PUC COMMUNITY CHARTER MIDDLE SCHOOL

A
PARTNERSHIPS TO UPLIFT COMMUNITIES
PUC LAKEVIEW TERRACE SCHOOL

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ASSURANCES AND AFFIRMATIONS

Partnership to Uplift Communities-Community Charter Middle School (also referred to herein as “PUC CCMS” and “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

“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 PUC CCMS: Manuel Ponce
• The contact address for PUC CCMS is: 11500 Eldridge Ave., Lakeview Terrace, CA 91342
• The contact phone number for PUC CCMS is: 1-818-485-0933
• The proposed address or target community of PUC CCMS is: 11500 Eldridge Ave., Lakeview Terrace, CA 91342 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 PUC CCMS is 6th – 8th.
• The number of students in the first year will be: 350
• The grade level(s) of the students in the first year will be 6th – 8th
• The scheduled opening date of PUC CCMS is September
• The admission requirements include: No admissions requirements
• The enrollment capacity is 360 (Enrollment capacity is defined as all students who are enrolled in PUC CCMS 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 PUC CCMS will be: 8:00 – 3:30
• If space is available, traveling students will have the option to attend. Yes

LOCAL CONTROL AND ACCOUNTABILITY PLAN

PUC CCMS 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 PUC CCMS 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, PUC CCMS 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. PUC CCMS shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. PUC CCMS shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that PUC CCMS “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

PUC CCMS 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

PUC CCMS shall comply with all applicable requirements regarding transitional kindergarten.

ENGLISH LEARNERS

PUC CCMS 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 CCMS shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that PUC CCMS will either adopt and implement LAUSD’s English Learner Master Plan or implement PUC CCMS’s own English Learner Master Plan. If PUC CCMS 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 CCMS shall provide to the CSD an annual report of its EL program assessment. Upon request, PUC CCMS shall provide a copy of its current EL Master Plan to the CSD.
PUC CCMS shall administer the CELDT annually in accordance with federal and state requirements.

PUC CCMS 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**

PUC CCMS 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 school’s.

Prior to LAUSD Board of Education approval, PUC CCMS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and PUC CCMS 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 PUC CCMSs 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. PUC CCMS may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

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

1.1 Community Need for Charter School

Community Charter Middle School Overview

Founded in 1999 by public school educator Dr. Jacqueline Elliot and 100 families, Community Charter Middle School (CCMS) is an independent public charter school authorized by the Los Angeles Unified School District. It was the first charter middle school in Los Angeles and only the second startup charter school to be approved by LAUSD. CCMS was established to offer an alternative to existing public middle schools serving the communities within the Northeast San Fernando Valley. We are the oldest of 13 PUC Schools, a Charter Management Organization (CMO).

Lake View Terrace is located in an urban area located within the northeast outskirts of Los Angeles County. The area is characterized by large, overcrowded low-achieving schools, high drop-out rates, high adolescent pregnancy rates, high level of gang affiliation and substance abuse and dismal college entry and graduation rates. Comprised of mostly Title 1 and Hispanic families, many parents are first-generation immigrants.

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<td>83</td>
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<td>Percent English Learner</td>
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CCMS serves grades 6 - 8, with approximately 120 students per grade and class sizes of 30 or less. The school offers a high quality, rigorous and standards based academic program focusing on the core content areas: mathematics, history, science, language arts, arts, and physical education. We enjoy a safe and caring environment where the entire community learns, grows and lives strong character values. Ample opportunities allow parents to be actively involved in the educational development of their children and emphasize the concept of stewardship in its fiscal and organizational management.

The PUC vision resonates throughout our organization: “Our mission is to ensure every student graduates High School prepared for college success.” One important role of the middle school is to provide each student with the skills necessary to succeed in high school and beyond. Our 3 Commitments guide our work:

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

Initial traditions at CCMS began out of necessity. Once our initial charter was approved, facilities were not readily available. CSU Northridge became a partner in education to house the founding 100 students until our building was ready. For almost all students, it was the first time that they had set foot on a college campus, yielding amazing results! Immersed in the college culture, there was no question in the minds of the CCMS students that they were college bound. From this, a tradition that every incoming new student now spends one week on the campus of CSUN prior to the onset of their 6th grade year. Students begin their middle school journey on a college campus, with the expectation of attending college after high school. In so doing, students are indoctrinated to the culture and vision of CCMS.

