td></td>
<td>• Recognize when and what information is needed, locates and obtains it</td>
</tr>
<tr>
<td></td>
<td>from a range of sources, evaluates it use, and shares it with others</td>
</tr>
<tr>
<td></td>
<td>• Participates in creative activity of their own and understands and</td>
</tr>
<tr>
<td></td>
<td>engages with the artistic, cultural, and intellectual work of others</td>
</tr>
</tbody>
</table>
An Effective Communicator

- Understands the commonly accepted rules and conventions of language and knows how and when to use them.
- Communicates effectively verbally, non-verbally, graphically, and visually to diverse groups and individuals for a variety of purposes.
- Understands the purpose and power of language and values bi-literacy.

A Self Directed Learner

- Works effectively with others by respecting and appreciating diversity in order to solve conflicts, strive for consensus, and function as both learner and teacher.
- Exercises personal responsibility and flexibility; setting and meeting high standards and goals for themselves and others.
- Monitors own understanding and learning needs, makes effective plans, is aware of and uses necessary resources, transfers learning from one domain to another, is sensitive to feedback, and evaluates the effectiveness of own actions.
- Engages intensely in tasks even when answers or solutions are not immediately apparent, pushes the limits of own knowledge and abilities, generates, trust, and maintains own standards of evaluation, generates new ways of viewing a situation outside the boundaries of standard convention.

The above combined goals will enable all students to become self-motivated, competent, and lifelong learners. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime.

1.7 A TYPICAL DAY

A typical day at PCCE is well organized and structured to make the best use of time for students and staff. Clearly defined responsibilities and schedules insure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program:

6:00 a.m. Cafeteria Workers arrive to prepare breakfast for students and the grounds worker arrives to do a “walk about” to check for safety concerns and open up classrooms and offices.

7:00 a.m. Morning supervision personnel arrive to receive students as they begin arriving.

7:00 a.m. Office Manager and A.P. arrive.

7:10 a.m. Breakfast is served.

7:30 a.m. Administrators, teachers and other certificated staff begin to arrive.

PCCE administrators will be visible on the yard to assist with traffic flow and greet students and parents. Teachers will be available for conferences, as needed, to accommodate parents’ work schedules. Teachers’ scheduled hours are 7:45 a.m. to 3:15 p.m. and administrators’ hours are 7:30 a.m. to 4:00 p.m. All staff members are on campus beyond their scheduled hours.
Administrators will meet with staff, parents and community members throughout the day for scheduled and unscheduled conferences.

7:50 a.m. Breakfast service ends and cafeteria gate is closed. Administration makes morning announcements.

7:30 a.m. Kindergarten teachers work with students and parents during the “Doing Words” period.

7:55 a.m. Warning Bell rings. Students begin lining up.

8:00 a.m. Teachers will pick up classes from the yard and walk students to class. Administrator will check grounds to ensure that all students are in classes and accounted for.

Teachers do morning routine/rituals

8:10 a.m. Attendance is taken and reports given to Office Manager. Paraprofessionals arrive.

The Office Manager and Office Assistant begin issuing “tardy slips” to students who have arrived late through the Main Office, documenting reasons for late arrival. After all students have been checked in, the Attendance Officer will begin calling parents of absent students and entering attendance in our database.

Volunteers arrive and sign-in through the Main Office (all volunteers have previously completed clearance and orientation by PCCE trained staff).

Our School Psychologist, and Speech and Language Therapist may work with selected students and/or conduct assessments as contracted by PCCE.

The Resource Specialist Teacher may work with selected students, as needed: pull-out and collaboration.

A nurse begins checking classes for vision screening, checks on immunizations, getting up-to-date medications and medical records, as needed.

Paraprofessionals will report to work in classrooms, supporting the instructional program as directed by teachers.

8:15 a.m. The Arts and Music begins. The Arts or Music teacher go to classes to provide enrichment.

Physical Fitness begins. Teachers have grade-level meetings or planning time. Teachers share current research for best instructional practices and strategies to strengthen their practice and support to students: teachers also work on lesson planning, reviewing and monitoring pacing of each curricular area, and review assessments, benchmarks and progress of students. Teachers explore ideas and monitoring examples about how to involve students in establishing learning goals to monitor their progress. Teachers summarize grade level meetings and include next steps.
Instruction begins in Language Arts. Charter School teachers have carefully planned their daily schedules to incorporate art and music specialists throughout the day and throughout the week. They accomplish this while also ensuring the full implementation of the language arts, mathematics, history/social science and science programs. A visitor will see effective use of Guided Reading. A visitor will see effective teaching practices that employ successful strategies (Total Physical Response (TPR), pre-teach and re-teach, facilitating making connections in language and cultural experiences, pictures, realia, using graphic organizers (Thinking Maps)). They will see students who love learning. They will see student interested and engaged in learning, and having using scholarly language in their discussion with each other. They will see teachers' effective and enthusiastic delivery of instruction. They will see evidence of the lesson cycle (e.g. stating purpose of lesson, Guided Practice, Independent Practice, to reteach, and checking for understanding.)

9:45 a.m. First Recess (Grades K-2)
Kindergarten, First, and Second grade students will be supervised by paraprofessionals at assigned areas. Equipment is marked for each set of areas and selected ball monitors from each room pick up equipment.

10:05 a.m. Bell rings for end of first recess.
Students will line up at assigned areas and teachers will pick up students. Instruction in language arts continues, to be followed by instruction in mathematics. Selected classes participate in arts or music instruction according to set schedules.

10:10 a.m. Second recess (Grades 3-5)

10:30 a.m. End of second recess/Instruction continues with Math

11:45 p.m. First Lunch (Grades K-2)

12:30 p.m. Teachers will pick up students and return to classrooms to work on Math. Science/Social Studies starts

12:30 p.m. Second Lunch (Grades 3-5)


2:15 p.m. ELD Instructional Block for English Learners. English Only students will engage in other types of enrichment (such as a Project-based assignment using technology).

3:00 p.m. Dismissal: Administration and assigned paraprofessionals oversee dismissal. Teachers walk classes to assigned gates for dismissal. Teachers who will be teaching intervention classes, ask the students to form two lines (to ensure the safety of children at all times): one line for students who go home with their families, and the second line is for students who will return to their classrooms for academic tutoring/intervention.

Lindamood-Bell Learning Center Opens
Students who remain for after-school programs walk to the assigned meeting areas:

- After-school students meet on the playground
- Students receiving tutoring by classroom teachers remain in classrooms.
- Lindamood-Bell Tutoring

4:00 p.m. Main Office closes and Office Manager leaves for the day.
5:00 p.m. Administrator leaves for the day.
6:00 p.m. Afterschool Staff closes school.

Lindamood-Bell Learning Center closes
Parents check students out at assigned gates.

Most staff members will have departed for the day unless parents have requested a late conference or committee or parent informational meetings have been scheduled for the community. Custodial staff will check all classrooms, offices, and gates to ensure all areas are locked and inaccessible.

1.8 INSTRUCTIONAL PROGRAM

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

PCCE curriculum is defined by a set of standards and implemented through a program of planning backwards into classroom practice. The vision for the curriculum at PCCE is taken from the adopted Common Core State Standards, the California Frameworks for curricula, and other state adopted standards.

PCCE will create a rigorous course of study that includes the following: Core Content: 1. English (reading, writing, listening, speaking, handwriting, and composition), 2. Mathematics (problem-solving and conceptual understanding), 3. Social Sciences (history, etc.), 4. Science (Life, earth and physical sciences), non-Core Content: 1. Health education, 2. Visual and performing arts, 3. Physical Education. Specific content in all subject areas will be drawn from the adopted Common Core State Standards and will adhere to the California Frameworks for curricula.

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9 As outlined in Education Code 51210, Course of Study, Grades 1 to 6
In order to achieve this mission and vision, PCCE will replicate key design elements of the PUC model that have proven highly successful. Implementation of the PUC model will include the following design elements:

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

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

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

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

- The school will provide a small, nurturing environment in which teachers use assessments and data to identify and fill learning gaps for individual students.

PCCE will purposefully maintain a small school setting with a maximum of 300 students in which a strong sense of community will be fostered. Research, as well as practice, demonstrates the superiority of small schools. Small school researcher Mary Anne Raywid (1999) has written that the superiority of small schools has been established “…with a clarity and at a level of confidence rare in the annals of education research.” Evidence further indicates that small schools can narrow the achievement gap between White/middle class/affluent students and ethnic minority and poor students. PCCE agrees with findings from the Small Schools Project: “In small schools, student
achievement increases, particularly for minority and low-income students. Student attendance improves, graduation rates rise, and college-going rates increase. Students are more engaged in their studies and are more likely to participate in extracurricular activities.” ([http://en.wikipedia.org/wiki/Small_schools_movement](http://en.wikipedia.org/wiki/Small_schools_movement))

PUC Schools Assessment System is designed to address instructional, evaluative, and predictive needs. At PCCE, we commit to ensure that all students are proficient as determined by state testing within four years. To this end, we believe there is a need for internal measures in all content areas and to measure our progress toward this goal. Research indicates that when teachers use data to adjust their instruction, student learning is significantly impacted. “If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education” (Reeves, 2004). Further, in the case that a PCCE student is not progressing in a manner consistent with academic success, PCCE will rapidly modify instructional methods and will pursue an intervention model to address the student’s specific needs.

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

PCCE will integrate an arts program that is based on the Core Knowledge Sequence and Curriculum will be broken out into four disciplines: dance, music, theater, and visual arts taught by NCLB qualified certificated staff. PCCE believes that “…involvement in the arts provides a positive avenue of creativity, lifelong enhancement of the students’ quality of life, increased cognitive ability, critical thinking, and verbal skills, and promotes gains in math and literacy. Arts learning can also improve motivation, concentration, confidence, and teamwork.” ([http://www.edutopia.org/arts-music-curriculum-child-development](http://www.edutopia.org/arts-music-curriculum-child-development))

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

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

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

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

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

Exposure to higher education through the College Connection will support the vision of college graduation for all children becoming a reality.

In that many of our students will qualify as first generation college students when they matriculate to college, PCCE believes it is critical to begin imparting knowledge about the college experience to students and their parents as soon as the students enter Kindergarten as appropriate to the grade and age of students. To support a college-going culture, PCCE will take incoming Kindergarten through 3rd graders to a college campus for 1 day at the onset of the school year. The incoming 4th and 5th grade students will participate by having class at a college campus for 5 days at the onset of the school year. During this time, students will become immersed in the college environment, visit sites on campus, interface with college students and professors, and bond with their teachers and peers. In addition, students will receive introductory lessons in college classrooms from their teachers. During this time, PCCE’s staff will emphasize to students that they are beginning their 4th or 5th school experience on a college campus because the expectation is that after they graduate from high school,
they will be returning to college. Immersing our students on a college campus is a 14-year-old tradition that began with the opening of the first PUC school. We understand that for our students to embrace the vision of college graduation, they must have firsthand experience on a college campus that is motivational and engaging. Other strategies that PCCE will utilize in order to develop and sustain a college-going culture will include cohorts named after colleges and universities, students researching and learning about the university after which their cohort is named, teachers sharing information about the colleges they attended, and a college visit once per year. In the Community Circles teachers will also integrate learning experiences and conversations about college so that college is not only an option, but an internalized expectation. In addition, parent workshops will be provided (on topics such as financial aid, scholarships, college requirements) to lay the path to college. In accordance with PCCE’s vision and the study, College Readiness Begins in Elementary.

- The school will implement supportive and purposeful teaching (including Guided Reading) as the norm.

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

PCCE understands, “Reading problems are more likely to occur among children who are poor, are minorities, attend urban schools, or arrive at school not speaking English” (Snow et al. 1998). Expecting to serve a population of students with below proficient literacy levels, PCCE has identified Guided Reading as an essential instructional tool. The National Reading Panel (2000) has argued that Guided Reading practices as part of a balanced literacy program conform to the recommendations on literacy as suggested in position statements by the International Reading Association/The National Association for the Education of Young Children (1998) and the National Council of Teachers of English (2002). Through Guided Reading, PCCE teachers will develop students’ proficiency while providing intentional and intensive instruction. High quality and high interest books will engage our elementary school readers; a school-wide literacy program will focus staff on achieving the PCCE mission.
The school will implement an inclusion model for students with special needs, an immersion program for EL students, as well as strategies, such as pre-teaching, in order to build confidence and well-being.

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

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

PCCE will work purposefully to inculcate in its students the core values of respect, caring, responsibility, and justice. Because community building is a necessary part of creating a positive school environment, PCCE will use the Community Circle from the Tribes Program created by Jeanne Gibbs who, like PCCE, believes that the classroom atmosphere impacts student learning. To create a Community Circle, each student sits with the teacher in an all-inclusive circle. Everybody in the circle then addresses the topic that has been introduced that day. The concluding portion of the circle includes reflection questions and statements of appreciation. The norms of the Circle are: active listening, mutual respect, no put-downs, and right to pass. Both the Community Circle and regularly held community meetings are deemed essentials of the Advisory program in which 5th grade students and teachers explore the meaning and enactment of the school’s guiding principles and scholarly attributes. Evaluating the impact of these values is largely reliant on objective measures: pre-post comparisons of teacher perceptions of student behavior, as well as data from student and parent surveys while school climate is evaluated through suspension and retention rates. When the empirical research that has been collected at PUC schools is analyzed with a qualitative and quantitative lens, the positive findings include: increased empathy and compassion for peers, reduced disciplinary issues, as well as greater student engagement, reflection, and ownership of their learning.

The school will prioritize each child's emotional and physical health in addition to their academic needs. Services will be identified and offered to alleviate the barriers to learning.
Based on our 15 year experience in the Northeast San Fernando Valley, the population is faced with overwhelming challenges that may negatively impact students’ school performance. To remedy this situation, PCCE assumes a whole child approach as it understands: “Even when low-income parents do everything they can for their children, their limited resources put kids at a huge disadvantage” (http://www.ascd.org/publications/books/109074/chapters/how-poverty-affects-behavior-and-academic-performance.aspx). As is the case in all other PUC schools, PCCE will work with families to link them with a variety of services that will include dental care, health care, vision, nutrition, and tutoring. This approach is best for ensuring long-term student success.

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

PCCE is committed to developing a team composed of all stakeholders. The team will increase student achievement through use of collaborative learning communities supported by the implementation of Critical Friends Group (CFG). Research cited by the National School Reform Faculty indicates, “Implementation of a CFG promotes the values of reflective practice, shared leadership, authentic pedagogy, democracy, equity in opportunity, and social justice, resulting in improved learning for all students” (http://www.nsrfharmony.org/faq.html). Furthermore, teachers trained and participating in CFG’s are more thoughtful about connecting curriculum, assessment, and instruction, and believe that they can affect student achievement. These teachers have higher expectations for student learning, which, in turn, leads to greater student achievement. PCCE believes that professional development is the cornerstone for educational equity and academic achievement for all students. “Research shows that teachers account for one-third of a school’s total impact on student achievement” (New NY 54). At PCCE, professional development will be offered to enhance and improve staff’s role as effective educators and will enhance their ability to implement the instructional program and to fulfill the school mission. Professional development will be designed and delivered in response to specific teacher and student needs, as informed by data analysis. It will span a broad range of job embedded learning opportunities, including: co-planning, observing, co-teaching model lessons, interactive application based workshops, and examination of student work. It will also seek partnerships with external providers. Further, PCCE recognizes professional development as “…a proven method to recruit, retain, and develop a high quality teaching force.” (New NY, page 21). The following principles, identified by Richard Elmore in “Investing in Teacher Learning: Staff Development and Instructional Improvement in CSD #2, NYC,” as effective strategies for using professional development to bring about system-wide change in instruction, will guide all professional development opportunities:

- Instructional change is a long multistage process.
- Shared expertise is the driver of instructional change.
- A focus on system-wide and classroom specific improvement.
Clear expectations and responsibility for achieving them are shared by all.

- Environment of collegiality, which results in learning for all.
- Respect and care for the students and the adults working to meet their needs;
- Focus on content and instruction (Elmore, 1997).

### 1.8.1 INSTRUCTIONAL FRAMEWORK

PCCE will participate in the PUC Teacher Development System. At the core of our Teacher Development System is the belief that teachers matter and that every child not only deserves a highly effective teacher every day but requires it in order to reverse the achievement gap and achieve our Three Commitments. All teachers are supported to become highly effective. We define highly effective as the ability of teachers to move the majority of their students substantially more than one year of academic progress in a given school year. It is our belief that teachers who exhibit Level III and IV behaviors on our teaching framework, and achieve at high levels in other evaluation components, will do exactly that. It is also our belief that PUC teachers have the ability to move ALL students in this accelerated manner!

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

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

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

Throughout the framework, three priorities are reflected in the descriptors of teacher performance, revealing our underlying beliefs about what constitutes good instruction and our ultimate outcome for students: to be college-ready. When teachers provide students with learning experiences that allow them to construct knowledge during cognitively engaging tasks, they are developing the skills, dispositions, and knowledge that will prepare them for college-level assignments and courses.
1. **College Readiness** means having the knowledge, skills and attributes to succeed in college including:
   a. Key cognitive strategies – such as intellectual openness, inquisitiveness, analysis, reasoning, interpretation, precision and accuracy, and problem solving.
   b. Key academic knowledge and skills – such as writing and research skills.
   c. Academic behaviors – such as self-monitoring and study skills.
   d. Contextual skills and awareness – such as “college knowledge.”

2. **Constructing Knowledge** refers to purposeful learning experiences in which the learner does the work of learning; for example, through thinking, talking, writing or making. As a result, the highest level of teacher performance occurs when teachers create and facilitate opportunities for students to construct meaning through inquiry, academic discourse, meta-cognitive activities, experiential learning, and problem solving.

3. **Cognitive Engagement** means individuals give sustained, engaged attention to a task requiring mental effort and that are within the zone of proximal development of the learners. As a result, teachers demonstrate the highest level of performance when their students are meaningfully engaged in cognitively complex learning.

**Domains, Standards, and Indicators**

The Framework is comprised of the following four domains, as derived from Charlotte Danielson’s research based Framework for Teaching and adapted to align to the core values of TCRP:
1. Data Driven Planning and Assessment
2. Classroom Environment
3. Instruction
4. Professional Contributions

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

**Sample from College Ready Teaching Framework**

<table>
<thead>
<tr>
<th>Domain 1: Data Driven Planning and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>1.1 Establish standards-based learning objectives and assessments</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1.3 Use student data to guide planning</td>
</tr>
</tbody>
</table>
Four Levels of Performance

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

Levels of Performance

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

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

Priorities

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

California will begin CCSS testing during school year 2014-15. PUC, as an organization, has embarked on a comprehensive initiative to ensure that we prepare teachers in order to prepare students with the knowledge and skills they need to succeed in college and in their careers. In our transition to the CCSS, PUC has utilized some of the resources provided by Engage NY and NYSED. Our focus has been on the six shifts in ELA and the three shifts in Math. In addition, in the spring of 2013, a PUC school was part of the early adopters CCSS assessment pilot. We have learned much from this initial pilot and are prepared to have each PUC school pilot the assessment in the spring of 2014.

The adoption of the Common Core State Standards (CCSS) will demand significant shifts in the way teachers think about, design and deliver instruction to students. The content and structure of the CCSS strongly align with PUC’s approach to teaching and learning; however, we recognize as an organization that we need to: 1) ensure all stakeholders understand the teaching and learning requirements outlined by the common core and explicitly link current organizational practices to the CCSS, 2) identify and formally incubate bright spots in order to formally disseminate these best practices across our network, and 3) develop a clear timeline to adjust both our instruction and internal assessments to ensure optimal success on the Smarter Balanced Assessment that will launch in the Spring of 2015.

To this end, PUC hired a Common Core Lead and developed the Common Core Pioneers consisting of representation from all thirteen schools in the PUC network. The goal of this team is as follows:

- Develop a three-year strategic plan to guide PUC towards the development of more authentic assessments aligned to the newly adopted common core and correlating assessments. (First Smarter-Balanced Assessments in Spring 2015)
- Participate in training on methods, curriculum, and strategies to help students master the CCSS
- Investigate resources and research to remain current on best practices
- Conduct action research in the classroom to learn how new practices can best be adapted to serve our students
- Support the instructional team and school leaders in developing or selecting formative assessments that are appropriate for core areas
• Work with the Common Core Lead and site leaders to develop and implement a plan to support teachers with the Common Core instructional shifts in mathematics or literacy

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

The following tables outline the shifts that will be required by the common core and current PUC practices aligned to those shifts:

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

Current Practices Aligned to ELA/Literacy Shifts:

• Our schools have maintained a focus on reading across the content areas increasing the amount of non-fiction text that student read throughout the day. Grade levels utilize common reading strategies (i.e., GIST, text annotation, etc.) to increase student access to content.
• Guided Reading utilizes the high-quality fiction and nonfiction leveled texts/books that are selected by the teacher with specific instruction in mind. This differentiated
instruction is done within the Language Arts block and across content areas. However, during the Language Arts block teachers focus on all aspects of reading explicitly—comprehension, fluency, vocabulary, and word-solving strategies (phonics and phonemic awareness). Questioning strategies are used to deepen comprehension of text that is more challenging than independent level reading. During Guided Reading time the teacher will focus on developing students’ ability to talk about various texts.

- Our ELA Unit Framework is focused on core literature and includes a summative writing task where students are required to use textual evidence to support their answers. Additionally, the unit framework integrates non-fiction texts that augment and support students’ understanding of the key concepts in the literature.

- School site will develop (reference CCSS writing four domain-and development) common language around the stages in this model: writing a claim, providing reasons and evidence, making counterclaims and providing a rebuttal and drawing conclusions. PUC ELA teachers collaboratively designed an articulated writing rubric that is utilized across the network. In addition, a subset of our schools has incubated the use of the writing model and rubric in all content areas.

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

- PUC places a premium on speaking like a scholar (i.e., using academic discourse scaffolded by the content walls and discourse sentence stems) in our classrooms. Teachers hold students accountable to use complete sentences, appropriate discourse structure and academic vocabulary in both whole and small group instruction.

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

- PUC Schools has partnered with the Bill and Melinda Gates Foundation to take part in the Math Design Collaborative grant to pilot a series of Formative Assessment Lessons. These lessons are aligned to the common core state standards and require students to think deeply about one math concept, apply their learning in application tasks with a partner or group without over-scaffolded instruction from the teacher. The teacher’s role is to review a short pre-assessments completed by each student, provide feedback questions to prompt understanding, continue to probe understanding while students engage in exploration of the math concept, and then correct misconceptions and deepen students’ understanding of the focused math concept through a plenary discussion. At the conclusion of the lesson, students retake the assessment and reflect on their progress.

- PUC Math teachers, including PCCE’s multi-subject teachers, utilize a process called, “Math or Mad” Minute which is a timed skills drill conducted at the beginning of class. The teacher selects the underlying math skills/calculation students will need to build for the current unit and provide students with daily fluency practice. The teacher and students track their progress with these drills over time.