State assessment results exceed those of the surrounding schools and are now exceeding the majority of all middle schools in Los Angeles. Our current API score is 869, demonstrating growth of 341 points over the course of 13 years. Over the past four years alone the API scores at CCMS have increased over 161 points. In 2011-12 the API increase was the highest among California secondary schools. Often scoring high on the State's similar schools comparison, the 2011 statewide ranking was an 8 and our 2012 ranking 10. With a 31 API point increase in 2012, and continued success in 2013 we exceeded all growth goals. Core subject results demonstrate consistent growth, especially since 2009. Our English Learners demonstrate marked improvement in 2012. The pride of our accomplishments is reflected in the journey from a Program Improvement School in 2009 to a California Distinguished School in 2013 and a nomination for the National Blue Ribbon honor – one of only 13 middle schools so designated in California.

Grade 8 2010 2011 2012 2013
ELA 8 33% 63% 69% 63%
Math 8 36% 58% 81% 81%
History 8 33% 70% 69% 81%
Science 8 51% 92% 95% 97%

Students at or above proficient

CCMS enjoys an excellent reputation as a safe school, a high achieving school, a school that prepares students for high school, and a school that students enjoy attending. Students experience a nurturing environment, individualized support, instruction characterized by rigor, and a staff of teachers who believe that all students will learn. Stakeholders within the school community work hand in hand, united in our vision. Though our school has consistently outperformed other local schools, we faced somewhat of a challenging period during our last 5 year term when the school went into Program Improvement status. The turnaround began in 2009 with a new administration, a revitalized staff and a renewed focus on student achievement through data-driven instruction. The staff was so successful in increasing student achievement, meeting AYP and coming out of Program Improvement, that CCMS had the highest API point gain of any middle school in California for school year 2010 - 11.
Characterized by an extremely positive culture of mutual respect we employ a strong commitment to the success of each and every student. All stakeholders view themselves as learners and developing scholars. To achieve our vision it took hard work, collaboration, tough conversations, and continual assessments followed by careful evaluation and the subsequent creation and implementation of strategically crafted action plans. The staff understands that the strength of a small school lies in collaboration and strategic efforts. Each and every staff member is required to meet the needs of every student. The belief that every student can and will succeed is real and permeates the CCMS school culture.

**What did we do?**

- **Data based instructional decision making.**
  At the classroom level, teachers collect and analyze data every day through the use of checks for understanding, classroom exit tickets, homework, culminating tasks and assessments. Teachers use Data Director to facilitate data analysis both as professionals and with their students and families. We also use progress report grades, semester grades and observations to triangulate our information and develop strategies to enhance student performance. As a school, we administer quarterly benchmarks to track student progress across the school. Benchmark data is reviewed during school wide professional development days. Teachers also use the reports and the assessments to analyze data with their students and plot next steps as a class.

- **Using data to ensure every child is successful.**
  After each round of benchmark analysis, teachers create intervention class rosters and scope and sequences. Using the acronym ITPI (Identify, Target, Plan, Implement) teachers create interventions to support the needs of the students. Common practices at CCMS are interventions based on a specific standard or bundle of standards and after-school tutoring intervention that previews future lessons. As a school, we use TeenBiz as an online intervention tool.

- **High expectations for all students.**
  Community Charter Middle School works hard to instill the attributes of a scholar in each and every one of our students. Teachers introduce these ideas first and foremost during CSUN week, a transition week that is held on the campus of California State University Northridge for our incoming sixth graders each year. The teachers also reinforce these concepts through community circles, a homeroom conversation protocol in which students share their thoughts around a teacher created, though provoking question. Teachers also use and review these attributes in daily instruction. Walking the halls of CCMS you can hear teachers referring to students as scholars, asking them to think critically like scholars, or inviting outstanding scholars to take leadership in front of the room. As part of our school culture, we hold awards ceremonies where teachers recognize many of our students that exemplify the attributes of a scholar and citizen in each cohort. These awards are given out in a school wide awards ceremony that parents of award winners also attend.

**SUMMARY OF STUDENT ACHIEVEMENT DATA:**

The data reflect that CCMS is an achieving school, one that has turned around from declining API scores to a school that is recognized locally and nationally for its achievement. While there
are some fluctuations in achievement data year-to-year, the overall trend is that of increasing student performance.

CCMS is proud to report that our assessment results demonstrate a steady rise in achievement that is ongoing. Prior to the 2009-2010 school year, CCMS experienced declines in CST results resulting in Program Improvement Status, though our results still well exceeded any of the surrounding local schools. Beginning in 2009 major changes occurred, including a new, highly-experienced principal, 3 Teach for America corps members, 2 first-year teachers, 2 second-year teachers and 1 third-year teacher. Other teachers on staff had anywhere from 4-7 years experience. With this new cadre of enthusiastic and talented staff a concerted effort to develop SMART goals, utilize the data available and focus on developing solid curricula that would engage our students began. Major team-building activities and culture-building events began to form. All subjects experienced significant academic gains from the previous year, including a 35 point gain in API score.

In 2010-11 CCMS experienced major jumps in standardized score results, in some cases doubling their success rate (ELA8) and posting 30-point gains in math (math 6 and algebra). This year the focus was on partnering with students so the ownership of results included parents/students/school. There was only 1 change of staff, allowing for continuity and development of staff and also developing curriculum. The result was an astounding 97-point gain in API, the highest among all California secondary schools in 2011. The ELA department was reconfigured during this year, utilizing all our current staff and our results demonstrate the success of this move.

2011-2012 witnessed continued academic success among our students, with a now established culture of high expectations, climate of success, and expectation of achievement. Scores continued to improve, and the increasing use of data supports both differentiation and individualized attention as needed. With support from our home office teachers were offered professional development opportunities to hone their craft. CCMS attained the AMO and AYP targets and exited Program Improvement status. Our API scores rose another 31 points and our LAUSD ranking is that of an ‘excelling’ school. In 2012-13 CCMS rose another point, in contrast to the trend of declining scores throughout the State. While this increase was smaller than in previous years, our State-wide ranking of ’10’ continues.

There are many factors that support the success of CCMS including:

**Leadership:** Strong leadership that support successful practices to blend with cutting edge ideas of PUC.

**Staff:** A talented and energized staff that is allowed to utilize their talents in developing curriculum.

**Culture:** Recognizing the value of a strong culture and capitalizing on what the community has to offer.

**Support:** Our home office supports CCMS through curricular research and coaching, working side-by-side with teachers and school leadership.

**Data-Driven:** Increasing the capacity of teachers to attain and analyze classroom data.

**Standards:** Focusing on ‘power’ standards as curriculum is developed.
Differentiation: After analysis, identifying and targeting students with specific needs; addressing student talents and offering needed support. We are a full-inclusion school.

Cohesion: Identifying successful practices, sharing with entire staff, employing practices as a group so that students feel equitably supported in every classroom as well as by our after-school staff and office personnel. Arts instruction supports our literacy and numeracy efforts, and participates in grade level team meetings as part of the grade teams.

Ownership: All stakeholders take great pride in the success of CCMS, and take responsibility for any challenges faced.

Of course, there are other contributing factors, including our Arts instruction, after-school program, tutoring program, homework support, creative time schedules, office support and more. The use of data has been critical to our success. Our understanding of data as a tool, not as an end or a means allows our staff to be creative, fun, rigorous, engaging, and successful in planning curriculum.

Using Assessment Results:
The cycle of data analysis at CCMS centers on interim assessments (“benchmarks”) administered through Data Director and protocols to engage teachers and students in analysis at the classroom level. Benchmark results are also combined in school-level dashboards in order to chart progress toward our annual improvement goals and align to the school’s commitments and vision. These benchmarks and formal protocols provide a structure for the instructional year and a basis for the development of a culture of data analysis that has grown to include strategic teacher-created assessments ranging from daily do-nows and exit tickets to larger essays and exams. Teachers’ use of data increasingly engages students in analysis of their own achievement data which drives goal setting and personal achievement.