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

Additional Support for the 2012-13 & 2013-14 School Year

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

1.9 CORE SUBJECTS:

The following section summarizes the PCCE curriculum by subject.
ENGLISH LANGUAGE ARTS (ELA)

It is our priority to develop strong readers, writers, and communicators through a balanced literacy program. A well balanced literacy program includes various oral language, reading, and writing activities (Lyon & Moats, 1997; snow, Burns, & Griffin, 1998). Teachers will use the Excursions language arts program as the main ELA program in order to provide a comprehensive and systematic approach to teaching phonics and phonemic awareness to the beginning and emergent reader, including the struggling reader. However, teachers will ensure that lessons are based on the CCSS and the assessments of students’ reading and writing abilities. ELA instruction, the teacher will vary between whole class mini-lessons, read-aloud, interactive writing, small-group Guided Reading and writing lessons, as well as focused independent reading and writing. Students will be provided with a comprehensive writing program and curriculum through the use of the Learning Headquarters writing program as further described in section 1.7.8.

Kindergarten teachers will also provide additional language development support through the Doing Words program. Doing Words was developed by Katie Johnson and is based on the Key Vocabulary of Sylvia Ashton-Warner. Doing Words teaches children ages 5-8 to read and write using the power of their own personal images. There are six Movements in the program from Vocabulary development to the Writing process. Students will start with basic letter and number recognition. Teachers work daily one on one with each student and provides them with their own letter/word card. Parents are trained in how to work with their child using these letter/word cards. Each day parents sit with their child and review the “new” letter or word. Students will progress from letters to words to sentences and eventually whole stories. By the end of the year students will have created a story book to present to class.

PCCE understands that one of the key requirements of the CCSS for reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers. Anticipating either low literacy levels or low English language level of incoming students, PCCE will place extra emphasis on a systematic and rigorous ELD program for the EL learner. ELA instruction will have the support of the ELL specialist to differentiate and to meet the needs of all learners.

It is our goal that students become proficient and critical readers who gain a lifelong love for reading. Students will not only learn to read, but read to learn. Teachers will work in grade and subject teams to co-plan thematic units and disciplinary links between classes. Teachers will support literacy development through instruction in all content areas. In elementary, literacy standards are not only to be taught in English Language Arts, but in the core subjects (e.g. history/social studies, science, and technical subjects) using the teacher’s expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language.
MATHEMATICS

PCCE will use Saxon Math as its primary math program from Kinder through Fifth grade. The Saxon Math pedagogy allows for reinforcement, practice, and assessment of concepts throughout the school year. Content is articulated over time as a sequence of topics and performances that are spiraled and which build on each other. In addition, PCCE teachers will design its mathematics curriculum in alignment to the CCSS. PCCE will also meet the Standards for Mathematical Practice. These practices rest on important processes and proficiencies with longstanding importance in mathematics education. The first of these are the National Council of Teachers of Mathematics (NCTM) process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report, Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

To most effectively reach the proposed population, PCCE will apply the Six Principles for School Mathematics as provided by the NCTM to support its curriculum development (http://www.nctm.org/standards/content.aspx?id=26802). They are:

- Equity. Excellence in mathematics education requires equity – high expectations and strong support for all students.
- Curriculum. A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well-articulated across the grades.
- Teaching. Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- Learning. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
- Assessment. Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.
- Technology. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students’ learning.

SCIENCE

PCCE will use the FOSS Kits and other Science textbooks as resources. In addition, teachers will design its science curriculum in alignment to the California Content Standards for Science and Core Knowledge curriculum and Sequence until the Science Common Core Standards are available at which time the Common Core and Core Knowledge will be aligned. The curriculum will provide students with an inquiry-based approach to learning the foundational skills and knowledge needed for success at the
high school level. It will include close reading, writing, and investigative science and technology skills. PCCE recognizes that California may transition to new Science Standards in the coming years and, therefore, understands that our science curriculum may need to be aligned once they are adopted. PCCE concurs with the National Science Teachers Association that states, “The middle school years, grades 5 through 9, are a time of tremendous physical, emotional, and cognitive changes for students. It also is a pivotal time in their understanding of and enthusiasm for science. Research has shown that if educators do not capture students’ interest and enthusiasm in science by grade 7, students may never find their way back to science” (http://www.nsta.org/about/positions/middlelevel.aspx).

SOCIAL STUDIES

The PCCE social studies curriculum will provide students with an inquiry-based approach to learning historical content and current event. It will include close reading, writing, and investigative science and technology skills to learn about different cultures, historical eras, and events. In addition, the program will provide opportunities for explorations of history, geography, economics, government and civics, performance-based assessments, and real-world technology use. The history-social science program will be enriched by the correlation of content with other subject areas. Students use skills acquired in other subject areas to facilitate their understanding of history-social science. The use of an integrated language arts and social sciences will make the PCCE program more likely than traditional schools to meet this goal. Faculty who teach history will be trained in integrating elements of both curricula to enable students to practice skill transfer between language arts and social science. All teachers will have the opportunity to work together during planning periods to plan and design thematic integrated lessons and units that will allow students to make concrete connections between course content. Instead of supporting social studies instruction with a published curriculum, PCCE teachers will use a variety of instructional resources, including leveled books, read-aloud books, online resources, authentic documents and other materials to support the school’s curriculum, based on the California Content Standards.

ARTS

At PCCE, the arts are considered a core subject and are viewed as an essential component to student learning and success. Our arts program provides PCCE students with creative outlets and diverse pathways to college and future careers in the arts. As Richard Riley, former US Secretary of Education stated, “The ultimate challenge for American education is to place all children on pathways toward success in school and in life. Through engagement with the arts, young people can better begin lifelong journeys of developing their capabilities and contributing to the world around them. Champions of Change: The Impact of the Arts on Learning also shows that the arts can play a vital role in learning how to learn, an essential ability for fostering achievement and growth throughout their lives. (It) provides new and important findings of actual learning experiences involving the arts. (It) presents these research findings, complete with
ground-breaking data and analysis, as articulated by leading American educational researchers. Perhaps what makes their findings so significant is that they all address ways that our nation's educational goals may be realized through enhanced arts learning. As these researchers have confirmed, young people can be better prepared for the 21st century through quality learning experiences in and through the arts" (http://artsedge.kennedy-center.org/champions/message.html).

Creating a safe, supportive, and positive environment in which students can explore and share creative ideas under the guidance of professional artists is of utmost importance at PCCE. Our goal is to help the students learn how to express themselves, improve their focus, build confidence and self-esteem, problem-solve, work collaboratively in a respectful environment, and think critically. PCCE believes that study in the arts, “Enables students to identify and apply authentic connections between two or more disciplines and/or to understand essential concepts that transcend individual disciplines. (Consortium of National Arts Education Associations: ATTE, MENC, NAEA, NDEO. “Authentic Connections: Interdisciplinary Work in the Arts.” 2002).

Finally, the PCCE Arts Program is aligned to the California Content Standards and has been designed to develop fundamental performing and visual art skills and to support student growth across all disciplines and content areas. Research shows, “Performance in a wide range of academic subjects and on standardized tests was significantly higher for students involved in sustained arts education. Of particular importance, low SES students also showed significant improvements if they were involved in arts education. In fact, their relative gains were as great as or larger than the high SES students.” ("Involvement in the Arts and Human Development" James S. Catterall, Richard Chapleu and John Iwanaga of the UCLA Graduate School of Education and Information Studies 1999).

The PCCE Arts Program begins with a foundational skill development base in kindergarten. Students in grades 1-5 follow a skills application process in a more comprehensive program. The Arts program will be a vehicle used to expose our students to the world of visual arts. Fine art prints will be displayed as models, studied to understand the composition and application of skills, and critiqued to refine the concepts involved in art appreciation. The students will be given both a taste of art history and multicultural art. The art teacher will plan lessons which provide students with a strong foundation covering the principles and elements of art. These lessons are not only standards-based but are tied to each grade level’s curriculum as well. Children who wish to further expand upon their talents are offered enrichment lessons in the after school program.

**PHYSICAL EDUCATION (P.E.)/HEALTH**

PCCE is committed to ensuring that all of PCCE’s students become mentally, socially, and physically healthy students. All of PCCE’s students will participate in the Physical Education Extended Program to ensure compliance with the California education law requiring 100 minutes of structured physical education instruction each week. Each
grade level participates weekly in 60 minutes of structured physical activities led by PCCE’s Physical Education Instructor. The other 40 minutes will be done throughout the week by the register carrying teacher as morning exercises or other physical fitness activities. Instruction is based on the three standards set forth in the California Education Framework:

Goal 1: Movement Skills and Movement Knowledge (Exercise)
Goal 2: Self-Image and Personal Development
Goal 3: Social Development

PCCE’s physical fitness instructor will be trained annually through the LA County Office of Education’s summer training program. Student progress in the physical education extended program is assessed through multiple measures: skill checklists, teacher observation, and the annual state Physical Fitness Assessment.

TECHNOLOGY

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

As a result, technology use at PCCE shall be guided by the following principles:

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

<table>
<thead>
<tr>
<th>Curriculum/Focus</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts &amp; English</td>
<td>Students will read with comprehension, listen with deep understanding, and speak with meaning and possess familiarity with literary works through the use of leveled reading texts and books. Grade level appropriate works of literature and non-fiction expository text will be read and analyzed by students each academic year. All students will develop an increased depth, sophistication, and understanding of the English language.</td>
</tr>
<tr>
<td>Curriculum/Focus</td>
<td>Overview</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Students will gain knowledge in the subjects of elementary mathematics, pre-algebra, algebra, geometry, measurement and statistics. All students will study conceptual learning and understanding of the decimal system, linear counting, fraction, problem solving, graphs, statistical analysis, practical application problems, money and four basic mathematical operations such as addition, subtraction, division and multiplication. Daily concrete to abstract real life problems around the Charter School and in everyday life involving credit cards, loans and so on will reinforce applications of all mathematical skills.</td>
</tr>
<tr>
<td>Social Science/History</td>
<td>Students will study various cultures, traditions, the concept of historical time, and timelines. They will develop research skills related to chronological, spatial thinking and historical interpretation.</td>
</tr>
<tr>
<td>Social Science/Geography</td>
<td>Students will focus on cultural, economic and physical geography. They will learn the globe, land forms, hydrosphere, continents, land and water formations, flora, fauna, landscapes, countries, US states, people of the continents, maps and flags.</td>
</tr>
<tr>
<td>Science</td>
<td>Students will be engaged in fascinating worlds of botany, zoology, human anatomy, animal kingdom, ecology, chemistry, physics, astronomy, and geology. They will be able to differentiate between living and non-living things, learn basic characteristics of animals and plants as well as do an extensive observation of animals and plants in nature. Students will study the development of life on Earth, molecular theories, elements of compounds, table of elements, health and nutrition.</td>
</tr>
<tr>
<td>Human Development</td>
<td>This area of the curriculum focuses on developing skills to allow students to effectively deal with the social and physical environment in which he/she lives. Students will participate in self-discovery, building self-esteem and the ability to work cooperatively with others.</td>
</tr>
<tr>
<td>-Practical life skills</td>
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<tr>
<td>-Character education</td>
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</tr>
<tr>
<td>Music Appreciation</td>
<td>Students will embrace the study of biographies of various composers throughout different time eras. They will be introduced to various styles of music such as pop, country, classical, rock, and will gain knowledge and appreciation for cultural music and musical instruments around the world.</td>
</tr>
<tr>
<td>Art Appreciation</td>
<td>Students will study various techniques and styles of artists from different historical periods such as Renaissance, Baroque. Their hands-on experience with various media such as oil painting, tempura painting, sculpture, architecture will complement their in-class learning.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Students will gain knowledge, fundamental physical skills, and appreciation of techniques and strategies related to various sports through active participation and observation. Emphasis will be placed on teamwork and cooperation.</td>
</tr>
</tbody>
</table>
1.9.1 THE PROPOSED TEACHING METHODOLOGIES:

PCCE will teach students to not only how to “read the word”, but also to “read the world” (Paulo Freire). Students will be encouraged to question, reflect, and draw conclusions about instructional content in order to make personal and world connections. The collaborative relationship between teachers and students will allow inquiry and critical thinking to drive instruction, not teacher directed lessons. Specific rituals and routines will allow students individual needs to be met through small group instruction, individual conferences, and collaborative learning tasks. Curriculum will be designed by grade level teams as well as based on the adopted programs, allowing large blocks of time for students to investigate and read authentic literature, express themselves through the creation of fiction and non-fiction texts, and develop solutions to complex problems. Identity formation and critical inquiry will be the driving forces behind PCCE’s academic program. Students will not only be encouraged to go to college, but to graduate and change their world. All teachers will believe in this mission, and therefore will be willing to participate in continuous professional learning throughout the school year and summer to strengthen their craft. There will be no excuses for underachievement at the school, only constant investigation on how to close the achievement gaps.

In order to facilitate the teaching and learning of these foundational skills, PCCE will focus on these 9 Key Characteristics of 21st Century Learning:

1. **Learner-Centered**: Learner benefits from flexible, diverse, differentiated support models.

2. **Media-Driven**: Use of instructional/assessment strategies, and collaborative approaches when using technology and data sources.

3. **Personalized: Individualized Instruction through Conferencing and Small Group Learning.** Learning is structured to support the students’ individual needs and develop their independence as learners in order to achieve grade level standards. Teachers will meet with each student individually at least once a week. During these conferences teachers will set academic goals, assess reading ability and comprehension, edit writing, review conceptual understanding of mathematical skills, and re-teach skills or content misunderstood. The frequency of the teacher-student conferences will be based on the needs of each student. Teachers will keep anecdotal records to monitor student progress and plan individual instructional goals for acceleration or to develop instructional accommodations.

Teachers will also work with students in small groups to support their understanding of concepts taught during whole group instruction, re-teach basic skills, and provide differentiated instruction. Small group instruction will provide teachers the opportunity to support the various skill levels within the classroom. Instructional routines allow teachers to work with students in guided groups
across content areas, therefore supporting basic skill development across the curriculum.

4. **Transfer-by-Design:** Students use background knowledge in new and meaningful ways.

5. **Inclusion:** At PCCE we will work hard to not label students. Instead, we will focus on giving every child what he or she needs based on data. Students will not be targeted or publicly labeled based on special education needs or language needs. Students will be taught that everyone has different learning needs. PCCE staff and students will understand that “fair” doesn’t mean the same, it means ensuring everyone gets what he or she needs to succeed.

   It is our belief that it is not the child who is failing; rather it is the instruction or school program that is not meeting the student’s academic needs. It is therefore the responsibility of all staff members to support, problem solve, and ensure the success of all students.

6. **Data Rich: Improving Instruction Based on Data:** PCCE’s teachers will consistently modify and re-design units and lessons based on the effectiveness of instruction as shown through the school wide assessment program and student work analysis. Teachers will collect anecdotal records daily through individual student conferences across content areas and small group guided instruction. It is expected that teachers analyze student work individually and with their grade level partner to determine instruction. Teachers develop classroom assessments, analyze student work based on school wide writing rubrics, administer the language arts and math benchmark assessments, and review data received from external assessments (i.e. Measure of Academic Progress by the following: Illuminate Assessments, the California Assessment of Student Performance and Progress (CAASPP), (formerly referred to as CalCMAPP), MAP, CELDT, to ensure scaffolded support and rigor are at the core of their instructional program. This data is also used to determine the effectiveness of resources, the strategies used for instruction, the scheduling of instruction, and professional development. It is PCCE’s philosophy that change is necessary if we are not producing the achievement we expect.

7. **Common Core-Based Education:** The *Common Core State Standards and California Frameworks* serve as a foundation for PCCE’s internal learning targets. Teachers will refine and develop the learning targets to ensure that they remain rigorous, clear, measurable, and aligned with California Common Core State Standards which include an emphasis on college readiness with college readiness anchor standards in reading, writing, and math. The school’s instructional program is geared towards demonstrating student mastery of PCCE’s learning targets. The CCS standards will be the basis for all teacher-designed curriculum. Teachers will use internal assessments and anecdotal records to refine and improve the methods used to delivery instruction; however
objectives of each classroom will be based on the California Common Core State Standards as adopted by the California Department of Education.

8. **Interdependent**: Technology supports learning through media and assessment correlation.

9. **Visibly Relevant through Routines, Rituals, and Artifacts**: The use of projects and/or artifacts. “If learning community is important, it would be a big help to identify the underlying structures that teachers and students use...to make it all work...Just as painters work with the elements of point, line, tone, and plane, teachers and students use ceremony, ritual, rite, celebration, play, and critique when they make a learning community. These elements are as old as humankind. When students do routines and chores, celebrate, converse with one another, engage in rituals and ceremonies, and give and receive criticism, they are doing what is and everyday part of their lives.” (Peterson 1992, 13-14)

Students need ceremony, ritual, rite, and celebration to make a community, says Ralph Peterson in Life in a Crowded Place: Making a Learning Community. It is not always easy to establish and continue the rituals and routines needed to form a community, but community formation depends on predictable structure.

Firmly established and practiced rituals and routines, as well as artifacts, provide the classroom management structures that will enable the PCCE teachers and students to use class time productively. Routines, rituals, and artifacts also create a community that enables students to learn, move about the classroom purposefully, use all of the resources of the classroom efficiently, and be independent and responsible. Rituals are ways of conducting activities to ensure consistency and productivity in the learning environment. Routines describe the overall structure of the class period. Artifacts are the objects, documents, and materials that are crucial to learning. Together they allow students to be responsible for knowing what to do and allow teachers to use precious instructional time teaching, not directing activities.

FIGURE 1.4 9 Key Characteristics of 21st Century Learning
STRATEGIES

- **Heterogeneous grouping for Math/Science/Social Studies/Music/P.E.:** Students at PCCE will be grouped by grade levels. Within grade levels students will be grouped according to language needs for Language Arts. However, heterogeneous grouping so far has been shown to improve overall learning. For Math, Science, Social Studies, Music, and P.E. students will be grouped heterogeneously. In a review of research on ability grouping over a sixty-year period, Slavin (1987) concluded that "almost without exception, reviews from the 1920s to the present have come to the same general conclusion: that between-class ability grouping has few if any benefits for student achievement." ([http://rer.sagepub.com/content/57/3/293.abstract](http://rer.sagepub.com/content/57/3/293.abstract)). At PCCE, all students, including students identified for special education as well as English Language Learners, will be active members of the classroom. PCCE will provide all students with the same rigorous content and will scaffold support.

- **Pre-teaching, or front loading:** Prior to lessons (on an as needed basis), PCCE teachers will introduce students to the concepts that are to be presented in an upcoming lesson. PCCE applies pre-teaching as a way to build bridges between prior knowledge and new concepts, content, or skills. Visual aids and graphic organizers may be used. Students’ self confidence levels increase through the practice of pre-teaching.

- **Targeted re-teaching:** When PCCE assessments reveal that students are struggling with a particular skill or concept, students will receive targeted instruction that re-teaches a particular skill or concept. PCCE teachers will build on previous activities with an approach that is different from the one they initially used. Focus will be given to particular errors or omissions.

- **Integrated-interdisciplinary instruction:** This is a PCCE approach that allows educators to simultaneously address multiple content standards while they help their students understand the interconnections between the knowledge and skills from diverse disciplines. Research asserts that “interdisciplinary instruction fosters advances in cognitive ability and other educational researchers have identified a number of distinct educational benefits of interdisciplinary learning including gains in the ability to: recognize bias, think critically, tolerate ambiguity, and acknowledge and appreciate ethical concerns” ([http://www.socialstudies.org/positions/middleschool](http://www.socialstudies.org/positions/middleschool)).

- **Teacher Lecture:** Teacher lecture is a familiar and effective method for teaching at PCCE that is used thoughtfully and properly. Synthesized research on learning processes presented in *How People Learn* (1999) confirms, “experts’ abilities to think and solve problems depend strongly on a rich body of knowledge about subject matter” ([http://www.centerforpubliceducation.org/Learn-About/21st-](http://www.centerforpubliceducation.org/Learn-About/21st-).
Facts acquired through lecture, text, or empirical research are an essential component of constructing knowledge.

- **Collaborative Learning**: Students process information and derive knowledge through discussing course-related issues and topics with other PCCE students. Evidence indicates that it, “raises achievement, promotes positive self-concept, and raises regard for others. It appears to be especially useful for students from racial minority and low socio-economic groups who have not excelled to the same degree as middle income majority-culture pupils in the traditional competitive classroom. Cooperative learning may also help to lessen the fatalistic attitude toward schooling that is often found among students from minority groups and those who have experienced repeated failure in the schools. When these students notice the value of their input and effort, a more internal locus of control and belief in one's ability is fostered. Social and work skills are imbedded” ([http://www.behavioradvisor.com/CoopLearning.html](http://www.behavioradvisor.com/CoopLearning.html)).

- **Cooperative Learning**: Small groups of PCCE students work together to solve a problem or complete a task. Cooperative learning brings students of varied ability together in small groups to increase student participation and involvement in the learning process. Students take responsibility not only for their own learning, but also share the responsibility for helping other members of the group achieve instructional goals (Slavin 1987). PCCE believes that the classroom is an especially appropriate place to use cooperative learning strategies. Students working with others toward a common goal draw upon their interest in the peer group that gives meaning to the relationship. A number of studies have indicated that cooperative learning enhances academic learning, fosters intergroup relations, heightens self-esteem, improves mutual concern and trust, and increases the likelihood of positive social behavior (*Educational Leadership*, December 1989/January 1990).

- **Lesson Cycle**: The lesson cycle allows for repetition of concepts, activity, student-centered learning, student engagement, and deep learning.
1.10 SELECTION OF CURRICULUM, MATERIALS AND INSTRUCTIONAL ACTIVITIES

The selection of curriculum, materials and instructional activities is a result of a collaborative effort that takes place between the Executive Director (instructional leader of the school) and the teachers. All selections are aligned with the CCSS standards and are also aligned with the instructional philosophy, vision, and mission of the school.

1.11 SCOPE AND SEQUENCE

The foundation of the instructional program at PCCE is based on the California state frameworks and the California Common Core State Standards outlined therein. These documents provide the basis for the scope and sequence at each grade level.

1. English Language Arts:

In the area of Reading, elementary students in Kindergarten through Second grade will:

*Key Ideas and Details*

- Demonstrate understanding of key details, with prompting, by asking and answering questions, which may include who, what, where, when, why and how.
- Identify, with prompting, the main topic and key details of a single or multi-paragraph text.
- Describe, with prompting, the connection between individuals, events, and ideas.

*Craft and Structure*

- Determine or clarify, with prompting, the meaning of words and phrases in a text.
- Identify relevant parts of a book, and use various text structures and text features to locate key facts and information in a text.
- Identify the main purpose of a text through the use of pictures or other illustrations and the role of each in presenting information in a text.

*Integration of Knowledge and Ideas*

- Describe, with prompting, the relationship between text and illustrations within the same text, and how they contribute to and clarify a text and its key ideas.
- Identify and describe, with prompting, how an author uses reasons to support specific points in a text.
- Compare and contrast, with prompting, the essential points between two texts on the same topic.
Range of Reading and Level of Text Complexity

• Read and comprehend, with prompting, informational texts approximate to grade level with scaffolding as needed.