Development of Benchmarks
The cycle of data analysis with benchmark results evolved over time, with benchmark assessments initially piloted in mathematics courses, then expanded to English Language Arts, and now encompassing every subject and grade level. This was achieved through the support of the Instructional Office at PUC Schools, our charter management organization. Teachers administer a full assessment of all tested standards at the beginning and end of the school year. Shorter interim assessments made up of taught standards are given in early winter and mid-spring.

Data Analysis by Teachers
With each assessment, teachers access results in Data Director for analysis. CCMS has developed a variety of data analysis templates for teacher use. Professional development time is dedicated to train and allow teachers to compare student performance to predicted performance, to make adjustments to long term plans, and to create a detailed six-week plan which incorporates any re-teaching necessary based on the results.

Teacher-Created Assessments
The development of benchmark assessments and the introduction of Data Director for data analysis supported CCMS teachers in using teacher-created internal assessments more strategically. Teachers engaged in both formal professional development and informal sharing to expand the use of Data Director for exams both formative and summative. Teachers then have the ability to compare results on benchmarks and their own standards-based assessments, strengthening their ability to create rigorous and standards-aligned assessments which in many cases increased the rigor of instruction.

**Students Reflecting on Data**
Teachers also develop reflection processes for students to review their own data and set goals for mastery. Examples include:
- comparisons among the different periods of a class to create a friendly competition
- students reviewing the Data Director student report
- students completing a written reflection regarding their progress, areas of strength, areas of growth, goals, and strategies for achieving goals

Increasing student awareness of their own progress in mastering standards has helped to increase their ownership and their ability to improve.

**Sharing Data**
After the data analysis process for each benchmark period, administration compiles a school-wide “dashboard” showing the recent data along with previous years’ CST scores and benchmarks and other indicators of school progress toward our annual improvement plan, the School Success Plan. Staff meeting time is devoted to distribute the school-wide data and allow teachers to reflect on overall school progress toward our goals, acknowledge progress, and propose actions or support needed in any areas where progress is not on track. The school-wide data also allows school leaders to make any necessary changes in the allocation of instructional supports they can provide as well as instructional coaching available within the CMO network. School-wide CST student achievement data in ELA and Math is presented to students yearly in grade level assemblies. The data presented represents achievement over time and is used to motivate students to continue to “raise the bar”, develop a culture of success, and promote scholarly attributes in our students. This same data is presented yearly to families at our Family Nights, usually in October. As part of the presentation of data we have a celebration of our success. This celebration includes promotion of our scholars through the Honor Roll, Principal’s Honor Roll, and Founder’s Honor Roll where students are recognized for their GPA or in the case of the Founder’s award achieving Advanced status on the CST assessment. We also celebrate our teachers, and parents are able to intermingle with the teachers at this time to congratulate them as well.

Another important practice to promote student success is our Student-Led Conference. In lieu of one parent night each semester students prepare a portfolio from all classes and make a presentation to their parents detailing the on-going work, CST assessment results, and establishing new goals. This practice makes the parent a partner in education and holds the student to the highest level of accountability.
The processes for data analysis at the student, classroom, and school-wide level has been a critical factor in creating a stronger culture of student achievement throughout the school and steadily raising student achievement at CCMS.

Some highlights of CCMS student achievement include:

- Over the past four years alone the API scores at CCMS have increased over 161 points. In 2011-12 the API increase was the highest among California secondary schools.
- The similar schools 2011 statewide ranking was an 8 and our 2012 and 2013 ranking 10.
- We continue to exceed all growth goals.
- Core subject results demonstrate consistent growth, especially since 2009. Our English Learners demonstrate marked improvement in 2012.
- In 2012 CCMS exited Program Improvement status.
- According to the LAUSD assessment CCMS is one of the 8 ‘Excelling’ middle schools in 2012 and continues to be an excelling school 2013.
- Continued increase in API achievement: 35 points in 2010; 97 points in 2011; 31 points in 2012; 1 point in 2013
- In 2012 our API gain was the highest among all secondary schools in California
- In 2012-13 we are earned the designation of California Distinguished School.
- In 2012-13 CCMS was nominated for the National Blue Ribbon award, one of 35 schools nominated in California and one of 6 middle schools nominated. In California, CCMS is one of the 2 charter schools nominated for the NBR award.

We are proud of the accomplishments of our students, families and staff.