In the area of Writing, Kindergarten through Second grade students will:

Text Types and Purposes

☐ Write opinion pieces, stating name of the book or topic, an opinion and give reasons and a possible concluding statement.

☐ Write informative/explanatory texts using drawing, dictating, or writing to introduce a topic, use facts and definitions to develop point with a concluding statement.

☐ Write narratives using temporal words to indicate event order, using details, thoughts, and feelings.

Production and Distribution of Writing

• Produce, with guidance, clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

☐ Respond to questions and suggestions to strengthen writing, with guidance, by revising and editing.

☐ Explore and use various digital tools, with guidance, that may include interaction and collaboration with others to produce and publish writing.

Research to Build and Present Knowledge

☐ Participate in shared research and writing projects to produce an opinion or report on a single subject or book.

☐ Recall information from one’s own experience or researched information in order to answer a given question.

Range of Writing

☐ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

In the area of Speaking and Listening, Kindergarten through Second grade students will:

Comprehension and Collaboration

☐ Participate in collaborative conversations with diverse partners about grade appropriate topics and texts.
Confirm understanding through answering questions, describing key ideas or details from a text read aloud or information presented.

Clarify or deepen understanding of information from a speaker or a text read aloud by asking and answering questions.

**Presentation of Knowledge and Ideas**

Describe people, places, things, and events with appropriate facts and relevant descriptive details; speaking audibly in coherent sentences.

Create and add drawings, visual displays, or audio recordings to clarify ideas, thoughts, and feelings.

Speak audibly using complete sentences to express thoughts, feelings, and ideas clearly.

In the area of Language, Kindergarten through Second grade students will:

**Conventions of Standard English**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

Apply knowledge of language and its conventions in all four domains of language.

**Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content by using context clues, analyzing meaningful word parts, and consulting reference materials, as appropriate.

Explore and demonstrate, with guidance, understanding of word relationships, shades of meaning among verbs, and nuances in word meanings.

Describe, using words, phrases, adjectives and adverbs acquired through conversations, reading and being read to, responding to texts, and using adjectives and adverbs to describe.

In the area of Reading, elementary students in Third through Fifth grade will:

**Key Ideas and Details**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

 **Craft and Structure**

 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

 Assess how point of view or purpose shapes the content and style of a text.

 **Integration of Knowledge and Ideas**

 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

 **Range of Reading and Level of Text Complexity**

 Read and comprehend complex literary and informational texts independently and proficiently.

 In the area of Writing, Third through Fifth grade students will:

 **Text Types and Purposes**

 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

 **Production and Distribution of Writing**

 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**In the area of Speaking and Listening, Third through Fifth grade students will:**

**Comprehension and Collaboration**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**In the area of Language, Third through Fifth grade students will:**

**Conventions of Standard English**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

2. History/Social Science

In the area of History/Social Science, elementary students will:

Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context

Correctly apply terms related to time, including past, present, future, decade, century, and generation

Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe’s legend, scale, and symbolic representations

Judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time

Differentiate between primary and secondary sources

Pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

Students summarize the key events of the era they are studying and explain the historical contexts of those events

Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places

Students identify and interpret the multiple causes and effects of historical events

Conduct cost-benefit analyses of historical and current events

3. Mathematics

In Mathematics, the mathematical practices for all elementary students will be:

Math Practice. - 1 Make sense of problems and persevere in solving them.

Math Practice. - 2 Reason abstractly and quantitatively.

Math Practice. - 3 Construct viable arguments and critique the reasoning of others.

Math Practice. - 4 Model with mathematics.

Math Practice. - 5 Use appropriate tools strategically.

Math Practice. - 6 Attend to precision.

Math Practice. - 7 Look for and make use of structure.

Math Practice. - 8 Look for and express regularity in repeated reasoning.

In the area of Mathematics, Kindergarten grade students will be able to:

Counting and Cardinality

- count from 1 to 100 by ones and tens, and count forward beginning from any given number.
- write from 1 to 30.
- count to tell the number of objects.
- compare numbers, such as greater than, less than, or equal to the number of objects in another group.
- compare two numbers between 1 and 10 as written numerals.

Operations and Algebraic Thinking
• put together or add to, or take away or apart from.

• represent addition or subtraction using various modalities (i.e. objects, fingers, mental images, drawings, etc.)

• solve addition or subtraction word problems, and add or subtract within 10 fluently.

• decompose numbers less than or equal to 10 into pairs in more than one way.

**Number and Operations in Base Ten**

• compose and decompose numbers from 11 to 19 into tens and ones by using objects or drawings.

**Measurement and Data**

• describe measurable attributes of objects, such as length or weight.

• compare two objects with a measurable attribute in common and describe the difference. (e.g. taller/shorter).

• classify and sort objects into categories and count the number of objects by category.

• to name the days of the week and identify the time to the nearest hour of everyday events (e.g. lunch time.)

**Geometry**

• identify and describe shapes (e.g. squares, circles, triangles, rectangles, etc.) as two-dimensional or three-dimensional.

• describe relative positions of objects using terms such as above, below, beside.

**In the area of Mathematics, First and Second grade students will be able to:**

**Operations and Algebraic Thinking**

• use addition and subtraction within 20-100 to solve word problems.

• add to, take away from, and compare with unknowns in all positions to solve word problems.

• demonstrate understanding of and apply properties of operations and the relationship between addition and subtraction (e.g. Communicative and Associative property of addition).

• relate counting to addition and subtraction.
• decompose a number leading to a 10.(e.g. 13-4=13-3-1=10-1=9)

• fluently add and subtract within 10 to 20 using mental strategies.

• determine if equations involving addition and subtraction are true or false (e.g. Determine if 6=6 is true or false.)

• determine the unknown number in an addition or subtraction equation.

• determine whether a group of objects (up to 20) has an odd or even number of members.

• write an equation to express the total as a sum of equal addends.

• use repeated addition and counting by multiples to show multiplication.

• use repeated subtraction and equal group sharing to demonstrate division.

**Number and Operations in Base Ten**

• count, read, write numerals and represent a number of objects up to 120.

• demonstrate that two digits of a 2-digit number represent amounts of tens and ones.

• compare two 2-digit numbers with the symbols >, =, and <.

• count within 1000 by skip-counting by 2s, 5s, 10s, or 100s.

• read and write numbers up to 1000 (both in base ten and expanded form).

• add up to four two-digit numbers using strategies based on place value and properties of operations.

• add and subtract within 1000, using concrete models or drawings and strategies based on place value, and properties of operations.

• use estimation strategies in computation and problem solving with numbers up to 1000.

• mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

• explain why addition and subtraction strategies work, using place value and the properties of operations.
**Measurement and Data**

- place and/or compare three objects in order by length.
- express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end.
- measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- estimate lengths using units of inches, feet, centimeters, and meters.
- measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- tell and write time in hours and half-hours using analog and digital clocks.
- organize, represent, and interpret data with up to three categories.
- generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.
- draw a picture graph and a bar graph (with single-unit scale) to represent a set of data.
- use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
- tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- solve word problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. (e.g. If you have 2 dimes and 3 pennies, how many cents do you have?)

**Geometry**

- compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape.
- recognize and draw shapes having specified attributes, such as a given number of
angles or a given number of equal faces.

• identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

• partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc.

• describe the whole as "two halves," "three thirds," "four fourths."

In the area of Mathematics, Third through Fifth grade students will be able to:

*Operations and Algebraic Thinking*

• represent and solve problems involving multiplication and division. For example, interpret $56 \div 8$.

• use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

• apply properties of operations as strategies to multiply and divide.

• fluently multiply and divide within 100.

• solve problems (includes two-step words problems) involving the four operations, and identify and explain patterns in arithmetic.

• identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

• use the four operations with whole numbers to solve problems, including multistep word problems and explain why a rounded solution is appropriate.

• multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

• find all factor pairs for a whole number in the range 1–100 and recognize that a whole number is a multiple of each of its factors.

• generate a number or shape pattern that follows a given rule.
• write and interpret numerical expressions. For example, write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

• express a whole number in the range 2-50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as 2x2x2x3.

• analyze patterns and relationships.

Number and Operations in Base Ten

• use place value understanding to round whole numbers to the nearest 10 or 100.

• add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

• add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings.

• multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.

• fluently multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.

• recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

• find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

• read, write and compare multi-digit whole numbers using base-ten numerals, number names, and expanded form.

• read, write, and compare decimals to thousandths (including base-ten numerals).

• explain patterns in the number of zeroes of the product when multiplying a number by powers of 10.

• use whole-number exponents to denote powers of 10.

Number and Operations—Fractions

• represent fractions on a number line diagram.
• represent and interpret data (e.g. picture or scaled bar graph).

• solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

• recognize area as an attribute of plane figures and understand concepts of area measurement.

• measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

• find the area of a rectangle with whole-number side lengths by tiling it, multiplying side lengths.

• recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas.

• solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length.

• compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators.

• build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

• understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

• decompose a fraction into a sum of fractions with the same denominator in more than one way.

• add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

• solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

• apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

• express a fraction with denominator 10 as an equivalent fraction with denominator
100 (3/10 and 3/100), and use this technique to add two fractions with respective denominators 10 and 100 (3/10 + 4/100 = 34/100).

• use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100.

• add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

• interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b).

• comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

• explaining why multiplying a given number by a fraction greater/less than 1 results in a product greater/smaller than the given number.

• solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

• apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

• interpret division of a whole number by a unit fraction, and compute such quotients.

• solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.

**Geometry**

• recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

• represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0.

• explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

• recognize that equivalencies are only valid when the two fractions refer to the same whole.

• recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain
why the fractions are equivalent, e.g., by using a visual fraction model.

• express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$.

• record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

• know, understand and demonstrate that 25 cents is a $\frac{1}{4}$ of a dollar, 50 cents is $\frac{1}{2}$ of a dollar, and 75 cents is $\frac{3}{4}$ of a dollar.

• draw and identify lines (line segments, rays, angles, and perpendicular and parallel lines) and angles (right, acute, obtuse), and classify shapes by properties of their lines and angles.

• classify two-dimensional figures (equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) based on their properties.

• recognize right triangles as a category, and identify right triangles.

• recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.

• graph points on the coordinate plane to solve real-world and mathematical problems by using a pair of perpendicular number lines (e.g., $x$-axis and $x$-coordinate, $y$-axis and $y$-coordinate).

• distinguish among rectangles, parallelograms, and trapezoids.

• know that the sum of the angles of any triangle is 180 degrees and the sum of the angles of any quadrilateral is 3600 and use this information to solve problems.

• derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e. two of the same triangles make a parallelogram with twice the area).

**Measurement and Data**

• tell and write time to the nearest minute and measure time intervals in minutes.

• measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), **and English Units (oz, lb.)**, and liters (l).

• add, subtract, multiply, or divide to solve one-step word problems involving masses or
volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

• know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

• use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

• represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

• apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

• make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).

• solve problems involving addition and subtraction of fractions by using information presented in line plots.

• recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.

• measure and sketch angles in whole-number degrees using a protractor.

• recognize angle measure as additive. (When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.)

• solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.

• convert among different-sized standard measurement units within a given measurement system.

• represent and interpret data by making a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).

• use operations on fractions (by 5th grade) to solve problems involving information
presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

**4. Science**

*In Science, elementary school students will:*

- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

**5. Visual and Performing Arts**

*In the Visual and Performing Arts, all students will:*

- Participate in artistic activities
- Make informed interpretations of the purpose and meaning of artistic works
- Convey interpretations of personal experiences in expressive forms
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Explain how the form and content of an artistic work contributes to its message and impact
- Explain the role of the artist in providing service to the community and world

**1.12 CURRICULUM ADDRESSES CALIFORNIA COMMON CORE STATE STANDARDS**

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

All PCCE teachers receive training in standards deconstruction, use of the testing blueprints, careful analysis of assessment data, and induction to the PUC model of effective teaching to support a college-ready environment that provides a high level of instruction. From this carefully guided work each teacher develops a standards driven, time bound scope & sequence with specific learning targets and ‘big ideas’ for each unit and lesson.

1.13 TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM FOR TARGETED POPULATION

As previously stated, PCCE will meet the needs of each learner in the classroom as much as is possible. Students with learning disabilities and 504 Plans are fully included in the general education classroom. Teachers accommodate lessons by providing inclusion students with guided notes, preferential seating in the classroom, and accommodated exams. Both visual and auditory aids are provided in the classroom, and multi-layered strategies that meet the auditory, kinesthetic, and socio-emotional needs as detailed in the Individual Educational Plans (IEP) are provided. Additionally, individual bi-weekly meetings with the inclusion specialist allow our staff to efficiently co-teach and co-plan lessons and assessments directly with the teachers to ensure that differentiation is embedded into the classroom structure, curriculum and environment. Likewise, English learner (EL) students are immersed into the classroom. The SDAIE techniques will be embedded into the instructional program to meet the needs of EL students. EL students will also receive 45 minutes each day of targeted English Language Development (ELD). With the necessary conditions of maximum identity investment and cognitive engagement established, PCCE teachers use instructional techniques proven to be effective in helping English learners develop both content and language expertise. We have classified these techniques into the following three groups:
• **Ensuring comprehensible input:** To enable students to understand information that is above their current level of language or mastery, teachers activate students’ prior knowledge; build bridges between and prior knowledge and new concepts, content, or skills; and utilize visual aids and graphic organizers. Teachers also help students develop receptive language skills that help them to comprehend written texts and oral lectures.

• **Teaching language through academic content:** Teachers will emphasize language development through providing explicit instruction of academic vocabulary words as well as discipline-specific terms, guiding students to use scholarly language, and developing students’ abilities to analyze word parts in order to understand unfamiliar words and to critically analyze the functions and metaphoric use of language.

• **Facilitating interaction with content and academic language:** Interacting with their peers about both content and academic language helps students to reflect on and deepen their learning. Through active learning strategies, structured group work, Socratic seminars, and the use of Web 2.0 technologies such as blogs and online forums, teachers facilitate classroom settings in which students synthesize their learning and use language to describe it.

Specific strategies: For Language Arts block EL students will be grouped by no more than 3 ELD levels with IFEP, RFEPs and English Only students. Other Core curriculum will be presented to English learners at beginning ELD levels in English utilizing Specially Designed Academic Instruction in English (SDAIE) techniques. Native language support will be provided as needed in all content areas by bilingual staff and volunteers in order to ensure comprehension of instructional input. Students will be provided additional EL learning opportunities and EL tutoring instruction during the extended day program. Students at beginning ELD levels will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. Specific strategies that will be utilized in instructing EL students will include the following: student interaction through cooperative learning activities in all content areas; oral presentations in all content areas; collaboration for group performances and reports; additional EL tutoring provided in the extended day program as needed; mainstreaming of EL students with fluent English proficiency students and bilingual students.

1.14 **RESEARCH-BASED EVIDENCE OF SUCCESS WITH TARGETED POPULATION**

PCCE takes its instructional approach from the school models that exist within the PUC network and those who are successful outside the PUC network. Teachers in the PUC network rely on a common definition of effective teaching through the utilization of a teaching framework. Our common definition of effective teaching directly combats issues of educational inequity those contribute to the achievement gap by ensuring that high-quality teachers are delivering effective instruction in our classrooms. Since the framework utilized research around effective teaching, promoting college-readiness, and increasing cognitive engagement and rigor, our teachers’ use of the framework will
results in higher quality instruction within the classroom. This instruction emphasizes critical thinking rather than just low-level memorization, which help students apply learning and understanding to cognitively engaging tasks. Furthermore, this framework ensures that teachers sequence and align instruction and assessment to align with students’ Zones of Proximal Development, the difference between what a learner can do without help and what he or she can do with help, which leads to greater learning and retention. Overall, effective teaching, as detailed and developed through the use of The College Ready Framework, ensures that PCCE students have high academic achievement, contributing to the closing of the achievement gap.

Our instructional approach includes the findings from multiple studies of high performing: high poverty schools that have been conducted both nationally and in various states, and have addressed the elementary, middle, and high school levels. “Many of the studies used specific criteria, such as aggregate test scores for all students at a particular proficiency level or narrowing/closing the achievement gap and sustaining the improvement over time, to identify schools as “high performing.” ... Researchers studied the practices and policies at these schools and often compared them with “average” or “low performing” schools, also identified using aggregate test scores. Many of the studies employed multiple methods, including surveys, observations, and document analysis, interviews, and/or focus groups. Most used a pre-existing framework of school practices and policies as a guide for data collection. Generally, results showed that schools that serve children and youth from high poverty backgrounds are most successful when:

- Curriculum was rigorous and focused on the future (college or career preparation) and not just on finishing high school and when expectations for student performance were high;
- Support was immediately provided to keep students on track through an early warning system rather than to remediate them once they had fallen behind by a grade;
- Teachers were well prepared and are assigned based on capability and need rather than on seniority or preference;
- Administrators, teachers, and counselors accept responsibility for student success, stayed on pace, and collaborated often;
- Environments were safe and orderly;
- Data were used to improve curriculum and instruction and to understand need for differential instruction and not just for tracking student performance over time;
- Adults formed professional communities, had a strong work ethic, deliberately shared practices that worked, spent time in collaboration, and connected development to analysis of student needs;
- Morale and climate were positive in the school, and adults felt that they had influence on decisions;
- Class sizes were geared toward need rather than uniform;
- Curriculum was aligned to standards and assessments;
- New teachers were socialized into the high academic focus environment and assisted with instruction;
- Goals were consistent and consistently understood;
- Barriers to taking higher-level coursework were removed; and
- The focus was on academic achievement and not rule-following Source: Article: Research the Achievement Gap between High and Low Socioeconomic Status (SES) Students. http://bdgdrdemocracy.files.wordpress.com/2011/08/SES_Overview.pdf
1.15 TEXTBOOKS/INSTRUCTIONAL RESOURCES

Texts and instructional resources that will be used at PCCE will be aligned to the California Common Core State Standards and have been shown to be effective with student populations similar to ours.

**California Excursions’ English Language Arts** program incorporates current research on effective teaching practices for second language learners (Gerston, Effective Literacy and English Language Instruction for English Learners in the Elementary Grades, 2007). Excursions’ targeted vocabulary, writing units, and content skill lessons are specifically designed to meet the needs of English Learners (Hinkel, Second Language Writers’ Text: Linguistic and Rhetorical Features, 2002 & Scarcella, Accelerating Academic English: A Focus on English Language Learners, 2003).

**Learning Headquarters (LHQ)** is a writing program that is aligned to the Common Core State Standards. Learning Headquarters provides the classroom teacher with research-based materials that, when implemented correctly, ensure student success with grade-level standards. In addition, the program offers effective strategies for “modeling, guiding, and supporting all students, including special education and English language learners, to write successfully on their own.” (http://www.learningheadquarters.com/aboutus.htm)

**Saxon Math** is a mathematics program that uses research-based strategies for English Learners that are built into the daily lesson format. Lesson concepts and skills are developed through engaging, hands-on/minds-on activities and rich mathematical conversations that are modeled and scripted for every teacher. Conversations involve complex academic language and are associated with higher order thinking skills, literacy, and content instruction at children’s appropriate stages of language acquisition (Cummins, 2000). Based on the theoretical concept of cumulative learning (Gagne, 1965) and more recent cognitive theory (Anderson, 1983) Saxon Math emphasizes incremental instruction of math concepts and repeated, distributed practice of these concepts. Student ability to utilize concepts and strategies is reinforced during their academic career with the interwoven practice of previously learned math skills throughout the program.

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<tr>
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<td>2. Strategies That Work, Teaching Comprehension to Enhance Understanding (Harvey and Goudvis)</td>
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<td>3. Reading with Meaning (Debbie Miller)</td>
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<td>4. The Write Connection</td>
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<td>5. Thinking Maps</td>
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<td>6. Learning Headquarters Writing Materials</td>
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<td>7. Scholastics Guided Reading Leveled Books</td>
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<tr>
<td>Mathematics</td>
<td>1. Saxon Math, Houghton Mifflin Harcourt</td>
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<td></td>
<td>2. Investigations, Scotts Foresman</td>
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<tr>
<td></td>
<td>3. Singapore Math</td>
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### Social Science
1. Core Knowledge Sequence & Text
2. California History-Social Science Models [http://www.history.ctaponline.org/center/](http://www.history.ctaponline.org/center/)

### Science
1. Core Knowledge Sequence & Text
2. FOSS Kits (Delta Science)

### ELD
1. Singlish
2. Let’s Go Series-Oxford University Press
3. Oxford English Dictionary
4. Carousel-Carousel of Languages LLC

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### 1.15.1 TEACHER RECRUITMENT

Even the best-intentioned charter application or detailed curriculum will be hollow and ineffective without a team of strong teachers, who are accomplished in their craft both as classroom managers and masters of their subjects and who are committed to investing the time and energy it takes to motivate their students.

PCCE approaches the task of building a school with a similar framework. To recruit and keep the strong teachers, the school intends to create professional, collegial environment. PCCE will adopt the core propositions of the National Board for Professional Teaching Standards (NBPTS) to strengthen educators in developing an instructional program that is culturally relevant and demands high achievement of all its members; students, teachers, parents, and administrators.  

PCCE will use the Human Resource team from the PUC Home Office to ensure that information sessions and brochures frame the mission and the school in a consistent manner.

PCCE will attend job fairs hosted by PUC-Valley Schools in addition to implementing print and online advertising campaigns. The PCCE Executive Director plans to attend recruiting events both inside and outside of California by attending job fairs in graduate schools of education.

Teachers’ induction begins with the hiring process. PCCE will follow the process below when hiring teachers:

- **Step 1** Phone or Personal Interview
- **Step 2** Demo Lesson that includes debrief and coaching from principal
- **Step 3** Case Study: examine writing in this process
- **Step 4** Summer Institute for Induction

### RETAINING HIGH QUALITY TEACHERS

As described above, PCCE will work to recruit and select high-quality staff members and teachers. Once teachers are employed at the school, we will seek to retain teachers by providing or promoting the following:
Effective leadership: We recognize the importance of providing strong and effective leadership. Often, schools lack needed leadership; teachers, consequently, receive inadequate support. PCCE will hire a strong principal who will be capable of leading the academic program to success and providing support and development for teachers.

High quality and authentic professional development: PCCE will provide teachers with ample opportunities for high quality professional development. Teachers will receive training prior to the start of the school year through the New Teacher Training Lab in the summer and also school site specific professional development. In addition, teachers will participate in job-embedded professional development on a regular basis. Specifically, students will be dismissed early on Tuesday and teachers will participate in weekly staff meetings, professional development, and grade level team meetings.

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

Professional work environment: PCCE will create an environment that is professional and collegial. Central to this will be creating and maintain a culture that is inclusive of all individuals. We will create a safe environment that values the input of all individuals.

Competitive compensation: All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits, including health insurance and retirement plans, as detailed in the employee handbook that all employees will receive. We will offer competitive salaries; projected salary ranges are included in the attached budget. Job descriptions, work schedules, compensation, benefits, and other terms and conditions of employment will be reviewed and modified, as necessary, to meet the needs of the school and students.

By providing effective leadership, high-quality professional development, a collaborative environment, a professional work environment, and competitive compensation, we believe that PCCE will be a school that not only recruits and selects high-quality teachers and staff members, but also retains high-quality teachers and staff member. PCCE will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, PCCE will conduct a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. Leadership will utilize the results to make adjustments as necessary.
1.16 PROFESSIONAL DEVELOPMENT:

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

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

Schools in the PUC network are currently partnering with schools from three other high-performing CMO networks that share the deep commitment to college success for all students. The TCRP coalition schools are implementing a teacher development system that:

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

At the core of our Teacher Development System is the belief that teachers matter and that every child not only deserves a highly effective teacher every day but requires it in order to reverse the achievement gap and achieve the three commitments within PUC’s mission. All teachers are supported through professional development to become highly effective. We define highly effective as the ability of teachers to move the majority of their students substantially more than one year of academic progress in a given school year.

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

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

- **Site Specific Professional Development (Minimum Days):** The school will engage PD during minimum days based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Regional Director, and PUC Instructional Team members.
- **Site Specific Professional Development (Full Days):** The school will engage in full day PD based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Regional Director, and PUC Instructional Team members.
- **Five site specific PD days during the summer (increased to 10 for first year of operation)**
- **6 days during the school year**
  - Two Design Your Own (DYO) professional development days where teachers focus on their professional growth goals. Teachers have the option to; visit other PUC schools, or non-PUC schools, to observe their peers; conduct research; work on their goals with a team of peers.
  - A staff retreat focused on the mission, vision and values of the school.
  - Two days focused on data analysis after PUC-Wide Benchmark Assessments
- **A site specific PD based on need and data. PUC PCCE Specific PD will include:**
  - Linda-mood Bell Training
  - Doing Words
  - Language Arts Training which include: Guided Reading
  - Saxon Math Training
  - Technology Integration Training
- **PUC-Wide Professional Development (Full Days)**
- **Summer Institute:** New teachers attend a one to two week learning lab that combines theory and practice. The objectives of this lab include:
  - Articulate how the College-Ready Teaching Framework defines Powerful Teaching and Learning in a PUC School;
  - Articulate how relationships, routines, rituals, and artifacts provide the foundation for effective classroom management;
  - Observe powerful teaching and learning in action in the Lab Classrooms;
  - Design and receive feedback on a learning experience using the learning cycle and integrating other common instructional practices as applicable.
  - Describe the PUC Inclusion philosophy
  - Describe how to leverage the Clinical Counseling Program to support the success of PUC students; and
  - Review IT basics at PUC.
• A PUC-Wide Kick Off to celebrate the start of every school year.
• Two PUC-Wide PD’s focused on initiatives across the organization (for at least school years 2014-15 and 2015-16 these days will be focused on the Common Core State Standards)
• A PUC-Wide Community of Practice, a conference wherein PUC teachers deliver PD sessions to their peers. Teachers have the opportunity to attend multiple sessions of their choice.
• Weekly grade-level team meetings: All PUC schools utilize grade-level team meetings one time per week. These meetings occur during shortened days when students are released approximately 1 hour and 10 minutes earlier than usual. The purpose for these meetings is to reinforce teacher collaboration, build teacher leaders, and best meet the needs of students. Each teacher is a member of a grade-level team, or group of teachers who all teach the same grade of students. Within these grade-level teams, we focus on one indicator from the CRT Framework per month and go through a series of discussions, reciprocal peer observations, and best-practice shares that drive forward teacher growth and development. We pick apart the language that describes level 3 effective teaching and brainstorm and share techniques for improving our practice to reach this specific level. The agenda for these meetings include specific non-negotiable and school / grade level team specifics that are added as needed by the school / grade level. The non-negotiables include: student praise, students of concern and interventions, sharing of content / current and upcoming focus and collaboration, and inclusion.
• Weekly meetings of the whole staff: Weekly whole staff meeting provides time for necessary communication and whole staff discussion. The time ranges from 20 minutes to 1 hour and may be used to address school needs based on data (e.g., EL strategies, special education, inquiry, and school culture).
• Content team meetings: Teachers have a content-alike department team time as needed during early release day and may utilize common preparatory periods. Teachers use this time to collaborate, using the teaching framework as the common language on which to base this collaboration. Instead of having to describe a teaching practice and spend time framing a goal that a teacher might have for development, colleagues can jump directly into active, tangible discussion because they have the common language and expectations of the effective teaching framework.
• Co-planning, observing, and co-teaching model lessons: PCCE teachers receive direct instructional support from the site administrator(s) through coaching and side-by-side collaboration. The side-by-side collaboration includes co-planning of lessons, observation of peers focused on specific standards in the teacher framework, and co-teaching. We believe it is not enough to talk about instructional practices; it is imperative that leaders and teachers engage in the creation, refinement, and implementation of effective instructional practices.
• Analysis of student work: Teachers will be trained in the analysis of student data. They will become experts at conducting data analysis through ongoing analysis of network-wide assessments and the creation and analysis of their own internal assessments in Data Director. Assessment is one achievement data point; other
important data points for achievement analysis are grades and anecdotal teacher evidence. Through data analysis teachers will:

- share and innovate based on results
- adjust intervention strategies and students in need of intervention
- link results back to practice through reflection
- refine their scope & sequence, instructional strategies

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

### 1.17 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.

**PCCE’s Bell Schedule:**

PCCE will offer, at minimum, the number of minutes of instruction set forth in Education Code §47612.5.

We believe a classroom schedule must include all of the content areas. The classroom teacher is supported in several content areas by instructional experts who may include, but are not limited to: visual arts, performing arts, library, computer technology, science lab, and physical education. The current academic calendar and daily schedule are updated yearly.

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<td>All-Day Kindergarten</td>
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### Grade 6

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### Minimum Days

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<th>End of Lunch</th>
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<th>Actual Minutes</th>
<th>Required Minutes</th>
<th>Diffrence</th>
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#### A.M. Kindergarten

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### Grade 1

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<td>End of Reces s</td>
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<td>End of Lunch</td>
<td>Dismissal</td>
<td>Actual Minu tes</td>
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School Name
Person Completing this Form
Phone Number
### PCCE's Calendar:

#### July / Julio (0)

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#### January / Enero (19)

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

**Teacher # of Days =**
(186 days during SY + 20 summer)

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#### August / Agosto (20)

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#### September / Septiembre (21)

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#### November / Noviembre (16)

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#### February / Febrero (15)

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#### April / Abril (16)

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#### PUC COMMUNITY CHARTER ELEMENTARY SCHOOL
School Year 2014-15

**Aug. 18 - 22**

- Summer Bridge
- (9 days during SY + 5 summer)

**Aug. 19**
- Labor Day
- (9 days during SY + 5 summer)

**Aug. 26**
- PD: PUC Kick Off
- (9 days during SY + 5 summer)

**Sept. 1**
- FIRST OF SCHOOL!
- (9 days during SY + 5 summer)

**Sept. 2**
- PD: Retreat
- (9 days during SY + 5 summer)

**Sept. 2**
- PD: DYO
- (9 days during SY + 5 summer)

**Sept. 3**
- PD: PUC Common Core
- (9 days during SY + 5 summer)

**Sept. 10**
- Veterans Day
- (9 days during SY + 5 summer)

**Sept. 21**
- Minimum Day
- (9 days during SY + 5 summer)

**Nov. 10**
- Thanksgiving Holiday
- (9 days during SY + 5 summer)

**Nov. 22**
- PD: Data Analysis
- (9 days during SY + 5 summer)

**Nov. 30**
- Dr. Martin Luther King Holiday
- (9 days during SY + 5 summer)

**Dec. 19**
- PD: PUC Community of Practice
- (9 days during SY + 5 summer)

**Jan. 6**
- Winter Recess
- (9 days during SY + 5 summer)

**Jan. 19**
- Memorial Day
- (9 days during SY + 5 summer)

**Jan. 23**
- Last Day of School & Minimum Day
- (9 days during SY + 5 summer)
1.18 HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF:

“**ENGLISH LEARNERS**

PCCE 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), [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

PCCE shall provide to the CSD an annual report of its EL program assessment. Upon request, PCCE shall provide a copy of its current EL Master Plan to the CSD.
PCCE shall administer the CELDT annually in accordance with federal and state requirements.

PCCE 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.”

### 1.18.1 ENGLISH LEARNERS

The charter school will meet all applicable legal requirements for English Learners (ELs) as they pertain to annual notification to parents, student identification, placement, program options, and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The charter school will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

**Home Language Survey**

The charter school will administer the home language survey (HLS) upon a student’s initial enrollment into the charter school (on enrollment forms). The HLS will be used to assist in initially identifying a student’s language classification.

**CELDT Testing**

All students whose parents/guardians indicate that the student’s home language is other than English will be CELDT (California English Language Development Test) tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students whose parents/guardians have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

The charter school will notify parents of its responsibility for CELDT testing and of the CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Reclassification Procedures:**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT.
• Participation of the pupil’s classroom teachers and other certificated staff with
direct responsibility for teaching or placement decisions of the pupil to evaluate
the pupil’s curriculum mastery

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

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

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

**Strategies for English Language Instruction and Intervention**

To assist EL students, teachers and instructors use SDAIE (“Specially Designed
Academic Instruction in English”) techniques that help to lower students’ affective filter
(stress level) and provide hands-on, interactive experiences and demonstrations (e.g.
using maps, charts, graphs, pictures, realia, props, and/or manipulatives).

Additional SDAIE strategies teachers incorporate into lessons include:

• Controlled vocabulary: identifies terms and phrases that are critical to a topic and
provides direct instruction on those terms and phrases. Using controlled vocabulary as
a teaching strategy provides focus for students and highlights important terminology
(Marzano, 2001).

• Modified speech: assists English Learners by providing speech at a slower rate and
with clear enunciation.

• Total Physical Response (TPR): assists students with comprehension of vocabulary
terms and concepts by using exaggerated gestures and facial expressions.

• Graphic Organizers: (e.g. Thinking Maps) provide a common visual language of
fundamental thinking processes: defining in context, classifying, describing, comparing
and contrasting, sequencing, cause and effect, whole/part relationships, and analogies.
Researchers have found these mental operations help students organize and understand concepts (Genter, 1994).

Teachers design appropriate lessons and pacing that reflect native language support opportunities, scaffold concepts, and assist students in understanding concepts through:

- Listening and speaking activities that precede reading and writing: Prewriting activities assist students in organizing ideas (Osman, Effects of Advance Organizing Questioning and Prior Knowledge, 1994). Lessons include pre-teaching and re-teaching activities which provide additional opportunities to learn needed skills and concepts.

- Use of cooperative learning groups: Grouping encourages students to have a vested interest in each other’s learning, as well as their own. In a cooperative learning situation, interaction is characterized by positive goal interdependence with individual accountability. The vast majority of research comparing student-student interaction patterns indicates that students learn more effectively when they work cooperatively (Johnson, Circles of Learning, 1984).

- Emphasis on vocabulary development: Research emphasizes that vocabulary development is a vital part of all content learning. There is a direct link between vocabulary knowledge and comprehension (West Virginia Department of Education, 2011).

- Assist students in making connections: Lessons will provide opportunities for discussions that tap into students’ prior knowledge. A large body of findings shows that learning proceeds primarily from prior knowledge and only secondarily from the presented materials (Lewis, 1991).

- Modeling activities and specific learning strategies (e.g. how to look for clues): Research shows that students learn more if teachers overtly show their problem solving process to their students. As teachers talk about what they are thinking when solving a problem, students are able to see how to correct mistakes and work through problems (www.usciences.edu/teaching/tips/activities.shtml#modeling).

- Reflection/debriefing on completed activities: Reflection is a key component in experiential learning. Debriefing allows children to consider what they have accomplished and learned and to contemplate ways that the experiences could be adjusted to improve the outcomes (Jones, Experiential Learning Model, 1983).

- Bilingual Paraprofessionals: Students in classrooms of monolingual teachers receive additional primary language support from bilingual paraprofessionals which increases student access to classroom instruction.
Monitoring and Evaluation of Program Effectiveness

The evaluation for program effectiveness for EL students will include:

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

1.18.2 SOCIO-ECONOMICALLY DISADVANTAGED STUDENT

More than 80% of students currently in the Northeast San Fernando Valley qualify for free or reduced lunch and are considered having low socio-economic status. Hence, the academic program in this petition was designed to meet these student needs. Ruby Payne (Educational Leadership, 2008) specifies powerful practices that have shown to address the needs of students with low socio-economic status. One of these strategies includes assessing each student’s resources in order for the school to accommodate for any gaps. The following are some of the resources that a student may not have and specific steps the charter will take to meet their needs:

Financial Resources:

In accordance with California Education law, if a student does not have the financial resources for specific materials such as mandatory uniforms, the school will provide them.

Physical Health:

School’s counselors will service students that need mental health support. In addition, the school will provide resources and information to support the family in obtaining the necessary health care.

Support systems:

PCCE staff will work with parents to create support systems outside of school. In addition, students that don’t have academic support will be provided time and a place to work on their academics (homework) before and/or after school. These students will also have free tutoring and intervention programs available at the school.

Knowledge of unspoken rules:
Our school’s advisory program will teach students the hidden rules of school and those of norms and habits of a group. This will ensure that students will be confident to work in any environment intermingled with any social group.

**Pathways to College:**

Parents will be provided with educational workshops during the 5th grade related to how socio-economic status does not have to be an obstacle in the child’s path to college.

**1.18.3 GIFTED STUDENTS**

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

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

A referral for identification can be made by a teacher, parent, or student. Identification is accomplished through an assessment process consisting of the following elements: 1. Search, screen, referral 2. Committee review, 3. District verification. Students must meet one of the criteria for gifted.

As a member of the California Association for the Gifted (CAG), PCCE teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. The following are examples of differentiation strategies our teachers will use to accelerate curriculum for students. Differentiation strategies modify what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using different dimensions of depth and complexity in all lesson plans. Differentiation will also be facilitated through flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability. Students will have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context. In addition, teachers will offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers will use advanced learning opportunities that allows students to participate in out-of-grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others.
1.18.4 STUDENTS ACHIEVING BELOW GRADE LEVEL

More than 80% of students currently in the Northeast San Fernando Valley qualify for free or reduced lunch and are considered having low socio-economic status. Hence, the academic program in this petition was designed to meet these student needs. Ruby Payne (Educational Leadership, 2008) specifies powerful practices that have shown to address the needs of students with low socio-economic status. One of these strategies includes assessing each student’s resources in order for the school to accommodate for any gaps. The following are some of the resources that a student may not have and specific steps the charter will take to meet their needs:

• Financial Resources: In accordance with California Education law, if a student does not have the financial resources for specific materials such as mandatory uniforms, the school will provide them.
• Physical Health: School’s counselors will service students that need mental health support.

In addition, the school will provide resources and information to support the family in obtaining the necessary health care:

• Support systems: Our staff will work with parents to create support systems outside of school. In addition, students that don’t have academic support will be provided time and a place to work on their academics (homework) before and/or after school. These students will also have free tutoring and intervention programs available at the school.
• Knowledge of unspoken rules: Our school’s advisory program will teach students the hidden rules of school and those of norms and habits of a group. This will ensure that students will be confident to work in any environment intermingled with any social group.
• Pathways to College: Parents will be provided with educational workshops throughout 5th grade related to how socio-economic status does not have to be an obstacle in the child’s path college.

DETERMINING AND IDENTIFYING STUDENTS WHO ARE STRUGGLING

We expect students will enter PCCE with enormous diversity— in culture, language, prior educational experiences, home circumstances, learning styles, attitudes toward learning, and future ambitions – as well as with varying skill levels in literacy and mathematics. The school will implement a data-driven approach beginning immediately and continued on an ongoing, regular basis. Staff will use assessment results to identify areas of concern and growth, to identify learning gaps, and to inform methods/strategies used to deliver instruction and interventions. In the case that a student is not progressing in a manner consistent with academic success, PCCE will rapidly modify instructional methods (including delivery and tools) within the general education classroom to address the students’ specific needs and will also begin to track interventions.
PCCE will implement a three-tiered early prevention system model. PCCE will implement the PUC Pyramid of Intervention model that has proven to be successful and includes PUC’s Family Support Team (FST) model. PCCE uses the term FST to emphasize the collaborative aspects of the team, and the fact that it is not only the student, but also the family, that needs support. The FST consists of the following: Administrator or designee, teacher, parent(s), student (if applicable), service providers (RSP, Counselor), Parent Center Director. The FST is a positive school-wide identification and intervention process.

The Pyramid of Intervention illustrates PCCE’s multi-level approach to academic interventions and supporting the needs of struggling students.

<table>
<thead>
<tr>
<th>TIER</th>
<th>DEFINITION</th>
<th>INTERVENTIONS</th>
</tr>
</thead>
</table>
| TIER I | Tier I, as presented in the bottom portion of the pyramid above, will be implemented within the general education classroom. These early prevention strategies have proven to consistently support approximately 80% of the student population. | • Guided Reading  
• Writing Across the Curriculum  
• EL Strategies in all content  
• Small Group Instruction  
• Community Circle  
• Differentiation through Achieve 3000  
• Progress Reports  
• Scholar Awards  
• Positive Notes to Students  
• Study Habits  
• Goal Setting/Reflection  
• Advisory Individual Check-In’s  
• Grade Level Team Meeting Protocols |
<table>
<thead>
<tr>
<th>TIER</th>
<th>DEFINITION</th>
<th>INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER II</td>
<td>When the classroom teacher’s early prevention is not working, an FST</td>
<td>• Change of seating or cohort</td>
</tr>
<tr>
<td></td>
<td>Intervention Checklist will be used to begin Tier 2 specific interventions</td>
<td>• Peer support</td>
</tr>
<tr>
<td></td>
<td>in the classroom. The checklist enumerates the possible forms of intervention</td>
<td>• Graphic Organizers</td>
</tr>
<tr>
<td></td>
<td>that a teacher, administrator, and family may implement if they identify a</td>
<td>• Lecture Notes</td>
</tr>
<tr>
<td></td>
<td>student in need of behavioral or academic intervention. The Intervention</td>
<td>• Student/Parent Conference</td>
</tr>
<tr>
<td></td>
<td>Checklist is also used to document interventions the teacher has implemented</td>
<td>• Homework Club</td>
</tr>
<tr>
<td></td>
<td>and the degree of success of those interventions. Interventions applied will</td>
<td>• Lunch working Group</td>
</tr>
<tr>
<td></td>
<td>be research-based and the implementation of, and results of, these interventions will be documented. If the teachers’ instructional modifications do not produce the desired results that would put the student on track to perform at grade level, students will be recommended to participate in Tier 2 targeted interventions. The Tier 2 interventions will be provided in addition to the core instructional program that is provided in Tier 1 and described above. The provision of interventions in Tier 2 may be non-classroom-based and will increase in frequency and intensity as they are provided in addition to the general education program. For example, mental health counselor, as determined by the FST.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Typically, in Tier 2 interventions the grade level team gets involved in implementing interventions and monitoring student progress. The general education teacher may also receive support as needed from other educators in implementing interventions. Focus will begin given to solving problems rather than creating placements.
<table>
<thead>
<tr>
<th>Tier</th>
<th>Elements</th>
<th>Staff Involved</th>
<th>Family Support Team (FST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Individualized or small group (1-2 students)</td>
<td>• Clinical Counselors</td>
<td>• FST meeting is convened</td>
</tr>
<tr>
<td></td>
<td>Progress Monitoring: Continuous; no less than 1x/week</td>
<td>• Classroom teacher</td>
<td>• FST Summary Document is created. Interventions increase in intensity</td>
</tr>
<tr>
<td></td>
<td>Frequency: Varies, more frequently than Tier 2 for a minimum of 30 minutes/session</td>
<td>• Classroom teachers across grade level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: A minimum of 12-24 weeks</td>
<td>• Resource Specialist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tutor</td>
<td></td>
</tr>
</tbody>
</table>

In the case that the most intensive level of intervention fails to assist a student and progress is deemed unattained, the entire school community (including parents) may determine that a referral for a comprehensive evaluation to determine eligibility for special education be made. In addition, the FST is a requirement that must be filled prior to referral for special education services, unless there is a direct request, in which case it will occur simultaneously within the timelines. It will not delay the process. If/when assessment results indicate that students have made necessary growth, they will exit Tier 3 interventions.

**AT-RISK**

PCCE is hesitant to compartmentalize its approach specific to serving designated populations given the collaborative nature of its model. PCCE adopts the belief from the Accelerated Schools Model that: “Students considered ‘at risk’ are those who are unlikely to succeed in schools as schools are currently constituted. These students are deemed at-risk because they bring a different set of skills, resources, and experiences than those on which school success is traditionally based. An at-risk student is caught in a mismatch between the experiences he or she has at home, with family or community on the one side, and what schools traditionally expect for their success on the other. For this reason, a child is referred to as caught in an at-risk situation. Once educators cease to view the child as at-risk and, instead, view the situation the child is placed in as at risk, we can then change the situation” (VPPCHS, 2003). PCCE will provide every student and, in particular, those who are placed in at-risk situations and those identified as gifted and talented with a powerful, engaging, and accelerated curriculum that will enable them to succeed.

**TRANSITIONAL KINDERGARTEN**

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

**SPECIAL EDUCATION**

**1.18.5 MEETING THE NEEDS OF THE STUDENTS WITH DISABILITIES**

**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, PCCE will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and PCCE 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.

SELPAReorganization

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 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.

STUDENT PROGRESS MONITORING AND PROGRAM

The process to monitor students with disabilities will involve formal and informal assessments (as articulated in Response 05), measured against the goals identified in the students’ IEPs. Further, all students with disabilities will participate in the state assessments unless identified in the student’s IEP that the student cannot participate in these assessments. In the event the student is unable to take the regular state assessments, we will administer the California Modified Assessment.

On an annual basis, the principal and members of the Family Support Team will evaluate the effectiveness of the services provided to students with disabilities. PCCE staff will track the progress of these students over time, as well disaggregate the results by students identified as having special needs and examine the results. If they find that the program is not producing the desired results, changes will be made accordingly through the IEP process.

PROFESSIONAL DEVELOPMENT FOCUSED ON STUDENTS WITH SPECIAL NEEDS

PCCE staff shall participate in in-service training relating to special education by PCCE and/or PUC Home Office Instructional team members.

A priority at PCCE is supporting teachers as they refine their teaching craft. Prior to the start of the school year, PCCE will provide training to all teachers during a Summer Institute on various topics regarding provision of services and interventions to special education students and to English Learners. Specifically, teachers will receive training on implementing IEPs, the process for identifying students and referring students, the Family Support Team, and the RtI process, among others. Additionally, at the beginning of the year, general education teachers and special education teachers will meet to discuss student IEPs.

Throughout the course of the year (on at least three occasions), professional development will be provided to all teachers on various special education and English Language Development topics. The school leader, with the input of staff who serve students with special needs, including ELs, will identify potential issues on which to provide development and will provide professional development accordingly.
1.18.6 OUTREACH EFFORTS TO RECRUIT STUDENTS WITH DISABILITIES

PCCE expects to serve a special education population similar to the other elementary schools in the same community. Currently these schools serve 11% SPED. PCCE plans to utilize the same methods of recruitment as the PUC elementary schools in the community, these methods will be articulated in Element 8 – Admission Requirements.