**Challenges**

As our school transitions to common core and the new state assessment system we will continue to support our teachers as the definition of common core instruction is developed. Also we will work to find ways to increase technology capabilities on campus to ensure we met the technology requirements that are part of the common core standards. While these new standards are exciting and will help us to even further fulfill our mission, they are new and require attention to ensure that our students and teachers are prepared for the full transition to common core next year.

**Changes**

We have intensively focused on literacy and vocabulary over the course of the past few years. The transition to common core will require further work to emphasize literacy and writing in all subject areas. This year is serving as a time for teachers to experiment with common core using new techniques for having student access the content and ensuring they are giving text based answers in class. We will increase the amount of books that we have in our classroom libraries to ensure we have materials for students at all reading levels. As a school we employ Teen Biz, a computer guided reading program that individualizes instruction to support reading growth with our students. Using this program we have identified lexile reading levels of all students and are now developing programmatic strategies that will increase reading levels of students and allow teachers to track student reading progress. This effort will require the increased use of Teen Biz, with the accompanying challenges of time and technology.
PUC COMMUNITY CHARTER MIDDLE SCHOOL

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

PROMISING PRACTICES:

PUC SCHOOLS ASSESSMENT SYSTEM

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

Purpose

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

Design of Benchmarks – Progress Monitoring

There are four assessments administered, in each subject, throughout a given year. The pre-assessment administered at the beginning of the school year, and the post-assessment administered at the end of the school year cover 100% of the content standards for Math, English, History and Science. In subject areas where the state Blueprints are not informative or do not exist, such as Grade 7 Life Science and Grade 7 History, PUC content experts weigh the standards appropriately and create a PUC specific blueprint. The pre-assessment provides baseline information for instructional and evaluative purposes. A separate pre-requisite standards test is also available for the content areas that selected pre-requisite standards to assess.
The post-assessment provides summative information for instructional, evaluative, and predictive purposes.

**PUC Milestone Document:** Benchmarks 1 and 2 are developed from teacher created “milestones” with reference to the state blueprints. Cross-site teacher teams and instructional coaches determine appropriate milestones. The milestones represent the material to be covered by the teacher in the window of time allotted between benchmark windows. The teacher-centric nature of this process underscores the PUC value of PUC teachers as intellectual architects who sequence and develop curriculum aligned to state standards.

**Benchmark 1:** Benchmark 1 covers roughly 40% of the material outlined on the PUC Milestone Document (+ or – 10%). The results of Benchmark 1 provide early mid-cycle feedback for teachers and leaders and help to determine if the students are on track to learn the State defined materials for that grade level and subject area. Additionally, the results of Benchmark 1 can inform selection of appropriate Professional Development.

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

We attribute the high level of growth and student success at CCMS in great part to the above described assessment system, which we implemented thoughtfully, diligently and on an ongoing basis. Teachers took ownership of this assessment system and of the data produced. The data gathered from assessments guided the teachers in their decision-making and actions with regards to instruction and interventions for students. Their focus on meeting the needs of their students was ongoing within this context and achieved the great results that became evident in the data gathered.

**PUC SCHOOLS TEACHER DEVELOPMENT SYSTEM**

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

With the support of the Gates Foundation, PUC developed a high-quality plan for professional development to help all teachers improve their effectiveness. The planning began in 2009 with input from our teacher Advisory Panel and partner organizations. In 2010-11, every PUC school conducted a partial pilot of the system. In 2011-12, they engaged in a full pilot. The feedback we received from these pilots helped us make refinements and ensure adequate training and resources. We launched the system in its entirety in 2012-13. The overall goal of the system is to support all teachers in becoming “highly effective”. We define a highly effective teacher as one who drives student growth to more than one year of academic progress in a given year, and who
keeps students on track to achieve college readiness by the time they graduate from high school. Our TDS includes five components:

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

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

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

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

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

At CCMS, the Teacher Development System has supported the growth and achievement of our teachers, which they have stated has had a direct result on student success. In addition, teachers’ confidence levels and pride as outstanding professionals has increased and has resulted in several of them moving into instructional lead and administrative positions, both inside and outside of PUC.
PUC COMMUNITY CHARTER MIDDLE SCHOOL

PUC SCHOOLS INDUCTION PROGRAM

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

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

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

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

At CCMS, the teachers have been thrilled to be able to complete the induction process internally and in a manner that is related directly to their day-to-day work.