1.18.7 DELIVERY OF SPECIAL EDUCATION INSTRUCTION

Special education services at PCCE will be provided under a collaborative inclusion model. To the greatest extent appropriate, PCCE will provide push-in services to assist students in their general education classes by collaborating and/or co-teaching with the classroom teachers. PCCE will provide special education services through professional agencies and credentialed individuals, including speech and language, physical therapy, adapted physical education, occupational therapy, and any other appropriate services. Additionally, PCCE will provide services following the principle of Least Restrictive Environment (LRE). As such, services to students with disabilities will be provided in a manner that allows identified students equal access to the general curriculum and instructional strategies used at PCCE. Inclusion is a priority and the preferred method of educating all students at PCCE. Therefore, students with special needs will be integrated into the mainstream classroom to the extent possible. In some cases, a student’s IEP will require pull-out services. PCCE will provide appropriate services in compliance with the student’s IEP.

Additionally PCCE will be part of the LAUSD SELPA Option 2/Charter Operated Program until admitted to Option 3 through the stipulated process.

COORDINATION BETWEEN GENERAL AND SPECIAL EDUCATION TEACHERS

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

The following timeline outlines pre-opening tasks and connects them with the individual responsible for performing the task. The purpose of this timeline is to demonstrate PCCE’s awareness of the work that is involved in preparing a high quality instructional program. PCCE will be fully prepared to welcome and engage students on opening day.

<table>
<thead>
<tr>
<th>Element</th>
<th>Timeline</th>
<th>Position/Person Responsible</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will attend a two-day professional development to identify the essential curriculum content to be covered and develop targets in relationship to PUC Benchmarks.</td>
<td>07/01/14 - 07/25/14</td>
<td>Executive Director, PUC Inst. Coaches</td>
<td>Agenda, Sign-in, Teacher Developed Documents</td>
</tr>
<tr>
<td>Teachers will attend a two-day professional development to sequence and organize the essential curriculum content.</td>
<td>07/07/14 - 07/25/14</td>
<td>E.D., PUC Inst. Coaches</td>
<td>Agenda, Sign-in, Teacher Developed Documents</td>
</tr>
<tr>
<td>Create a school calendar and schedule.</td>
<td>01/14/14 - 03/14/14</td>
<td>E.D., RD + Teachers in year 2 &amp; 3</td>
<td>Calendar &amp; Bell Schedule Documents</td>
</tr>
<tr>
<td>Teachers and Admin will connect and develop plans in relationship to the PUC 3 commitments. Specifically Commitments #1 &amp; #2</td>
<td>08/14/14 - 08/15/15</td>
<td>E.D., RD</td>
<td>Agenda, Sign-in, Teacher Developed Documents</td>
</tr>
<tr>
<td>Challenging Goals and Effective Feedback: Year 1 – 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will attend a one-day professional development on the use of the PUC assessment system.</td>
<td>08/14/14 - 08/15/15</td>
<td>E.D., PUC Assessment Lead</td>
<td>Agenda, Sign-in, Teacher Developed Documents</td>
</tr>
<tr>
<td>Teachers will attend a one-day professional development on setting goals with students and practices for providing effective feedback</td>
<td>08/14/14 - 08/15/15</td>
<td>E.D. PUC Inst. Coaches</td>
<td>Agenda, Sign-in, Teacher Developed Documents</td>
</tr>
<tr>
<td>Teachers and admin will develop and refine student led conferences and student goal setting.</td>
<td>08/14/14 - 08/15/15</td>
<td>E.D. PUC Inst. Coaches</td>
<td>Agenda, Sign-in, Teacher Developed Documents</td>
</tr>
<tr>
<td>Students and Parents will attend 2 Student Led Conferences during the school year</td>
<td>11/14/14 - 03/16/15</td>
<td>Teachers, E.D.</td>
<td>Student Portfolios, Sign-in sheets</td>
</tr>
<tr>
<td>Teachers will submit weekly lessons reflecting class and school-wide goals and objectives.</td>
<td>08/14/14 - 06/16/15</td>
<td>Teachers</td>
<td>Lesson Plan Documents</td>
</tr>
</tbody>
</table>

Parent and Community Involvement: This factor will be discussed in more detail in Section 3: Community and Parent Involvement.

Safe and Orderly Environment: Year 1 – 3
Develop a Safe School / Emergency Plan  
Refine & Review  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14/14</td>
<td>07/15/15</td>
<td>E.D., Operations Manager, RD</td>
<td>Plan Documents</td>
</tr>
</tbody>
</table>

Hire support staff  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/14/14</td>
<td>07/15/15</td>
<td>E.D., Operations Manager, RD</td>
<td>HR Documents</td>
</tr>
</tbody>
</table>

Establish School-wide Positive School Behavior Plan and Anti-Bullying Policy approved by Board of Directors  
Refine & Review  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14/14</td>
<td>07/15/15</td>
<td>E.D., Operations Manager, RD</td>
<td>SWPSB Plan, Sign-In, Board agenda,</td>
</tr>
</tbody>
</table>

All staff members participate in a three-day PD focused on School Safety: CPR, Emergency Procedures, Positive School Behavior Plan, Community Circles, Peace Path (Conflict Resolution), PCCE core values, and Faber & Mazlish "How to Talk so Kids Can Learn".  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/14/14</td>
<td>08/15/15</td>
<td>E.D., RD</td>
<td>Agenda, Sign-in, Teacher Developed Documents</td>
</tr>
</tbody>
</table>

Teachers will incorporate character building and PCCE core value lessons in the first weeks of school.  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/15/14</td>
<td>10/15/15</td>
<td>Teachers</td>
<td>Lesson Plans</td>
</tr>
</tbody>
</table>

Teachers will participate in a 2 day Retreat part of which will focus on implementation of Positive School Behavior Plan and PCCE core values  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/14/14</td>
<td>10/15/15</td>
<td>E.D., RD</td>
<td>Agenda, Sign-in, Teacher Developed Documents</td>
</tr>
</tbody>
</table>

The Establishment of Routines, Rituals, and Artifacts:  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/01/14</td>
<td>07/03/14</td>
<td>Off-Manager, E.D.</td>
<td>Purchase Order</td>
</tr>
</tbody>
</table>

Staff will attend a one-day professional development about being an effective teacher using Harry Wong DVD series.  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/11/14</td>
<td>08/15/14</td>
<td>E.D.</td>
<td>PowerPoint</td>
</tr>
</tbody>
</table>

Purchase Faber & Mazlish "How to Talk so Kids Can Learn" for all staff members  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/14/14</td>
<td>02/15/15</td>
<td>E.D.</td>
<td>Purchase Order</td>
</tr>
</tbody>
</table>

Students and Parents will be introduced to PCCE RRA’s during Family Meetings and Summer Bridge Program  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/14/14</td>
<td>08/15/14</td>
<td>E.D.</td>
<td>Agendas, Sign-Ins</td>
</tr>
</tbody>
</table>

Use Data to Frequently Monitor Progress:  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/07/14</td>
<td>07/07/14</td>
<td>E.D.</td>
<td>Sign-In, agenda, copy of school-wide goals and objectives.</td>
</tr>
</tbody>
</table>

Teachers will attend a professional development to review school-wide goals and objectives.  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/07/14</td>
<td>07/07/14</td>
<td>E.D.</td>
<td>Sign-In, agenda, copy of school-wide goals and objectives.</td>
</tr>
</tbody>
</table>

Teachers will meet to articulate academic planning for the year  
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>By</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08/14</td>
<td>07/08/14</td>
<td>Lead Teachers</td>
<td>Sign-In, Agenda, academic plan with goals clearly articulated.</td>
</tr>
</tbody>
</table>
The E.D. will be trained in the effective implementation of the College Ready Promise

The teachers will be trained in the effective use of the College Ready Promise components

Teachers will receive weekly professional development on the use of data to inform instruction

Teachers provide input in the design and creation of the benchmark assessments.

Teachers administer benchmark assessments

| The E.D. will be trained in the effective implementation of the College Ready Promise | 07/07/14 | 07/18/14 | Chief Academic Officer | Sign-ins, Agendas, Teacher
| The teachers will be trained in the effective use of the College Ready Promise components | 07/28/14 | 08/01/14 | Regional Director, E.D. | Evaluation documents with accompanying rubric.
| Teachers will receive weekly professional development on the use of data to inform instruction | 09/15/14 | 06/30/15 | Chief Academic Officer, Regional Director, E.D. | Sign-ins, Agendas
| Teachers provide input in the design and creation of the benchmark assessments. | 08/07/14 | 08/11/14 | Teachers, E.D. | Benchmark assessment doc
| Teachers administer benchmark assessments | | | Teachers, E.D. | Testing Timeline, Assessment results

1.20 LOCAL CONTROL AND ACCOUNTABILITY PLAN

“The description of the school’s annual goals and specific annual actions required by California Education Code section 47605(b)(5)(A)(ii) can be found in Element 2.”

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).
ELEMENT 2 - MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. “Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. “California Education Code Section 47605(b)(5)(B) “The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Cal. Ed. Code. §47605(b)(5)(C).

2.0 DISTRICT REQUIRED LANGUAGE

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.

2.1 SKILLS AND KNOWLEDGE OUTCOMES

PCCE expects its graduates to demonstrate a mastery of specific subject matter competencies, as detailed by the Common Core State Standards (CCSS) for Reading/Language Arts and Math, and the California State Content Standards for Science, History/Social Science and Fine Arts (until these are updated to CA CCSS). As is described throughout the charter, the entire curriculum is aligned to the CCSS. We have extensive knowledge of the requirements of the state, and believe that we have explained fully that the state content standards serve as the foundation for all curriculum. The goals listed below directly relate to the CCSS statewide and local requirements.
2.2 SPECIFIC, MEASURABLE, AND REALISTIC STUDENT ACHIEVEMENT TARGETS

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

Local Control Accountability Plan (“LCAP”)

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “sub-priorities.”

<table>
<thead>
<tr>
<th>STATE PRIORITY #1— BASIC SERVICES</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</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>

<table>
<thead>
<tr>
<th>SUB-PRIORITY B – INSTRUCTIONAL MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
</tbody>
</table>
### Measurable Outcome
100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

### Baseline Performance Level
None

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

### Sub-priority C – Facilities

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a clean and safe school facility</td>
<td>Daily general cleaning by custodial staff will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards</td>
</tr>
</tbody>
</table>

### Measurable Outcome
Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Minor Required Corrections will be corrected within three months. If it is urgent or a safety related correction it will be completed immediately Daily cleanliness spot checks will also be performed.

### Baseline Performance Level
None

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

### State Priority #2 — Implementation of Common Core State 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 – CCSS Implementation

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in annual and on-going professional development on the implementation of CA Common Core State Standards (CA CCSS)</td>
<td>Identify and participate in intensive professional development and trainings on teaching and learning the CA CCSS</td>
</tr>
</tbody>
</table>

### Measurable Outcome
Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS.

### Baseline Performance Level
None

### Methods of Measurement
Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.

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

<table>
<thead>
<tr>
<th>Goal to Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will gain academic content knowledge through the implementation</td>
</tr>
<tr>
<td>SUB-PRIORITY</td>
</tr>
<tr>
<td>--------------</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 #3—PARENTAL INVOLVEMENT**

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

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

**SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION**

| GOAL TO ACHIEVE SUB-PRIORITY | Conduct at minimum of six Family Meetings per year July – June; to include at minimum two Student Led Conferences (SLC’s) |
| ACTIONS TO ACHIEVE GOAL | Administrators will develop a calendar to include Family Meetings; collaboratively design objectives and agendas for Family Meetings |
| MEASURABLE OUTCOME | A minimum of six Family Meetings, two of which are SLC’s |
| BASELINE PERFORMANCE LEVEL | None |
| METHODS OF MEASUREMENT | Calendar; Family Meeting agenda’s, sign-in sheets |

**STATE PRIORITY #4—STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*


A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-Priority</th>
<th>Sub-Priority A – CA CAASPP: ELA/Literacy and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Sub-Priority</strong></td>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</td>
</tr>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>CAASPP Score reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-Priority</th>
<th>Sub-Priority B – API</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Sub-Priority</strong></td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</td>
</tr>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Classroom instruction will incorporate testing strategies in preparation for the CAASPP</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-Priority</th>
<th>Sub-Priority C – College and Career Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
<td>Students are on track to be college and career ready</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Utilize Guided Reading or similar program; assess Lexile Levels; grade level and stretch reading; Silent Sustained Reading</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>75% of students will achieve grade level Lexile by the end of the school year</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Lexile reports by grade level</td>
</tr>
<tr>
<td>GRADE LEVELS NOT APPLICABLE</td>
<td></td>
</tr>
</tbody>
</table>

**SUB-PRIORITY D – EL PROGRESS**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>EL students will advance at least one performance level per the CELDT/ELPAC each academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>75% of 3&lt;sup&gt;RD&lt;/sup&gt; through 5&lt;sup&gt;th&lt;/sup&gt; grade EL students will have advanced at least one performance level per the CELDT/ELPAC each academic year</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CELDT/ELPAC Score Reports</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY E – EL RECLASSIFICATION RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Percentage of EL students reclassified as Fluent English Proficient annually will be higher than the District average</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CELDT/ELPAC results; Reclassification documents</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY F – AP EXAM PASSAGE RATE**
## Grade Levels Not Applicable to School

### Sub-priority G – College Preparedness/EAP

### State Priority #5—Student Engagement

Pupil engagement, as measured by all of the following, as applicable:

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

### Sub-priority A – Student Attendance Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain a high ADA rate</td>
<td>School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</td>
<td>Annual Average Daily Attendance will be at least 96%</td>
<td>None</td>
<td>Monthly, Quarterly, and Annual ADA reports</td>
</tr>
</tbody>
</table>

### Sub-priority B – Student Absenteeism Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have a minimum of unexcused absences in any school year</td>
<td>Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees.</td>
<td>90% of enrolled students will have fewer than three unexcused absences during any one school year</td>
<td>None</td>
<td>Annual and Monthly absence reports from our student information system.</td>
</tr>
</tbody>
</table>

### Sub-priority C – Middle School Dropout Rate
### STUDENT CLIMATE

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

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

#### SUB-PRIORITY A – PUPIL SUSPENSION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>School will maintain a low annual suspension rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; school will utilize FST process</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 1% or fewer of all enrolled students will be suspended</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
</tr>
</tbody>
</table>

#### SUB-PRIORITY B – PUPIL EXPULSION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Charter School will maintain a low annual expulsion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; school will utilize FST process</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 0% to .5% of enrolled students will be expelled</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
</tbody>
</table>
### METHODS OF MEASUREMENT
Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report

### SUB-PRIORITY C OTHER – SCHOOL CONNECTEDNESS

| **GOAL TO ACHIEVE SUB-PRIORITY** | Students, parents and teachers will feel a sense of community and connectedness |
| **ACTIONS TO ACHIEVE GOAL** | Students actively participate in Community Circle throughout the school year in their classroom. Meetings, Community Circle, and Professional Development opportunities for teachers. A variety of fun and engaging Family Meetings will further enhance family’s sense of belonging and community. PUC National will devise and administer satisfaction surveys to parents, students, and teachers annually. |
| **MEASURABLE OUTCOME** | Annually, an approval rating of 85% or higher on student and family surveys |
| **BASELINE PERFORMANCE LEVEL** | None |
| **METHODS OF MEASUREMENT** | Survey reports |

### STATE PRIORITY #7— COURSE ACCESS
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

| **GOAL TO ACHIEVE PRIORITY** | Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter |
| **ACTIONS TO ACHIEVE GOAL** | All academic content areas will be available to all students, including student subgroups, at all grade levels |
| **MEASURABLE OUTCOME** | Annually, 100% of students, including all student subgroups as listed in Element 1 (English Learners, Socio-economically Disadvantaged, Special Education, Hispanic(ethnic subgroup), will have access to all core and non-core subjects content areas available |
| **BASELINE PERFORMANCE LEVEL** | None |
| **METHODS OF MEASUREMENT** | Student, teacher, and grade level schedules |
### State Priority #8—Student Performance

#### Sub-priority A – Internal Assessment

<table>
<thead>
<tr>
<th><strong>Goal to Achieve</strong></th>
<th><strong>Sub-priority</strong></th>
<th>Students demonstrate expected growth from Pre to B1, Pre to B2, and Pre to Post.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve</strong></td>
<td><strong>Goal</strong></td>
<td>Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Growth and achievement on internal benchmark assessments. 85% of students will meet growth expectations.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>In the past, PUC students show, on average, growth of 15 to 25 percent of questions answered correctly, from Pre to B1, Pre to B2, and Pre to Post. Overall, we expect between 5 and 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA STAR standards and delivery methods)</td>
<td></td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>PUC Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards.</td>
<td></td>
</tr>
</tbody>
</table>

#### Sub-priority B – Growth

<table>
<thead>
<tr>
<th><strong>Goal to Achieve</strong></th>
<th><strong>Sub-priority</strong></th>
<th>Students demonstrate expected growth and achievement on CAASPP.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve</strong></td>
<td><strong>Goal</strong></td>
<td>Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Consistent with state requirements, all students will reach growth expectations. Initial expectations for achievement will be based off State determined AMO, but augmented as results become clear with Common Core. (reasonableness of goals assessed annually)</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>CAASPP Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.</td>
<td></td>
</tr>
</tbody>
</table>

#### Sub-priority C - Social Responsibility Domain

<table>
<thead>
<tr>
<th><strong>Goal to Achieve</strong></th>
<th><strong>Sub-priority</strong></th>
<th>5th grade students will demonstrate a commitment to uplift the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve</strong></td>
<td><strong>Goal</strong></td>
<td>5th graders participate in learning experiences as determined by the principal and the 5th Grade Student Leadership Council; 75% of PCCE 5th grade students will complete 5 hours of community service by graduation.</td>
</tr>
</tbody>
</table>
In the initial year, at least 95% of 5th grade students will take part in Civic Engagement Surveys to measure civic knowledge, ability, and skill. (growth and achievement goals will be set at that time and revised thereupon).

<table>
<thead>
<tr>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Civic Engagement Survey Reports</td>
</tr>
</tbody>
</table>

2.3 WHEN AND HOW OFTEN PUPIL OUTCOMES WILL BE ASSESSED

The School Success Plan (SSP) is a one year plan, in alignment with the goals in the charter, developed by the leadership team after input and collaboration with teachers and other school stakeholders. The SSP has specific measurable objectives, benchmarks (Measurable and Time-bound) along the way, and a summary of the most important action steps that must take place to meet the objectives and goals set forth. PCCE will use Data-Director and Tableau to assess student outcomes, help teachers meet the needs of every student, and to improve student performance. Data-Director is a web based data and assessment management system that allows PCCE to view, disaggregate, and analyze student assessment data. PUC has selected Tableau because it helps the entire staff make sense of a huge range of data to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data.

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

Customized reports, created by the PUC Data Team, are another critical component of the PCCE/PUC Assessment system. The following report types provide teachers and leaders with actionable data that drives quality instruction:

**Teacher Reports:**

At the pre-assessment, teachers are advised to review item analyses on the assessment system, DataDirector. Additionally, the PUC Data Team will compile a spreadsheet that contains critical student demographics along with the Pre-Assessment results. The spreadsheet enables teachers to sort and identify target groups of students. The Item analysis enables teachers to identify strengths and opportunities to re-teach.
At Benchmarks 1 and 2:

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

Leader Reports:

Leaders will receive status and growth reports by subject/grade, language status, and special education status as created by the PUC Data Team. Additionally leaders are encouraged to work closely with teachers to utilize data to discover strengths and opportunities for growth, identify areas for re-teaching, and uncover patterns as a lever to identify PD needs.
ELEMENT 3  METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. - California Education Code Section 47605(b)(5)(C)

3.0 DISTRICT REQUIRED LANGUAGE

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


3.1 METHODS FOR ASSESSING ATTAINMENT OF STUDENT OUTCOMES

PCCE is committed to the academic success of each of its students. For this reason, the instructional program is assessment based and data driven. Students enter PCCE at various skill levels in literacy and math. Some demonstrate below grade level performance in a number of areas. For the vision of academic and personal success for each student to be achieved, measurements begin immediately, follow up takes place immediately, and further assessments with accompanying analysis take place on a regular and ongoing basis. Students’ learning gaps must be filled as soon as they are identified.

Assessments begin for all students at the onset of the academic year, in order to identify and appropriately address strengths and weaknesses in a timely manner. These gaps are identified through a variety of assessments and filled through the application of a variety of strategies. Assessment and timely interventions are ongoing. To ensure that each student is actively pursuing achievement in each of the outcomes listed above, the faculty and staff closely monitors each student’s progress on a regular basis using the following strategies:

- Performance tasks and assessments
- Publisher and teacher generated assessments
- School-wide comprehensive exams
- Student/Teacher conferences
- Parent/Student/Teacher conferences
- School-wide rubrics and criteria
- On-going Teacher observation and anecdotal records
- Collaborative teacher teams’ review and examination of student work
- Report cards
- State mandated standardized tests, including CELDT, CST Science
- Examination and analysis of state test results
To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, PCCE shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school’s performance in comparison to similar schools throughout the District and state, and provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education (“CDE”).