1.2 Target Student Population

PUC CCMS serves 350 6th – 8th grade students. PUC CCMS recruits 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. See the map below to help visualize the neighborhoods of the Northeast San Fernando Valley.
While PUC CCMS will be open to any child who is eligible under the laws of California for admission to a public school, PUC CCMS 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, PUC CCMS expects the majority of its population will be facing basic financial, social, and educational challenges. The school serves 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% Mix Race.

DataSource: [http://www.census.gov/](http://www.census.gov/)
An important statistic for PUC CCMS is the overall population in the area peaks in late middle school / early high school. The greatest percentages of people in the Northeast San Fernando Valley are of middle school and high school age. These young people need educational opportunities that will support their needs and allow them to become educated people of the 21st Century.

![Northeast San Fernando Valley Population Chart](image)

Data Source: [http://www.census.gov/](http://www.census.gov/)

**Socio Economic Data**
Sixteen and a half percent of the population in the Northeast San Fernando Valley live below the poverty level, slightly higher than the percentage overall in LA County.

**Residents Income Below Poverty Level**

![Residents Income Below Poverty Level Chart](image)

Data Source: [http://www.census.gov/](http://www.census.gov/)

**Education Enrollment and Attainment**
Finally, as depicted in the following chart, Educational Attainment comparison between Northeast San Fernando Valley and LA County, the majority of the population in the Northeast San Fernando Valley has failed to earn a high school diploma. The highest level of education that the majority of residents have attained is high school graduation.

PUC CCMS is needed in response to the continued high drop-out rate in the area we serve.
1.3 Five Year Enrollment Plan

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<td>Total Students</td>
<td>350</td>
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<td>350</td>
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</tbody>
</table>

Data Source: [http://www.census.gov](http://www.census.gov)
1.4 Surrounding Schools Demographic and Performance Data

By and large most middle school students, who reside in the Northeast San Fernando Valley, attend one of the nine middle schools listed below. *Data Source: www.cde.ca.gov*

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% of Hispanic</th>
<th>% of African-American</th>
<th>% of White</th>
<th>2013 Growth API</th>
<th>2013 API State Ranking</th>
<th>2013 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target</th>
<th>Met Subgroup Growth Target</th>
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<td>Maclay Middle</td>
<td>847</td>
<td>90%</td>
<td>12%</td>
<td>27%</td>
<td>96%</td>
<td>3%</td>
<td>&lt;1%</td>
<td>716</td>
<td>1</td>
<td>7</td>
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<td>San Fernando Middle</td>
<td>950</td>
<td>93%</td>
<td>15%</td>
<td>25%</td>
<td>96%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>697</td>
<td>2</td>
<td>6</td>
<td>No</td>
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<td>Pacoima Middle</td>
<td>1559</td>
<td>85%</td>
<td>12%</td>
<td>20%</td>
<td>94%</td>
<td>1%</td>
<td>2%</td>
<td>733</td>
<td>2</td>
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<td>Olive Vista Middle</td>
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<td>90%</td>
<td>15%</td>
<td>18%</td>
<td>96%</td>
<td>&lt;1%</td>
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<td>738</td>
<td>3</td>
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<td>Charter Schools</td>
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<td>Lakeview Charter (PUC-LVT)</td>
<td>345</td>
<td>88%</td>
<td>13%</td>
<td>54%</td>
<td>95%</td>
<td>1%</td>
<td>1%</td>
<td>843</td>
<td>8</td>
<td>10</td>
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<td>No</td>
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<td>Triumph Charter Academy (PUC – Valley)</td>
<td>345</td>
<td>92%</td>
<td>10%</td>
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<td>98%</td>
<td>2%</td>
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<td>94%</td>
<td>11%</td>
<td>61%</td>
<td>99%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>821</td>
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<td>10</td>
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<td>Bert Corona</td>
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<td>82%</td>
<td>17%</td>
<td>16%</td>
<td>96%</td>
<td>&lt;1%</td>
<td>2%</td>
<td>734</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
The performance of the middle schools in the area continues to be well below the charter options PUC has provided to the families in the community. Our goal is to provide the families an option that will prepare middle school students in the Northeast San Fernando Valley with the skills required to successfully matriculate into high school and then graduate from college career-ready. Equipping students with the skills necessary to successfully graduate is essential to society. In a study conducted by the Annie E. Casey Foundation, researchers noted, “In 2007, nearly 6.2 million young people (16% of the 16-24 age group) were high school dropouts. Every student who does not complete high school costs our society an estimated $260,000 in lost earnings, taxes, and productivity.”

1.5 Vision & Mission

The vision for PUC CCMS 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 uplifting our communities now and forever.

The mission for PUC Community Charter Middle School (PUC CCMS) is to provide a personalized learning environment in which students work for, and achieve mastery of the most rigorous academic standards while discovering and cultivating their unique gifts and talents. PUC CCMS will graduate students who are on track to be college and career-ready and are committed to uplifting their community.

1.6 Educated Person of the 21st Century

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

With the adoption of the California 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 CCMS defines a 21st century person as having the following foundational 21st century skills for college and career Readiness:

**Academic Skills and Knowledge**

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

**Non-Academic Skills**

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

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

1 Carl Bereiter, Liberal Education in a Knowledge Society, Chicago: Open Court, 2002, p. 13
4 Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education, NGA et al., 2008, p. 24
5 Vivien Stewart, A World-Class Education: Learning from International Models of e Excellence and Innovation, 2012 ASCD

1.7 How Learning Best Occurs

The assumptions underlying PUC CCMS are that students at the middle school level are in the process of developing the power to reason and they are learning to become responsible and informed contributors to society. Much of what we believe around how learning best occurs comes from Taking Center Stage; The CA Department of Education’s 12 Recommendations for Middle Grades (http://pubs.cde.ca.gov/tcsii/recsforsuccess/recsforsuccessindx.aspx). “Taking Center Stage builds on and extends Caught in the Middle by showing how to combine a rich student-centered middle grades philosophy with the rigors of a standards-based education”. In addition, Moran clearly articulates the importance of meeting each child as an individual when he says “Learning best occurs when students are treated as individuals, with lessons tailored to their differences and taught in several ways. We believe that all children can learn, and that one child’s potential is not simply higher or lower than another’s, but rather expressed on different dimensions in different ways (Moran, 2009). The school believes that learning is best achieved in an environment that:

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

1.8 How the Goals Enable Self-Motivated, Competent Life-long Learners

The PUC CCMS community (students, parents, teachers, and administrative staff) will be focused on fostering educational excellence and creating a dynamic and meaningful learning environment to ensure that all PUC CCMS students are prepared for college success.

Based on the research cited above regarding 21st century skills and our vision, it is imperative that our graduates are self-motivated; self-reliant; literate critical thinkers who are positive participating members of their community. To that end we have set goals that are aligned to achieve this vision. PUC CCMS’s graduates will be able to think, read, write, speak and listen confidently and effectively. They will be fluent in technology, creative in problem solving, literate in scientific and mathematical reasoning, self-motivated and committed to lifelong learning. They will be able to participate in their lives and communities by addressing complex community issues and can communicate capably across race, gender, sexual orientation and class lines. PUC CCMS graduates will be capable of making meaningful choices in their lives and in their communities. The following goals will support our students in becoming self-motivated, competent life-long learners.

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

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

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

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

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

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

**They come to understand other perspectives and cultures.**
Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.
They care about being precise.
Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others’ mathematical thinking and strategies based on the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. They would never say “let \( v \) be speed and let \( t \) be elapsed time” but rather “let \( v \) be the speed in meters per second and let \( t \) be the elapsed time in seconds.” They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits are meaningless.

They construct viable arguments.
Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others.

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

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

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

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

The assumptions underlying the PUC CCMS curriculum are that students at the middle school level are in the process of developing the power to reason and are learning to become responsible and informed contributors to society. First, the school believes that learning is best achieved when associated with students’ individual needs, their natural curiosity, and their desire to be challenged. Second, learning encourages risk, requires self-examination, and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives. Third, learning manifests itself in the joy of discovery, the pride of accomplishment, and the satisfaction of personal growth. Finally, learning is fostered by supportive relationships with teachers and administrators. PUC CCMS takes the recommendation from the middle school educational reform documents, *Taking Center Stage*, and its predecessor, *Caught in the Middle*, to provide for every middle grade student a common, comprehensive, academically-oriented core curriculum.