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>• Formal/informal, program-embedded assessments</td>
</tr>
<tr>
<td></td>
<td>• Weekly/Biweekly (formative) and Unit (summative) assessments</td>
</tr>
<tr>
<td></td>
<td>• On-going teacher assessments</td>
</tr>
<tr>
<td></td>
<td>• State-mandated e.g. CAASPP, CELDT, CST Writing (4th grade)</td>
</tr>
<tr>
<td></td>
<td>• Renaissance Learning Early Literacy and Reading assessments (computer based)</td>
</tr>
<tr>
<td></td>
<td>• Accelerated Reading reports</td>
</tr>
<tr>
<td></td>
<td>• Rubrics and/or checklists/Teacher observations</td>
</tr>
<tr>
<td></td>
<td>• Report cards/progress reports</td>
</tr>
<tr>
<td></td>
<td>• Portfolios/student notebooks/projects/journals</td>
</tr>
<tr>
<td></td>
<td>• ELD progress Matrix</td>
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<tr>
<td></td>
<td>• LAUSD Kinder Checklist</td>
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<td></td>
<td>• San Diego Quick Assessments</td>
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<tr>
<td></td>
<td>• DIBELS 6th Ed.</td>
</tr>
<tr>
<td>Math</td>
<td>• Formal/informal, program-embedded assessments</td>
</tr>
<tr>
<td></td>
<td>• Daily Meeting performance assessments</td>
</tr>
<tr>
<td></td>
<td>• Weekly (formative) and Periodic (summative) assessments</td>
</tr>
<tr>
<td></td>
<td>• On-going teacher assessments</td>
</tr>
<tr>
<td></td>
<td>• State-mandated e.g. CAASPP</td>
</tr>
<tr>
<td></td>
<td>• Renaissance Learning math assessments (computer based)</td>
</tr>
<tr>
<td></td>
<td>• Rubrics and/or checklists/Teacher observations</td>
</tr>
<tr>
<td></td>
<td>• Report cards/progress reports</td>
</tr>
<tr>
<td></td>
<td>• Portfolios/student notebooks/projects/journals</td>
</tr>
<tr>
<td>Outcome</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Science</td>
<td>• Formal/informal, program embedded assessments</td>
</tr>
<tr>
<td></td>
<td>• Formative and summative assessments</td>
</tr>
<tr>
<td></td>
<td>• Teacher created on-going assessments</td>
</tr>
<tr>
<td></td>
<td>• Performance-based demonstration projects/presentations</td>
</tr>
<tr>
<td></td>
<td>• Checklists/Rubrics</td>
</tr>
<tr>
<td></td>
<td>• Culminations</td>
</tr>
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<td></td>
<td>• Report cards</td>
</tr>
<tr>
<td></td>
<td>• CST Science (5th grade test based on 4th and 5th grade standards)</td>
</tr>
<tr>
<td></td>
<td>• Portfolios/student notebooks/projects/journals</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>• Formal/Informal assessments</td>
</tr>
<tr>
<td></td>
<td>• Formative and summative assessments</td>
</tr>
<tr>
<td></td>
<td>• Teacher created on-going assessments</td>
</tr>
<tr>
<td></td>
<td>• Performance-based demonstration projects/presentations</td>
</tr>
<tr>
<td></td>
<td>• Checklists/Rubrics</td>
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<tr>
<td></td>
<td>• Culminations</td>
</tr>
<tr>
<td></td>
<td>• Report cards</td>
</tr>
<tr>
<td></td>
<td>• Portfolios/student notebooks/projects/journals</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>• Formal/Informal assessments</td>
</tr>
<tr>
<td></td>
<td>• Formative and summative assessments</td>
</tr>
<tr>
<td></td>
<td>• Teacher checklists/observations</td>
</tr>
<tr>
<td></td>
<td>• Performance-based assessments</td>
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<tr>
<td></td>
<td>• Program-embedded</td>
</tr>
<tr>
<td></td>
<td>• On-going teacher assessments</td>
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<tr>
<td></td>
<td>• Culminations</td>
</tr>
<tr>
<td></td>
<td>• Report cards</td>
</tr>
<tr>
<td></td>
<td>• Portfolios/student notebooks/projects/journals</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>• Formal/Informal assessments</td>
</tr>
<tr>
<td></td>
<td>• Formative and summative assessments</td>
</tr>
<tr>
<td></td>
<td>• Teacher checklists/observations</td>
</tr>
<tr>
<td></td>
<td>• Performance-based assessments</td>
</tr>
<tr>
<td></td>
<td>• On-going teacher assessments</td>
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<tr>
<td></td>
<td>• Culminations</td>
</tr>
<tr>
<td></td>
<td>• Report cards</td>
</tr>
</tbody>
</table>
### Outcome Assessment

<table>
<thead>
<tr>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formal/informal assessments</td>
</tr>
<tr>
<td>• Formative and summative assessments</td>
</tr>
<tr>
<td>• On-going technology instructor-designed assessments</td>
</tr>
<tr>
<td>• Teacher checklists/observations</td>
</tr>
<tr>
<td>• Performance-based assessments</td>
</tr>
<tr>
<td>• On-going teacher assessments</td>
</tr>
<tr>
<td>• Culminating research projects</td>
</tr>
<tr>
<td>• Report cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5th Grade Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Informal/formal assessments</td>
</tr>
<tr>
<td>• CAASPP(3-5) including Science (5th) and Writing (4th)</td>
</tr>
<tr>
<td>• Renaissance Learning Math and Reading, Grades 2-5</td>
</tr>
<tr>
<td>• Accelerated Reader</td>
</tr>
<tr>
<td>• Demonstration projects/portfolios</td>
</tr>
<tr>
<td>• Report cards/progress reports (K-5)</td>
</tr>
<tr>
<td>• CELDT</td>
</tr>
<tr>
<td>• Reclassification of EL students</td>
</tr>
</tbody>
</table>

#### 3.2 ADDITIONAL “IN HOUSE” BENCHMARK ASSESSMENTS

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

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

- **Pre-Assessments**: Pre-Assessments are modeled after the CA and CCSS Blueprints and cover 100% of the content standards. In subject areas where the Blueprints are not informative or do not exist, PUC content experts weigh the standards appropriately and create a PCCE specific blueprint. The pre-assessment provides baseline information for instructional and evaluative purposes.

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

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

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

**PERFORMANCE ASSESSMENTS**

Teachers will evaluate through Performance Assessments utilizing rubrics. Performance assessments include projects, papers, or tasks that require students to produce a product. PCCE emphasizes authentic performance tasks or real-world application whenever possible through this articulation, we can ensure that our students are not only ready to perform well on end of the year summative assessments, but also will be prepared to enter middle school.

**STAR RENAISSANCE LEARNING ASSESSMENT**

This assessment program is a computerized, norm-referenced, grade-level assessment of Early Literacy, Reading, and Mathematics. Assessments are given three times a year. The information is shared with classroom teachers, students, and parents.
Reports indicate strengths and weaknesses in areas of performance, and help teachers monitor the effectiveness of their instructional program. This information is entered into our data base for longitudinal studies.

**PROGRAM-EMBEDDED ASSESSMENTS**

Our state-adopted, content-based programs contain CCSS aligned embedded formative and summative assessments. Teachers use these assessments to monitor student understanding of instruction. Results are collected to provide a school-wide data base. They are also used to identify students needing remediation and are vital to differentiating instruction. Grade-level teams meet monthly with instructional leaders to discuss the results of these assessments and to share successful strategies.

**ON-GOING TEACHER CREATED ASSESSMENTS**

These formative and summative assessments can be grade-level, team-wide, or individually created to monitor student achievement in specific content areas. They may take the format of checklists, portfolios, observations, projects, rubric-based assessments, demonstrations, journals, culminations, or performances. This data is used by the classroom teacher to guide instruction, monitor student understanding, and to modify the instructional program.

**GRADING POLICY**

PCCE will serve a diverse student population with a multitude of learning needs. The Charter School’s grading policy is sensitive to this fact, but also reflects the belief that all students should be assessed and guided by the same criteria and standards. Thus, PCCE has adopted a grading policy that is inclusive of all learning groups, which includes the English-only student, the student with Special Needs, and the English Language Learner. The grading policy is developmental and is based on students’ ability to show mastery of state standards. The grading scale is based on a 1-4 scale; 1-Below Basic, 2 - Basic, 3 - Proficient, 4 - Advanced.

**REPORT CARD**

PCCE’s report card will be based on the new California Common Core state standards and aligns with our curriculum model. Report cards are aligned to our instructional content areas. PCCE has three grading periods, with report card parent conferences in the fall and spring. Report cards are based on PCCE’s grading policy. At the report card conference, student work and assessment data are shared with the parents and goal-setting action plans are revised. Part of our intervention strategy is the action plan. This is an opportunity for the parent, student, and teacher to reflect upon student achievement and effort and to devise a plan for improvement. This plan is centered on classroom, home, and additional school interventions. Referral to the SST (Student Success Team) can also offer other intervention strategies or programs. Data from
these report cards is used to identify students for the honor roll and other recognitions, such as potential GATE/HA.

**PROGRESS REPORTS**

Progress reports (formative assessments) are designed to inform parents of student achievement on a four-week basis. These reports focus on subject content, work habits, homework, and attendance. This information allows parents and teachers to plan more immediate intervention than the official trimester report card (summative assessment) offers.

**3.3 ASSURANCE THAT STATE MANDATED ASSESSMENTS ARE ADMINISTERED**

**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.

**CELDT**

The California English Language Development Test (CELDT) is used to monitor the English Language Level for EL students. It is given at the beginning of each school year and sent to the state for analysis. When the results are returned to PCCE, the results are used to inform classroom instruction and to help determine student placement in intervention programs (such as Saturday Learning Academy, newcomers’ class, etc.). This information is entered into our data base for longitudinal studies. In addition, PCCE uses the results to inform parents of their child’s annual English language development progress toward English proficiency.

**3.4 HOW ASSESSMENT DATA WILL BE USED**

The Principal oversees the evaluation and monitoring program components through strategies that are directly linked to measurable goals and benchmarks. Specifically, the evaluation plan calls for the administration of assessment instructions and the collection and analysis of data to evaluate changes 1) in academic performance of each individual child based on results completed by the student, collected and analyzed by the teacher, monitored by the site administrator and shared with the parents no less than four (4) times per year and 2) entire class based on normal curve equivalent score gains on various subject matters and results of periodic assessments to include quizzes, tests, benchmarks and projects.
The evaluation plan involves several levels: 1) maintain complete data so that we can aggregate and disaggregate student achievement data; 2) maintain data on specific students and groups of students identified for increased student achievement; 3) maintain data for teacher evaluations; and 4) collect qualitative data. All data will be shared with parents to ensure academic success through a partnership with both parents and classroom teachers.

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

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

One of the many resources available to PCCE will be PUC’s data system which is maintained through a support team in the PUC National Home Office. PUC’s data system is composed of three main components: transactional systems to collect and organize data and perform day to day management functions (PowerSchool, a data warehouse to integrate and store data longitudinally, and a reporting system to support decision making and compliance at all levels. The purpose of PUC’s data system is to provide reliable and valid data that allows for monitoring and informing of instruction. The Student Information System (SIS) is PowerSchool. PowerSchool supports the student information needs for parents, teachers, and school leaders. Parents are able to monitor their child’s progress throughout the school year by accessing their child’s classroom assignments, completion of homework, and final grades. In addition, parents can access their child’s standardized test scores. Teachers maintain grade books and log student behaviors in PowerSchool. The teacher can use this information to further assist in developing targeted interventions. Office management uses PowerSchool to record student enrollment and attendance, health records, and track special student needs. School leaders utilize PowerSchool to create master student schedules, print report cards and transcripts, as well as to monitor student academic progress and better help support teachers. Data that are collected and organized in PowerSchool are used in all auxiliary student support systems, such as the PUC-wide assessment system (currently DataDirector). DataDirector is Common Core standards-aligned and used by teachers to create interim and formative assessments as well as the organization-wide student benchmark or interim assessment system that are aligned to the school’s curriculum. These assessments are administered, scored, collected, and analyzed against Content Standards. The school leadership will use these results to provide timely feedback to teachers on current lessons, instruction, and forecast student...
performance on statewide measures of standards mastery. Furthermore, teacher development is monitored and supported with BloomBoard. In the same way Data Director is used for teachers and students, school leaders use BloomBoard to collect, store, and score evidence of teacher effectiveness against PUC’s College Ready Teaching Framework. Teachers use BloomBoard to identify and track professional development. Financial data are stored and organized in MIP. Human Resources uses Sage ABRA to manage day to day tasks, collect and organize data, and support school leadership with all talent management functions. The accounting department utilizes PUC’s Intranet to deploy financial forms and use policies that are aimed at supporting the fiscal health of the school site. Data from all of PUC’s transactional systems of record and auxiliary systems will be “married” in SchoolZilla. SchoolZilla is the PUC-wide data warehouse. SchoolZilla will support decision making at PCCE through multidimensional, longitudinal and dynamic reports. Leadership at PCCE will be able to use SchoolZilla as well as the embedded capabilities of the transactional systems to gain deep insight into the vitality of their school systems and processes.

Research indicates that when teachers use data to adjust their instruction, student learning is significantly impacted. “If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education” (http://www.nassp.org/portals/0/content/49859.pdf).

ACADEMIC PERFORMANCE INDEX (“API”)

The API will be used to compare the position of PCCE with that of other schools in the State and to monitor progress. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

AVERAGE DAILY ATTENDANCE (“ADA”)

A crucial factor in determining the engagement and commitment of pupils to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the Charter School, and as pupils cannot participate in classroom activities when they are not present, the attendance of pupils will be closely monitored. The PUC Community Charter Elementary School attendance accounting system will meet the requirements of the LAUSD, the Los Angeles County Office of Education (“LACOE”), and the California Department of Education (“CDE”).

Role of School Personnel in Ensuring that Pupil Outcomes are Met

The school principal and teaching staff are accountable for student progress and for the achievement of student growth and achievement required by NCLB regulations. If a student is not progressing in a manner that is consistent with academic success, timely
intervention is infused, immediately. These interventions include one to one conferencing, small group instruction, and tutoring which will take place before, during and after the regular school day. Staffs collaborates and compare data over time, in order to identify areas of growth and concern, and implement strategies and interventions, accordingly.

**Role of Parents in Ensuring that Pupil Outcomes are Met**

The parents of each child are cultivated as critical partners in the education of their child and are critical in supporting the child’s progress. Parents learn what is expected of them as partners in their children’s education at parent meetings, conferences, and workshops, beginning at the onset of each school year, and ongoing throughout the year. They are provided with the information that helps them understand the importance of their support in insuring that their children complete their homework nightly, participate in school-based activities, and tutoring. Parents support the school in monitoring students' progress on an ongoing basis, through dialogues with the child, review of his/her class work and home work and through reading with their child weekly. Parents are informed as soon as students are about not demonstrating adequate progress, in order to enlist their support in addressing the challenges. Parents receive on-going communication from teachers concerning student progress.

**Students with Individualized Education Programs**

Following interventions, if a student is still not progressing in a manner that is consistent with academic success he or she can be referred to the Student Success Team as outlined in the Search and Serve subsection of the Special Education Section above. This Student Success Team serves as a function much broader than that of a search and serve vehicle for special education purposes. It allows the school to take an active role in further identifying and meeting the varying needs of its students.

**Role of Board of Trustees in ensuring that Pupil Outcomes are Met**

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

**MEASUREMENTS OF CHARTER ORGANIZATIONAL COMPONENTS**

Measurements to be used to evaluate the success of charter school components include both quantitative and qualitative data. Table 3.10 identifies specific measurements of charter organizational components, and a timeline to allow for
continuous monitoring of program progress, while at the same time guiding staff in adopting recommendations for improvement.

Table 3.10: Measurements of Charter Organizational Components

<table>
<thead>
<tr>
<th>Educational Capacity</th>
<th>API; AMAO; ADA; CST Science, CELDT</th>
<th>Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Needs</td>
<td>Special Needs District Intake Assessment</td>
<td>Annually</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Content area academic achievement (curriculum tests, Benchmark Assessments)</td>
<td>Monthly/Quarterly</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Teachers’ assessment of students’ progress</td>
<td>Weekly</td>
</tr>
<tr>
<td>Student Participation</td>
<td>Enrollment, attendance, retention (school records)</td>
<td>Daily</td>
</tr>
<tr>
<td>Student/Family Satisfaction</td>
<td>Interviews/surveys/focus groups, modification in programs based on parent feedback</td>
<td>Annually</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Management</th>
<th>Staff input (group discussion and surveys), staff mentoring, records, meeting of work plan timelines, low teacher/student ratio, staff qualifications, professional development</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Management</td>
<td>School fiscal records, balanced budget</td>
<td>Monthly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Media and correspondence, community and partner surveys, school records and annual charter school reports</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Parent meeting agendas, sign-in sheets, parent handouts, parent bulletins, calendars</td>
<td>Monthly</td>
</tr>
<tr>
<td>Family Involvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ELEMENT 4 – GOVERNANCE

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

4.1 DISTRICT REQUIRED LANGUAGE

GENERAL PROVISIONS

As an independent charter school, PCCE, 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.

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

All employees and representatives of Charter School, including members of PCCE’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.

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 PCCE 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**

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

**RESPONDING TO INQUIRIES**

PCCE, 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. PCCE, 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**
[PCCE] 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 [PCCE]. 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.

**4.2 A NON-PROFIT PUBLIC BENEFIT CORPORATION**

PCCE will be an independent charter school governed by the Board of Trustees of Partnerships to Uplift Communities (PUC) - Valley, a non-profit public benefit corporation. Articles of Incorporation and By-laws for the non-profit public benefit corporation are included in this section. As provided by California’s Charter School Act, the governing board of the District shall be entitled to one representative on the PUC Valley Board of Trustees. PUC Valley is governed by the Board of Trustees in accordance with California’s Charter Schools Act, the California Nonprofit Public Benefit Corporation Law, and all laws applicable to charter schools. PCCE will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The PUC Valley Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation and the adopted Bylaws. The PUC Valley Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed and its powers are exercised, under the Board's ultimate jurisdiction.

**4.3 GOVERNANCE STRUCTURE**

The Partnerships to Uplift communities (PUC) Valley Board of Trustees, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern PUC Community Charter Elementary School in a manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board role is one of oversight of school management – specifically, oversight and management of the principal.

In addition, the specific responsibilities of the Board are:

- **Oversight of the school.** The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other operating
documents. The Board is accountable to the LAUSD and the school community for the achievement of the school’s goals set out in the school’s petition. The Board is responsible for the approval and monitoring of the School Success Plan, and for ratifying the school’s mission. The Board reviews the School Success Plan at the beginning of the year to understand and support the goals set forth and monitor achievement of these goals.

- **Budget and financial resources.** School management prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school’s financial performance and position at each meeting. The Board is responsible for oversight of fiscal management of the school, including budget approval and monitoring, establishing fiscal controls, and causing audits of the school’s books and records to be made as required by law and as otherwise prudent.

- **Annual financial audit.** The Board hires the school’s auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
  - **Appeals by parents.** The Board hears appeals by parents on matters of student discipline, including student expulsions.
  - **Enhancing the organization’s standing.** The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization’s standing in the community.
  - **Ensure legal and ethical integrity.** The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
  - **Fundraising.** The Board assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
  - **Strategic planning.** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
  - **Selecting, evaluating, and holding school leaders accountable.** The Board is responsible for selecting and dismissing the Regional Director of the school. The Regional Director, Dr. Manuel Ponce, oversees a cluster of schools for PUC Valley and PUC Lake View Terrace. The Regional Director is responsible for selecting and dismissing the Principal.
  - **School Policies.** The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies with respect to:
    - admissions,
    - curricular guidelines,
    - employment and other personnel matters,
    - student discipline,
    - special education,
    - English language education for English learners,
    - ethics,
transportation,
student food services,
student health services,
communication with students' families,
communication with governmental and regulatory agencies,
public relations and outreach, and
hearing complaints
all or more particularly set forth in the By-Laws of the School.

The PUC Valley Board will be kept informed of the school's progress through a quarterly Board meeting. PUC National has developed an accountability system that is data rich and allows for diligent and regular monitoring. The PUC Valley Regional Director will provide a dashboard to the Board in advance of each Board meeting, which the Board will use to evaluate PCCE’s progress toward meeting academic, operational, and financial goals. The dashboard will include a cover page indicating progress toward PCCE’s charter goals, other academic indicators such as attendance, enrollment, and attrition, operational and financial goals, and any other goal – whether interim or long-term – established by the Board. Following the summary cover page are data that provide a more complete picture of the nature of progress toward each goal.

The dashboard will include all current data regarding the meeting of charter school goals, including (but not limited to) monthly vs. yearly attendance data, latest benchmark assessment results per grade/class, and results from the CA State Testing and/or other required assessments. The presentation of the dashboard in advance of Board meetings will allow PCCE’s leadership and the Board to have conversations about what PCCE is doing, what is working well or needs to be improved, and why. Leadership will be accountable to the Board. The Board will have all the information it needs to make decisions; the Board will be held accountable to the charter authorizer for the charter.

The PUC Valley Board consists of a maximum of nine (9) regular members and minimum of (5) members. The Board is responsible for establishing broad policies that affect all PUC Valley schools. The Board sets policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and site principal and staff compensation criteria. Members of the Board may also participate in raising funds, investing funds and increasing public awareness of PUC Valley’s work.

Pursuant to the Articles of Incorporation and the adopted Bylaws the Board of Directors shall consist of a total of nine voting members. Pursuant to Education Code 47604 (b) LAUSD will be allowed one nonvoting member to the Board of Directors. The current membership is as follows:

Dr. John Biroc, Board President
Dr. Ref Rodriguez, Board Treasurer
Dr. Jacqueline Elliot, Board Secretary
Employees of PUC National serving on the governing board of PUC Community Charter Elementary School (PUC Valley) will recuse themselves from any participation, discussion or voting on the governing Board of PUC Community Elementary regarding material transactions with PUC National. A transaction will be considered material that affects PUC Community Charter Elementary School by $25,000 or 10% of the revenue or expenses of the school, whichever is greater.

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

School Site Advisory Council

The School Advisory Council consists of parents, students, community members, teachers and school site administrators. Each school’s council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns. The school site administrator (Principal or Assistant Principal) will be responsible for communicating all Council policy meeting notes and policy recommendations to the PUC Valley Board of Trustees. The Advisory Councils meet at least once per month and reports from the meetings and policy recommendations from the Site Advisory Councils are forwarded to the PUC–Valley Board of Trustees. School Advisory Council members are encouraged to attend the Board meetings.

4.3.1 BOARD MEETINGS

Typically, the PUC Valley Board of Trustees holds regular quarterly meetings in addition to the annual meeting. Special Board meetings are called, as needed.

4.3.2 PROCESS FOR BOARD SELECTION

The selection of governing board members and frequency of Board Meetings is addressed in the By-laws. Regarding Board Meetings, per the language of the Bylaws, annual Board meetings, regular and special Board meetings are called and held in compliance with the provisions of the Brown Act.

The Bylaws were drafted by the law firm of Precopio, Cory, Hargreaves & Savitch LLP, San Diego, CA.
4.3.3 BOARD COMMUNICATION

Posting of meeting notices, distribution of agendas and recording of governing board actions are implemented in accordance with the Brown Act. As such, the following takes place prior to a Board meeting:

- The agenda is created and reviewed by the Regional Director and Board President, generally two weeks prior to the scheduled board meeting.
- The agenda includes location address (open to public), request for any special accommodations, if teleconference, a phone # is provided and a list of all board member locations are posted (including location where they call in from if they will not be present in person).
- The agenda is posted at least 72 hours prior to the board meeting on the PUC website and at every PUC Valley school site (in locations where it is visible to parents, visitors, students, and staff).
- An E-mail is sent to all PUC Valley Board Members, and the LAUSD Charter School Division with the agenda attached.
- As soon as it is available, a complete board packet with all documents related to the board meeting is mailed via U.S. Mail and/or emailed to the board members.

The specific procedure for calling a Special Board meeting is outlined in Sections 10 and 11 of the Bylaws and is in compliance with the Brown Act.

4.4 ORGANIZATIONAL CHART

The organizational chart on the below indicates how the charter school will become and remain a viable enterprise. The organizational chart shows the relationship of the governing board to the leadership of the school.
School Site Advisory Council

The SSAC is a representative body comprised of elected or volunteer members who represent parents, students, faculty, staff and the local community. The Advisory council meets monthly and gives input to the site leader.

PUC National Support Services

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

PUC National will provide support services to all schools including back office support, curriculum and staff development, faculty recruitment and training, technical assistance regarding human resources, health and welfare benefits processing, local, state and federal compliance, fundraising support and other general administrative assistance. In addition PUC National will facilitate the development of new schools.

4.5 RESUMES AND QUESTIONAIRES (see Section 9)

4.6 BROWN ACT COMPLIANCE

During the terms of this charter, PCCE and PUC Valley will comply with the provisions of the Brown Act and Government Code Section 1090. Further, PUC Valley agrees to comply with those sections as they are amended from time to time.

4.7 ENSURING PARENTAL INVOLVEMENT

PCCE believes that parent involvement translates into increased student achievement. The philosophy of PCCE is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:
School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.

Parents will be encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school’s educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents shall be informed regarding progress of students through student led and parent/teacher/student conferences, monthly progress reports, graded report cards, evaluations on portfolio projects and ad hoc meetings and access to PowerSchool. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts.

Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. School administrators must ensure that persons who volunteer for more than 16 hours or serve in an unsupervised capacity complete fingerprinting by the DOJ and FBI prior to beginning assignments or work with students. Volunteers are eligible for service when the school receives a copy of the Volunteer ID card and welcome letter from the Parent Community Services Branch. The Board of Education of the City of Los Angeles and the California State Board of Education require that all school volunteers and employees be tested for exposure to tuberculosis every four years. In accordance with Health and Safety Code §121545 volunteers must show proof of tuberculosis clearance within six months prior to volunteering. The initial examination must consist of a Mantoux skin test. Volunteers may be tested by their own physician or visit a Los Angeles County Health Center. K-12 LAUSD students are exempt from this TB test requirement.

Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to spend at least one full day per school year in the classrooms with the child.

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

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

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

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at minimum three times through the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

5.0 DISTRICT REQUIRED LANGUAGE

EQUAL EMPLOYMENT OPPORTUNITY

PCCE 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.

5.1 RECRUITING AND HIRING

PCCE is committed to recruiting and hiring a community of professionals who are dedicated to the best practice education of all students. Regardless of their role in the school, every person hired by PCCE will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles.

PCCE will select its own staff and will not discriminate against any employee 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. To best meet families’ needs and the school’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

How Hiring will Occur

The PUC National Human Resources Department and the Principal of PCCE will recruit potential employees. A personnel committee will be formed each year and will have the responsibility of interviewing and making a recommendation to the principal and Regional Director on hiring employees for any vacant positions. The Regional Director is ultimately responsible for hiring employees on behalf of the school’s board of trustees.

PCCE will require each employee to submit to a criminal background check as required by Education Code Section 44237. PCCE will adhere to California laws, including
fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. PCCE agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The principal with the support of the PUC National HR team will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and Federal laws, for all PCCE employees.

All personnel will be hired by at will contracts. Contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. The PCCE employee handbook will be finalized prior to July 1, 2014 and will be based on the employee handbooks currently utilized at other PUC schools. The expectations outlined in the evaluation process will be designed to support the mission and vision of the school and to comply with applicable state and federal laws.

Evaluation

High quality teacher effectiveness measures have been developed and implemented at PUC Schools through the support of the Gates Foundation and participation in the College Ready Promise (TCRP). PCCE will be a participating school in TCRP. Schools in the PUC network are currently implementing a teacher development system that:

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

TCRP developed the College-Ready Teaching (CRT) Framework. The Framework is comprised of the following four domains, as derived from Charlotte Danielson’s research based Framework for Teaching and adapted to align to our core values: Data Driven Planning and Assessment, Classroom Environment, Instruction, and Professional Contributions. All teachers are supported to become highly effective. We define highly effective as the ability of teachers to move the majority of their students substantially more than one year of academic progress in a given school year. PUC believes teacher evaluation is an opportunity for genuine professional learning. When organized around clearly established and accepted standards of practice, teacher evaluation offers an opportunity for educators to reflect seriously on their practice, and promote learning. At PUC, the key to the evaluation and support system is the use of multiple measures of effectiveness aligned to the CRT Framework. The evaluation components provide several data points at which teachers and their site leaders have the opportunity to identify areas of strength and areas in need of development. This
data is integrated into a single score—a teacher effectiveness rating. The effectiveness rating will be calculated from the following:

- **Student Growth (30% Teacher Level + 10% School Level)** PUC uses Student Growth Percentile (SGP), a value added measure.
- **Teaching Showcase (20%)** This formal observation occurs each spring for returning teachers, fall and spring for new teachers.
- **Planning Review (10%)**: Three times each year the teacher and site leader rate the teacher’s planning documents.
- **Growth Goals (10%)**: The teacher and site leader collaboratively select three focus indicators from the CRTF. To show growth, data is collected from six informal observations during the year.
- **Student Feedback (10%)**: A student survey that captures key dimensions of classroom life and teaching practices as students experience them.
- **Professional Contributions (10%)**: These measures include: peer survey data; ratings from leader; and school-level family survey data.

All teachers are evaluated using a process and system developed by PUC and implemented by the Principal.

PUC Principals including the PCCE Principal will be evaluated through the PUC Leadership Development System. This system mirrors the TDS (Teacher Development System) that is currently being piloted at other PUC schools. It is expected that the system will be refined and fully implemented beginning school year 2014-15.

Non-Certificated team members will be evaluated utilizing a process and system developed by the PUC HR Department. Beyond evaluating an employee, the process will ensure individual professional growth. The evaluation format will incorporate a self-reflection, and an administrative evaluation. The policies procedures and expectations for employee performance and evaluation will be enumerated in our employee handbook. Should it become necessary to terminate an employee for cause, the employee shall have the right to due process as enumerated in the school’s employee handbook. In the event a grievance is filed, PCCE will adhere to the procedures enumerated in the employee handbook.

### 5.2 JOB DESCRIPTIONS AND QUALIFICATIONS

All employees of PCCE must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. Backgrounds investigation including tuberculosis clearance and fingerprints will be required of all employees.

**Regional Director Job Description**

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

**Responsibilities:**

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

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

**External Relations**
- Articulate and advocate the school’s mission and values publicly to generate support
- Identify and build relationships with other Regional Directors in the national PUC network; demonstrate significant leadership within that community
- Develop, cultivate and manage relationships with local Board members, district and community leaders, political organizations and leadership to develop a
strong community presence, foster key partnerships and ensure growth and sustainability.

- Ensure that all key constituents are communicated with and kept fully informed on key developments and national PUC initiatives.
- As appropriate, take advantage of opportunities to engage in national dialogue around issues of education and the charter school movement.
- Work effectively with local media to create a strong, positive local presence; participate in select events and speaking engagements as a spokesperson for PUC’s mission and impact

Qualifications:

- At least 8 years of experience as a senior leader in a fast-paced, start-up or entrepreneurial environment; experience in an educational environment preferred.
- Demonstrated success raising funds in a corporate or nonprofit environment to further the growth and expansion of a company or organization; sales and/or marketing background preferred.
- Executive presence to inspire confidence and passion both internally and externally combined with the persistence and zeal to lead a mission-driven organization toward ambitious goals.
- Exceptional verbal and written communication skills with the ability to create and deliver compelling presentations to diverse groups of stakeholders.
- Proven ability to lead an organization through a strategic planning and implementation process.
- Demonstrated commitment to the potential of urban youth to succeed in rigorous educational settings.
- Entrepreneurial, positive problem solver with the ability to see opportunity in challenges.
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making processes.
- Bachelor’s degree and experience required; Master’s degree preferred.

Principal Job Description and Qualifications

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

School Culture

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

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

Staff Leadership & Development

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

Scholarly Rigor & Academics

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

School Operations

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

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

Assistant Principal Job Description and Qualifications

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

School Culture

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

Staff Leadership & Development

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

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

School Operations

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

Qualifications

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

Classroom and Specialty Teachers

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

Qualifications:

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Passed the CBEST
- Must possess a current California teaching credential with EL certification

Skills:

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

Special Education Teachers

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

In addition, the Resource Specialist will be responsible for:

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

**Qualifications:**

- Bachelor's degree
- Master's degree is preferred
- CBEST
- Candidate must possess a current California credential in Special Education
- Enthusiastic and pleasant, highly motivated individual
- Solid knowledge of State and Federal guidelines for Special Education
- Ability to communicate effectively (verbal and written)
Skills:

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

Office Manager

Operations of school site including but not limited to the following:

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone using a professional and courteous manner.
- Ensure that the semi-monthly timesheets are collected and submitted to the Home Office by the designated date on the payroll schedule to the Payroll Administrator. Ensure the timesheets are signed by the principal.
- Record daily attendance for all School Staff in the attendance book. Submit monthly attendance report to the Office Manager of the Home Office.
- Coordinate substitute teacher coverage by first communicating with teachers, then assistant principal and, lastly, principals.
- Supervise and delegate duties to Office Assistants.
- Oversee and record facility maintenance.
- Responsible for vendor quotes and relations.
- Maintain accurate record of all keys and assets that have been distributed.
- Responsible for Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Arrange for timely delivery of manual checks, deposits and supporting documents to home office.
- Work with site principal, assistant principal, teachers and home office regarding any project or special requests.
- Take responsibility for initiation through completion of all tasks.
- Oversee the maintenance of all office equipment and school facility.
- Adhere to all policies, practices and procedures established by PUC
- Understand goals of PUC and assist in achieving them.
- Responsible for developing the monthly school newsletter on a monthly basis.
- In charge of parent correspondence and mailings.
- Assist with translations (English to Spanish).
- Maintain petty cash.
- Provide the Home office with school pictures and activities as needed.
- Responsible for the maintenance, storage, and security of all student files.
- Responsible for inputting and maintaining student data into PowerSchool and CUM files.
- Student meal applications.
- Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.
- Responsible for daily attendance books for statistical and classification reports at the end of the month. The daily attendance books should be submitted the Home Office by week prior to week due. Schedule for reports due will be given to each school site.
- Responsible for count, call-in, counting money, making list, and keying lunch counts.
- Assist teachers with photocopying and appointment set-up with parents.
- Oversee all fundraising funds collection including student store (if applicable).
- Responsible for checking school voicemail periodically on a daily basis.

**Qualifications:**

- B.A./B.S. degree preferred
- Must have 1-2 years of Management experience
- Must have knowledge in the use of a copier and fax machine
- Must have 2+ years of Customer Service experience
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel

**Skills:**

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

**Office Assistants**

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

Qualifications:

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

Skills:

• Bilingual in Spanish preferred
• Intermediate proficiency in Microsoft Word, Excel, and Outlook
• Must be flexible, positive, detail-oriented, team player patient and willing to learn.

Classroom Teacher Assistant

Essential duties and responsibilities:

• Provide assistance with: tests, homework, program reviews, reports, student files, schedules, and any other instructional program assignments
• Build strong relationships with students and parents
• Establish an environment where students are excited about learning and preparing for college
• Foster a safe and nurturing learning environment
• Continuously build professional knowledge
• Demonstrate support and knowledge of school's goals and mission
• Special assignments as assigned throughout the year

Qualifications:

• Will have a willingness to learn, patience, and detail oriented
• Must be in college or possess a BA/BS degree
• Must have prior experience working with students in a learning environment

Skills:

• Strong Math skills is strongly preferred
• Bilingual in Spanish strongly preferred

Inclusion Assistant
Job Purpose

The ideal assistant wholeheartedly believes in and is passionate about the mission and commitments of PUC Schools and exhibits this through their development, reflection, implementation of school culture and collaboration to ensure student success.

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

- Provide assistance with: tests, homework, program reviews, reports, student files, schedules, and any other instructional program assignments
- Assist with IEPs if necessary
- Build strong relationships with students and parents
- Establish an environment where students are excited about learning and preparing for college
- Foster a safe and nurturing learning environment
- Continuously build professional knowledge
- Demonstrate support and knowledge of school's goals and mission
- Special assignments as assigned throughout the year

Experience, Education & Skills Qualifications

- Will have a willingness to learn, patience, and detail oriented
- Must be in college or possess a BA/BS degree
- Must have prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish strongly preferred

Supervision Employee

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

Qualifications:

• Minimum of High School diploma
• Knowledge of:
  o Safety rules and conditions to be maintained by students
  o Standards of courtesy and behavior expected of students
• Ability to:
  o Maintain acceptable standards of behavior among students
  o Maintain poise, exercise tact and good judgment
  o Encourage students in games and activities
  o Collaborate and work effectively with school personnel, community representatives, parents, and students
  o Follow school policies and procedures
  o Walk and stand for at least one hour increments
  o Work indoor and outdoors.
  o Understand and follow oral and written directions
• License:
  o Valid first aid certificate issued by the Red Cross desired.
  o CPR Certified
• Graduation from high school or its equivalent is desirable.
• Experience in working with youth is desirable.

Skills:

• Must possess great customer service and communication skills.
• Bilingual in Spanish is highly preferred.

5.3 NCLB AND CREDENTIALING REQUIREMENTS

NCLB and Credentialing Requirements

PCCE 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(I). 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.

At PCCE, all requirements for employment set forth in applicable provisions of the law will be met.
PCCE will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing certificate (including EL certification), permit, or other document equivalent to that which a teacher in other public schools would be required to hold. This documentation will be monitored by the PUC National Human Resources Team, Regional Director, school administrator and appropriate designees. The school director or designee will ensure that credentials are in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of HighlyQualified for the purposes of compliance with No Child Left Behind, will be kept at the school.

PCCE may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support. All paraprofessionals will be NCLB compliant.

Each student will be assigned to a “teacher of record” who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the school's operational policies. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the "teacher of record."

All non-instructional (to include classified employees) staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies. A description of work year, salaries, release time and paid non-work days will be developed and provided to individuals interested in applying for non-instructional staff positions during the recruitment process and once again during “new employee orientation” once a staff member has been hired. All personnel policies will be enumerated in the employee handbook.

PCCE will take a very aggressive approach to teacher recruitment of highly qualified teachers. This will be accomplished through an ongoing recruitment process that will be supported by the PUC National Human Resources Department.

5.4 RECORD KEEPING

PCCE will maintain current copies of all teacher credentials and they shall be readily available for inspection. The school site principal and PUC National Human Resources team will be responsible for monitoring credentials.
ELEMENT 6 – HEALTH AND SAFETY

“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 § 44237.”
Ed. Code § 47605 (b)(5)(F)

6.1 GENERAL HEALTH & SAFETY

The health and safety of our students and staff members is our highest priority. For this reason, PCCE will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school’s insurance carriers.

PCCE will require each employee to submit to a criminal background check as required by Education Code Section 44237. PCCE will adhere to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. PCCE agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The principal and/or administrative designee will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and Federal laws, for all PCCE employees.

PCCE faculty and staff are mandated child abuse reporters under the state and federal law. It is PCCE policy that all employees shall comply with California state law reporting procedures. Reports of suspected child abuse are to be made to an official child protective agency. Unless different procedures are developed and approved by the PCCE governing board, PCCE employees will follow the protocol and procedures outlined in PUC’s Child Abuse Reporting policy. PUC policy aligns with LAUSD Bulleting No. BUL-1347 entitled Child Abuse and Neglect Reporting Requirements.

Mandated reporters must file reports of suspected child abuse/neglect with any child protective services agency. These agencies include any police department, sheriff’s department, or county welfare department such as the Department of Children and Family Services (DCFS). A report of suspected child abuse is to be made to one agency only. It is the responsibility of the child protective services agency to determine which agency will handle the report and they may reroute the report as they determine.

When a suspected abuse/neglect report is made, the individual who observed or has knowledge of the abuse makes the report in two parts: 1) a telephone report; and 2) a written report. The telephone report must be made immediately or as soon as practically possible. All steps must take place within 36 hours.
6.2 FACILITY

PCCE plans to be located at 14019 Sayre Street, Sylmar, CA 91342. The facility has been previously utilized as a PUC Valley school site.

6.3 DISTRICT REQUIRED LANGUAGE

HEALTH, SAFETY, AND EMERGENCY PLAN

PCCE 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. PCCE 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)

PCCE, 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 – RACIAL AND ETHNIC BALANCE

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

7.1 DISTRICT REQUIRED LANGUAGE

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 Instructional 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 PCCE 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”). PCCE 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 PCCE shall have the right to continue attending PCCE until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to PCCE shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

PCCE 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. PCCE 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 PCCE under the NCLB-PSC program increases in subsequent years, PCCE 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, PCCE 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. PCCE understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. PCCE 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
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

7.2 ANNUAL OUTREACH EFFORT

In pursuit of our mission and our commitment to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. PCCE is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site. We will recruit a student population that will be reflective of the District. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the Charter School.

7.3 OUTREACH METHODS

It is the objective of PCCE to notify parents and students in the community through the following methods:

• Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
• Letters sent to existing PUC families. The letter will include enrollment period and lottery information (location, date, time).
• The enrollment period will begin January 1 of each year and the lottery will occur between Feb. 14 and March 15 of each year.
• Community outreach efforts including working with local council members’ field offices, local public libraries, park and recreation centers, community based organizations, and churches and synagogues.
• Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).
• Flyers will be distributed to local community agencies, six weeks prior to the closing of the enrollment period and the implementation of the public lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).
• PCCE will participate in presentations to local elementary schools. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).
• Developing and maintaining a web site with current information about the school. The website will include enrollment period and lottery information (location, date, time).
• All outreach efforts will be completed in both English and Spanish.

7.4 TARGETED GEOGRAPHIC AREA

The geographic area in which the outreach efforts will take place will be the Northeast San Fernando Valley.

7.5 OUTREACH LANGUAGES

The outreach efforts will be completed in both English and Spanish.

7.6 RACIAL AND ETHNIC BALANCE

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

PCCE will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.
8.0 DISTRICT REQUIRED LANGUAGE

**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.

PCCE will be non-sectarian and non-discriminatory in all areas of operation and will not charge tuition. PCCE will be non-sectarian in its educational programs, admissions policies, and employment practices.

8.1 ADMIT ALL PUPILS WHO WISH TO ATTEND

PCCE will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A). PCCE will not enroll pupils over the age of 19 years of age unless
continuously enrolled in public school and making satisfactory progress toward high school requirements.

8.2 SPECIFIC ADMISSION REQUIREMENTS

There will be no specific admissions requirements for the school. Parents and students admitted to the school will be invited to attend an orientation session to review the policies and expectations of the school. The site principal will work to assure that all families understand these policies and expectations and that they are aware of ways to be involved in the school’s life and decision-making.

8.3 RECRUIT ACADEMICALLY LOW-ACHIEVING, ECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES

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

- Students will be recruited from the Northeast San Fernando Valley where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers, in English and Spanish, announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed).
- Flyers will be distributed to local community agencies, six weeks prior to the closing of the enrollment period and the implementation of the public lottery (if needed).
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to PCCE.

8.4 IMPLEMENTATION OF A PUBLIC RANDOM DRAWING

As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated below).

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level(s), with the exception of existing students of PCCE, who are guaranteed enrollment in the following school year. Information regarding the date and location of the public random drawing will be included on the flyers (referenced in previous section) that announce the enrollment period.
The random public drawing shall be conducted as follows:

a. Kindergarten grade lottery will be conducted first following the preferences listed below (8.4.5).

b. In grades First, Second, Third, Fourth, and then Fifth, should there be spaces available; these will be filled through a lottery following the preferences listed below (8.4.5).

Enrollment request forms for each grade level are separated into piles according to their preference stage and are counted. If the number of enrollment request forms in the preference stage does not exceed the grade’s capacity, all students applying for enrollment in that stage will be eligible for enrollment. When a stage is reached where the number of space requests exceeds the grade’s remaining capacity, completed enrollment request forms are placed into boxes by preference stage, and randomly drawn until capacity is reached. A student whose enrollment request form is drawn will be listed by the number chosen and shall be considered an eligible student for enrollment. The parents will be notified of the results of the lottery via US mail.

After all grade levels have reached capacity, a wait list will be established based on the order of the enrollment requests picked during the lottery.

8.4.1 ADMISSION PREFERENCES

The school will give admissions priority to the following students in the following order:

- Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available).
- Children of current employees of PCCE, not to exceed 10% of the school population.
- Siblings of students currently enrolled, or wards of their parents. A ward is a child whom the parent of a current student has custody.

8.4.2 COMMUNICATION OF LOTTERY RULES

Parents and students will be informed of the rules of the public random drawing at the time they fill out an “Intent to Enroll/Lottery” form for admission into the school. Rules of the public random drawing will be printed on the space request and those completing a space request will receive a copy of their completed form. The rules are also available for all staff and other interested parties per request, at the school site.
8.4.3 INSURING LOTTERY PROCEDURE IS FAIRLY EXECUTED

The lottery will be observed by at minimum one administrator and two other school staff members and at minimum three parents in order to insure fair execution of the lottery rules and procedures.

8.4.4 ENROLLMENT AND LOTTERY TIMELINES

The enrollment period will be advertised in the Northeast San Fernando Valley during the months of November and December utilizing the methods listed above. The enrollment period will take place during January 1st through February 15th, during which time "Intent to Enroll/Lottery" forms will be made available at the school site for applicants. The lottery will take place, as needed, on the last Friday in February. Application to PCCE should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are encouraged to attend an information session to learn more about the educational program of the school. The content of materials in the admissions process will not be used as a factor of admission, but their attendance at this information section helps assure that parents and students are seriously interested in attending PCCE.

8.4.5 LOTTERY LOCATION, DATE, AND TIME

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

8.4.6 PROCEDURE FOR DETERMINING WAIT LIST PRIORITIES

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

A wait list is good from the time of the drawing through the entire next school year for which the wait list applies, ceasing when the year ends. Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year. Any enrollment forms applying for enrollment received after the open-application deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled;
or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

8.4.7 MEANS BY WHICH THE SCHOOL WILL CONTACT THE PARENT/GUARDIANS OF WAIT LISTED STUDENTS

Once placed on a wait-list, a student will remain on the list until one of the following occurs:

1. The student is accepted into the Charter School as space becomes available and enrolls in the Charter School.
2. The parent/guardian requests that the student be removed from the wait-list.
3. The end of the school year for which the lottery was held.

When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be communicated to the parent via telephone and email using contact information provided on the intent to enroll form.

It is the parent or guardians responsibility to update their contact information continuously with the charter school. The charter school shall not be responsible for failure to contact a wait-listed parent due to expired contact information.

Once notified of an available slot, a parent/guardian will have the following options:

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

If the slot is accepted, a written notification with the enrollment packet will be sent to the address on the application of interest form. The parent/guardian has seven (7) more business days to return a completed enrollment packet so that the student could be immediately enrolled.

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

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

PCCE will retain the following documentation of the lottery, admission, and enrollment process and procedures:

- Agenda(s) from information sessions.
- Completed “Intent to Enroll/Lottery” forms remain on site for one school year.
- List of students chosen in the lottery will be documented and stored on the PUC Intranet.
- Completed enrollment packets are filed in each individual student’s local file.
- Agenda(s) from admission / orientation meeting(s) will be on file in the office.
- Sign-in sheets from admission / orientation meeting(s) will be on file in the office.
ELEMENT 9 – FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

9.1 ANNUAL INDEPENDENT FINANCIAL AUDIT

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 of Reports
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:
• P1, first week of January
• P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

PCCE will retain the services of an independent auditor/CPA who is on the State Controller’s list of approved auditors and is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school’s financial statements, revenue-related data collection and reporting practices, and examine the school’s internal controls.

The PUC National Chief Financial Officer, in collaboration with the PUC National CEO will be responsible for contracting and overseeing the independent financial audit which will be reported to the PUC Valley Board and Regional Director.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, PCCE will send a copy its annual audited financial report to the chief financial officer of the Los Angeles Unified School District, LA County and the California Department of Education by December 15 of each year.
9.2 RESOLVING AUDIT EXPECTATIONS AND DEFICIENCIES

The PUC National CFO and CEO will review any audit exceptions or deficiencies and report to the PUC Valley Board of Directors with recommendations on how to resolve them. The PUC Valley Board will report to LAUSD regarding how the exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

9.3 PLANS AND SYSTEMS PREPARING FOR INDEPENDENT AUDIT

In accordance with California charter law and LAUSD requirements, an independent financial audit will be conducted at PCCE annually.

The PUC Valley Board of Trustees will be responsible for approving the selection of the auditor each year.

PCCE staff will:

- Be fully prepared for the audit process.
- Provide all requested items in a timely manner.
- Provide a suitable work area for the auditors.
- Communicate any difficulties or issues encountered during the audit process promptly to either the audit manager or partner.
- Provide a central contact to the audit team.
- Work cooperatively with the audit team in order to ensure that the audit is completed and forwarded to the state of California by the December 15th deadline each year.

9.4 REPORTING TIMELINES

PCCE and PUC-Valley shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, PCCE and PUC-Valley will provide any financial information requested by LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within the time lines specified by LAUSD each year.
ELEMENT 10 – STUDENT EXPULSIONS

Governing Law: The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605 (b)(5)(J)

10.0 DISTRICT REQUIRED LANGUAGE

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

At the time of enrollment in PCCE, parents and students will be provided with a clearly delineated list of violations for which students may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in the table below:

a. While on school grounds.
b. While going to or coming from school.
c. During the lunch period whether on or off the campus.
d. During, or while going to or coming from, a school-sponsored activity.
e. Students who present an immediate threat to the health and safety of others may also be suspended or expelled.
10.1 GROUNDS FOR SUSPENSION AND EXPULSION

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. PCCE takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. When a student’s actions violate the school’s values there are consequences aligned to the offense. The matrix below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.

<table>
<thead>
<tr>
<th>Must Recommend Expulsion (Mandatory)</th>
<th>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</th>
<th>May Recommend Expulsion (Discretionary)</th>
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<tbody>
<tr>
<td><strong>Education Code (EC) 48915(c)</strong></td>
<td>Act <strong>must</strong> be committed at school or school activity.</td>
<td>Acts committed at school or school activity or on the way to and from school or school activity.</td>
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<tr>
<td><strong>Act must</strong> be committed at school or school activity. <strong>EC Section 48915 (a)</strong> states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</td>
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<tr>
<td>1. Firearm</td>
<td>1. Causing serious physical injury to another person, except in self-defense. <strong>EC Section 48915 (a)(1).</strong></td>
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<td>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</td>
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<td>b. Selling or otherwise furnishing a firearm.</td>
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<td>Brandishing a knife at another person.</td>
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<td>Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et seq.</td>
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<td>Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.</td>
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<td>c. Possession of an explosive.</td>
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<td>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <strong>EC Section 48915 (a)(2).</strong></td>
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<td>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</td>
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<td>4. Robbery or extortion. <strong>EC Section 48915 (a)(4).</strong></td>
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<td>5. Assault or battery, or threat of, on a school employee.</td>
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<td>d. Sold look alike substance representing drugs or alcohol</td>
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<td>e. Committed robbery/extortion</td>
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<td>f. Caused damage to property‡</td>
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<td>g. Committed theft</td>
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<td>h. Used tobacco (policy determines which offense)</td>
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<tr>
<td>i. Committed obscenity/profanity/vulgarity</td>
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<td>j. Possessed or sold drug paraphernalia</td>
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<td>k. Disrupted or defied school staff</td>
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<td>l. Received stolen property</td>
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<td>m. Possessed imitation firearm</td>
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<td>n. Committed sexual harassment</td>
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<td>o. Harassed, threatened or intimidated a student witness</td>
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<td>p. Sold prescription drug Soma</td>
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<td>q. Committed hazing</td>
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<tr>
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<td>The recommendation for expulsion shall be based on one or both of the following:</td>
<td>r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</td>
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<td>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</td>
<td>s. Hate Violence and Terroristic Threats</td>
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<td>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</td>
<td>The recommendation for expulsion shall be based on one or both of the following:</td>
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<td></td>
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<td>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</td>
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<td>‡ Section 48900 (u)&quot;school property&quot; includes, but is not limited to, electronic files and databases.</td>
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</tbody>
</table>
10.2 General Discipline Policies

PCCE will implement a discipline policy that will be printed in the school's student handbook. The discipline policy will be communicated to all stakeholders through distribution of the student handbook. The parent/student handbook will be developed prior to the onset of the opening school year school year as a result of a collaborative process between school staff, parents and students. The process will not be discriminatory, arbitrary or capricious. The process will follow general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior. PCCE’s Student/Parent Handbook will be consistent with the previsions in Element 10 of the charter.

Parents will be asked to participate in the Family Support Team (PUC’s equivalent of the Student Success Team) process if a student's behavior is not improving. Members of the Family Support Team include the school administrator, school counselor, at least one of the student's teachers, one or both of the student's parents (or guardian) and the student. Appropriate modifications and intervention strategies will be developed by the Family Support Team and the site principal. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended. The policies outlined herein will be adapted to conform to federal law regarding students with exceptional needs. At all times students will be accorded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be removed from the campus but at all times will be afforded due process and access to instruction.

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct and discipline will also be printed and distributed as part of the school’s pupil handbook. The discipline policy will be progressive in nature.

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

Notification of Policies

The site principal shall insure that pupils and their parents/guardians are provided with the PCCE Student/Parent Handbook at the time of enrollment. The parents and students will be informed verbally that the handbook includes all policies and procedures for pupil conduct and discipline. The PCCE Student/Parent Handbook will be provided again every school year and shall also be available upon request in the
main office of the school. The PCCE Student/Parent Handbook utilizes sections from the charter petition, including Element 10, to communicate policies and procedures.

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

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

10.3 DISCIPLINE FOUNDATION POLICY

Traditionally, positive behaviors (e.g., compliance with classroom rules and expectations, interest and engagement in class activities, and mastery of subject matter) have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). A key design that drives all PUC schools is our positive school culture. PCCE will strategically cultivate a positive school environment that is characterized by mutual respect. Students are introduced to the school's core values on opening day. Through consistent modeling and regular practice, the entire school community (students, teachers, administration, families, and community members) adopts them as their own.

At PCCE, we believe “high, clear, and consistent expectations support students’ self-confidence, their belief that their efforts will lead to success and their engagement in school” (Eccles et al. (1983); Gambone, Klem, Summers, and Akey (2004); Wigfield and Harold (1992)). A substantial body of evidence demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). PCCE takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The school proactively shares with students and families the behavior expectations that all students will meet. We keep these behavior expectations simple: the 4 Ps: Prompt, Polite, Productive, and Prepared. These expectations are broad and apply to most behavioral situations. In addition, each grade level, with approval from the principal, defines important routines that students will follow in meeting the 4 Ps. These routines are shared with students and families, are proactively taught, and are consistently reinforced in all classrooms.

Further, we recognize that each student is an individual. Therefore, correction of student misconduct and replacement behavior is handled on an individual basis. To best meet the individual needs of our students, PCCE takes a targeted approach to behavior management and discipline. Below is a visual to illustrate our three tiered prevention continuum of positive behavior support.
PCCE’s foundational beliefs and practices align with the district’s Discipline Foundation Policy, requiring every school in the district to adopt and implement a school-wide positive behavior support discipline plan. Under the new policy, “all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.” All schools must align their discipline plans with the “Guiding Principles for the School Community” identified by LAUSD, which require all students and school staff to model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion and defending the rights of others.

10.4 SUSPENSION AND EXPULSION PROCEDURES

Suspension Procedures

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

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

1. Informal Conference
2. Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal
3. The conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil shall be notified of the pupil’s right to return to school for the purpose of the conference
4. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense
5. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization
6. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials

Suspension Notification
At the time of the suspension, a PCCE employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice may also state the date and time when the pupil may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. In addition, the notice will include directions for appealing a suspension.

**Suspension Time Limits**

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will insure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.

**Suspension Appeal Process**

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

1. To initiate an appeal, the student or parent or guardian must contact the Regional Director in writing within three weeks of the date of the suspension.
2. The Regional Director will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Regional 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.
3. Based on the information submitted or requested, the Regional Director may make one of the following decisions regarding the suspension:
   a. Uphold the suspension
   b. Uphold the suspension but clear the student’s record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
   c. Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.
4. The Regional Director will mail a copy of the decision to the parent or guardian and student within five days of the issuing the decision. A copy of the decision will also be mailed to the school principal.

**Authority to Expel**

A pupil may be expelled by the PUC-Valley Board of Trustees or designees (School administrators) following an expulsion hearing. The Board of Trustees or designees may recommend expulsion of any pupil found to have committed an expellable offense. The student will return to the charter school if not expelled.

**Expulsion Procedures**

Upon recommendation of expulsion by the principal, the pupil and pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

1. The pupil’s presence will be disruptive to the education process or
2. The pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the principal determines that the pupil has committed an expellable offense. The school will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

1. The expulsion hearing will be presided over by the Board of Trustees or appointed designees that will comprise an administrative panel. In the event an administrative panel hears the case, it will make a recommendation to the PUC-Valley Board of Trustees for a final decision whether to expel. 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.

2. Written notice of the hearing shall be forwarded to the pupil and the pupil’s parent/guardian at least ten (5) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
   a. The date and place of the expulsion hearing
   b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
   c. A copy of PCCE disciplinary rules which relate to the alleged violation
d. Notification of the pupil’s or parent/guardian’s obligation provide information about the pupil’s status at the school to any other school district or school to which the pupil seeks enrollment.

e. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate.

f. The right to inspect and obtain copies of all documents to be used at the hearing.

g. The opportunity to confront and question all witnesses who testify at the hearing.

h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil’s behalf including witnesses.

Recording of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Board of Trustees to expel must be supported by substantial evidence that the pupil committed the expellable offense.

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 PUC-Valley Board of Trustees or designee 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/her testimony heard in a session closed to the public.

The principal’s recommendation to expel a student shall be made in the form of a written recommendation to the PUC-Valley Board of Trustees, who will make a final decision regarding the expulsion. The final decision by the PCCE Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing.

Notification of Expulsion
The principal, following a decision of the PUC-Valley Board of Trustees or designees to expel shall send written notice of expulsion, including the Board’s findings of fact, to the pupil or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the pupil.
2. Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
3. Notice of the pupil’s or parent/guardian’s obligation to inform any new district in which the pupil seeks to enroll of the pupil’s status with PCCE.
4. Effective date of expulsion.
5. Date the student to be reviewed for readmission.

10.5 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:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:
2. completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
3. documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
4. copy of parental notice of expulsion hearing
5. 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
6. 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
7. 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 49068 (a) and (b).

**Expulsion Appeal Process**

To initiate an appeal, the student or parent or guardian must contact the Regional Director in writing within three weeks of the date of the suspension.

The Regional Director will gather information from the site principal, student, parent or guardian to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Regional 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 Regional Director may make one of the following decisions regarding the expulsion:

1. Uphold the expulsion
2. Determine that the expulsion was not within the school’s guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary
proceeding be destroyed. No information regarding the expulsion will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings. In the case of a suspension that leads to an expulsion followed by an appeal, another Regional Director other than the one who heard the original suspension appeal will hear the expulsion appeal.

The Regional Director will contact the family and 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 is also mailed to the school principal. The principal will immediately work with the family to bring the student back to school no later than 5 days after the family is contacted.

Records and Reporting

**Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Outcome data will include:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

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

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

If a student is under an expulsion order from another school district (LEA), all information must be provided to the PUC Valley Regional Director for review. The PUC Valley Regional Director will determine if enrollment will be granted.
10.7 REHABILITATION, READMISSION, AND INTERIM PLACEMENT

**Rehabilitation Plans**

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

**Readmission**

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

**Reinstatement**

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

**Gun Free Schools Act**

Charter School shall comply with the federal Gun Free Schools Act.
Element 11 – Retirement Programs

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

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

11.1 Retired Plans for Personnel

Staff at PCCE will have access to appropriate retirement plans as outlined below.

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

The PUC National Director Of Human Resources and PUC National CEO will be responsible for ensuring that appropriate arrangements for the coverage listed below have been made.

11.2 Employee Benefits

PCCE will offer salary and benefits that comparable to employees of the Los Angeles Unified School District. Benefits will include health, dental, vision, and life insurance. Employees will be eligible to receive Worker’s Compensation Insurance, unemployment insurance, and Medicare as applicable, with PCCE and the employee contributing appropriate amounts.

Prior to any changes in retirement benefit packages, PCCE agrees to provide written notification to all employees. PCCE must notify the Charter School Division of Los Angeles Unified School District, CALSTRS, and LACOE of any proposed changes. PCCE’s charter will be amended to reflect any changes in retirement benefit options being offered to employees of the charter school.
ELEMENT 12 – ATTENDANCE ALTERNATIVES

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

12.1 ATTENDANCE ALTERNATIVES AND RIGHTS

The parent(s) or guardian(s) of each pupil enrolled in PCCE shall be informed that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

If space is available, traveling students will have the option to attend.

12.2 ATTENDANCE ALTERNATIVES FOR STUDENTS

Pupils who choose not to attend PCCE 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 – EMPLOYEE RIGHTS

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

13.1 DISTRICT REQUIRED LANGUAGE

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.

Employees who opt to leave PCCE may return to the charter school after an opportunity leave for up to 24 months, should a vacancy be available. All employees are entitled to work in an environment free from harassment and discrimination, and all employees are required to maintain such an environment for all co-workers. All employees will follow State and Federal law regarding alleged improprieties.

Any employee who seeks to complain about an improper action by an employee of PCCE may bring a complaint to the site principal or executive director for informal discussion with the goal of resolving the issue. If the discussion and related action fail to resolve the problem, and the employee wishes to seek further action, the following procedures will be adhered to:

- Employee brings a verbal warning or written complaint to the site principal to seek resolution. Throughout this process, each party has the right to representation. The site principal is responsible for documenting and reviewing all allegations and complaints made. The site principal shall provide fair judgment based on the merits of the case within 10 working days. The employee will be provided information on the process to appeal the judgment.
- If the employee is not satisfied with the resolution, the employee submits a written appeal to the Regional Director of PUC-Valley within 5 working days of the judgment.
- The Regional Director makes a determination within 10 days of receipt of written complaint. The employee will be provided information on the process to appeal the determination.
- If the employee is not satisfied with the resolution, s/he may exercise on of the following two options: (1) The matter is then brought to the attention of the Executive Committee of the Board of Trustees for PUC-Valley. A fair hearing and mediation will be made available to all parties. (2) Entering a
binding arbitration to be administered by Judicial Arbitration and Mediation Services (J.A.M.S.).

- Under option 1, within 45 days of the original written complaint, the Executive Committee will determine further actions to be taken. Parties to incident will be notified in writing of the Executive Committee’s decision. The Executive Committee’s decision is final upon the closing of the Board Meeting, unless a two-thirds majority of Board members present at the Board Meeting vote to review and take action on the matter.

- Under Option 2, the determination of J.A.M.S. is final and will be followed in accordance with the laws of the State of California.
ELEMENT 14 – DISPUTE RESOLUTION

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

14.1 DISTRICT REQUIRED LANGUAGE

The staff and governing board members of PCCE agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and PCCE, 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 PCCE 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: PUC Inspire Charter Academy 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

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 5:00p.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 – EMPLOYER STATUS AND COLLECTIVE BARGAINING

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

15.1 DISTRICT REQUIRED LANGUAGE

PCCE 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 – PROCEDURE IF CHARTER SCHOOL CLOSES**

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

**16.1 DISTRICT REQUIRED LANGUAGE**

**REVOCATION OF THE CHARTER**

The District may revoke the Charter if PCCE 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 PCCE if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- PCCE committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- PCCE failed to meet or pursue any of the pupil outcomes identified in the Charter.
- PCCE failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- PCCE 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 PCCE in writing of the specific violation, and give PCCE 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.” “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 PCCE, either by the governing board of PCCE 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 PCCE 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 PCCE, 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 PCCE or the LAUSD Board of Education, the governing board of PCCE shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how PCCE 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 PCCE. Note: If the Closure Action is a revocation or non-renewal 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 PCCE within 72 hours of the Closure Action. PCCE shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). PCCE 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 (SELPAP) in which the school participates. PCCE 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, PCCE 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). [Charter] 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. PCCE 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. PCCE 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**

PCCE 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. PCCE 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 charter school if it has reason to believe that the school received state funding for which it was not eligible.

PCCE 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.

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

PCCE 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 un-audited 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 grant 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.

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

PCCE’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 close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).
e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end PCCE’s right to operate as a charter school or cause PCCE to cease operation. PCCE 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**: 


(i) **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 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.

**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 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**

[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)
ADDENDUM

District Required Language for Independent Charter School
Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

PUC Community Charter Elementary 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.

Element 1 – The Educational Program

• The contact person for PCCE is: Gerard Montero
• The contact address for PCCE is: 1405 N. San Fernando Blvd. Suite 303, Burbank CA 91504
• The contact phone number for PCCE is: 818-478-2130
• The proposed address or target community of PCCE is Northeast San Fernando Valley, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 6 and Educational Service Center North.
• The term of this charter shall be from July 1, 2014 to June 30, 2019.
• The grade configuration of Charter School is K-5.
• The number of students in the first year will be 200.
• The grade level(s) of the students in the first year will be K-3.
• The scheduled opening date of Charter School is September 3, 2014.
• The admission requirements include: No requirement, except residency in California, is required for admission.
• The enrollment capacity is 300.
(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

• The bell schedule for Charter School will be:

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:10-7:50 a.m.</td>
<td>Breakfast</td>
<td>8:00-8:15 a.m.</td>
<td>Morning Routine</td>
</tr>
<tr>
<td>7:55 a.m.</td>
<td>Warning Bell</td>
<td>8:15-9:45 a.m.</td>
<td>-Language Arts</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Tardy Bell</td>
<td>9:45-10:05 a.m.</td>
<td>First Recess</td>
</tr>
<tr>
<td>8:00-8:15 a.m.</td>
<td>Morning Routine</td>
<td>10:10-11:45 a.m.</td>
<td>Math</td>
</tr>
<tr>
<td>8:15-9:45 a.m.</td>
<td>-Language Arts</td>
<td>10:10-11:45 a.m.</td>
<td>First Recess</td>
</tr>
<tr>
<td>9:45-10:05 a.m.</td>
<td>First Recess</td>
<td>10:10-11:45 a.m.</td>
<td>Second Recess</td>
</tr>
<tr>
<td>10:10-11:45 a.m.</td>
<td>Math</td>
<td>10:30-12:30 p.m.</td>
<td>Math</td>
</tr>
<tr>
<td>11:45-12:30 p.m.</td>
<td>First Lunch</td>
<td>12:30-1:15 p.m.</td>
<td>Second Lunch</td>
</tr>
<tr>
<td>12:30-1:00 p.m.</td>
<td>Math continued</td>
<td></td>
<td></td>
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**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.

**TRANSITIONAL KINDERGARTEN**

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

**ENGLISH LEARNERS**

PUC Community Charter Elementary 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), PUC Community Charter Elementary 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

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

PUC Community Charter Elementary School shall administer the CELDT annually in accordance with federal and state requirements.

PUC Community Charter Elementary 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**

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, PUC Community Charter Elementary School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and PUC Community Charter Elementary 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 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, [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.

PUC Community Charter Elementary 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.

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 PUC Community Charter Elementary 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

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

RESPONDING TO INQUIRIES

[Charter School], including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. [Charter School], including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.
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

PUC Community Charter Elementary 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 [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

PUC Community Charter Elementary 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**

PUC Community Charter Elementary 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**

PUC Community Charter Elementary 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. PUC Community Charter Elementary 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)**

PUC Community Charter Elementary 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 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 PUC Community Charter Elementary 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”). PUC Community Charter Elementary 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 PUC Community Charter Elementary School shall have the right to continue attending PUC Community Charter Elementary School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to PUC Community Charter Elementary School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

PUC Community Charter Elementary 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. PUC Community Charter Elementary 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 PUC Community Charter Elementary School under the NCLB-PSC program increases in subsequent years, PUC Community Charter Elementary 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, PUC Community Charter Elementary 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. PUC Community Charter Elementary School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. PUC Community Charter Elementary 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

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

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:

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:
   - P1, first week of January  
   - P2, first week of April  
i. Instructional Calendar – annually five weeks prior to first day of instruction  
j. Other reports as requested by the District

**Element 10 – Suspension and Expulsion Procedures**

**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:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

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

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

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 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.
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 PUC Community Charter Elementary 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 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 PUC Community Charter Elementary School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and PUC Community Charter Elementary School shall be resolved in accordance with the procedures set forth below:
1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: [Charter School]
c/o School Director

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**

PUC Community Charter Elementary 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 PUC Community Charter Elementary 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 PUC Community Charter Elementary School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- PUC Community Charter Elementary School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
• PUC Community Charter Elementary School failed to meet or pursue any of the pupil outcomes identified in the Charter.

• PUC Community Charter Elementary School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

• PUC Community Charter Elementary 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 PUC Community Charter Elementary School in writing of the specific violation, and give PUC Community Charter Elementary 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 PUC Community Charter Elementary School, either by the governing board of PUC Community Charter Elementary 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 PUC Community Charter Elementary 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 [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 PUC Community Charter Elementary School or the LAUSD Board of Education, the governing board of PUC Community
Charter Elementary School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how PUC Community Charter Elementary School will fund these activities.

Notification of Closure Action

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

1. The CSD, if the Closing Action is an act of PUC Community Charter Elementary School. 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 PUC Community Charter Elementary School within 72 hours of the Closure Action. PUC Community Charter Elementary School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). PUC Community Charter Elementary School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

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

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, PUC Community Charter Elementary 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.

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

7. Any school district that may be responsible for providing education services to the former students of Charter School. PUC Community Charter Elementary School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. PUC Community Charter Elementary School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the 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**

PUC Community Charter Elementary School 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. PUC Community Charter Elementary 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.

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 charter school if it has reason to believe that the school received state funding for which it was not eligible.

PUC Community Charter Elementary School 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.

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

PUC Community Charter Elementary School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:
1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of 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 grant 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.

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

PUC Community Charter Elementary Schools’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 close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

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

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

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

e. File its final return with the IRS (Form 990 and Schedule).

f. This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end [Charter School]’s right to operate as a charter school or cause PUC Community Charter Elementary School to cease operation. PUC Community Charter Elementary 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:**
  
  (i) **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 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.

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 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**

PUC Community Charter Elementary 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)