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

In order to achieve this mission and vision, PUC CCMS will implement key design elements of the PUC model that have proven highly successful. Implementation of the PUC model will include the following design elements:

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

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

- research and evidence based,
- aligned with college and work expectations,
- rigorous, and
PUC COMMUNITY CHARTER MIDDLE SCHOOL

- internationally benchmarked.

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

- The school will provide a small, nurturing environment. PUC CCMS will purposefully maintain a small school setting with a maximum of 350 students in which a strong sense of community will be fostered. Research, as well as practice, demonstrates the superiority of small schools. Small school researcher Mary Anne Raywid (1999) has written that the superiority of small schools has been established “…with a clarity and at a level of confidence rare in the annals of education research.” Evidence further indicates that small schools can narrow the achievement gap between White/middle class/affluent students and ethnic minority and poor students. PUC CCMS agrees with findings from the Small Schools Project: “In small schools, student achievement increases, particularly for minority and low-income students. Student attendance improves, graduation rates rise, and college-going rates increase. Students are more engaged in their studies and are more likely to participate in extracurricular activities.” (http://en.wikipedia.org/wiki/Small_schools_movement). “An extensive amount of research indicates that there may be many benefits from smaller learning communities (Supovitz & Christman, 2005; Howley, et al., 2000). The most important benefits include:”

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

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

- The school will provide strategic effective reading instruction.

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

1. Students learn to read by reading continuous text. It is essential that students spend the bulk of their “reading” time processing text without stopping, as this process allows them to practice orchestrating the systems of strategic actions needed to process text efficiently.

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They need massive amounts of practice reading for meaning. Additionally, research supports the conclusion that students need sustained exposure to expository text to develop important reading strategies (Afflerbach, Pearson, & Paris, 2008), as expository text makes up the vast majority of the required reading in college and the workplace (Achieve, Inc., 2007). PUC scholars have time build into their weekly schedule for sustained reading. Within their content classes, they are given time for reading texts closely, often reading a text several times to practice making meaning of complex texts.

2. **Students need to read high quality texts to build a reading process.** High quality texts can change the way children think and can greatly expand a their language and thinking abilities. Moreover, students will not voluntarily read texts that are boring; instead, engaging texts, say Fountas and Pinnell, are “their own reward” (xxvii). Appendix A of the California Common Core State Standards explicitly points out that opportunity and accountability for reading a great deal of high quality texts is crucial to closing the achievement gap between upper income students and the students we aim to serve, who are typically from homes where literacy is not part of the equation: “The consequences of insufficiently high text demands and a lack of accountability for independent reading of complex texts in K–12 schooling are severe for everyone, but they are disproportionately so for those who are already most isolated from text before arriving at the schoolhouse door.”  

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

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

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

5. **Students need to read different texts for different purposes.** Effective readers know when they must read in order, when they can skip around, when they should slow down and notice how a writer has used language or presented information, and when they can skim to get the gist. To develop the ability to vary their reading process according to their purpose, PUC students are given the opportunity to practice reading for a variety of purposes. They are

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asked to read lab manuals prior to diving into hands on experiments; they read news articles to make connections to universal themes in social studies; they read plays in preparation for presenting them onstage in front of their families; and they read primary source documents to corroborate secondary source information.

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

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

8. **Level means different things in different instructional contexts.** What makes a text complex varies according to the purpose for reading and the support students will get with the text. Ideas and issues can make a text more difficult just as easily as sentence length and vocabulary can. When determining what texts to assign students and how to organize instruction around those texts, PUC teachers consider the qualitative and quantitative aspects of a text as well as the complexity of the task students are being asked to complete and the schema of the students themselves.

9. **The more students read for authentic purposes, the more likely they are to make a place for reading in their lives.** PUC classrooms are structured to help students master knowledge called for in the adopted standards, so reading experiences are often contrived to help students master this body of knowledge. However, our teachers also aim to set up reading and writing experiences in the classroom that mirror those students will encounter in the real world, offering students the opportunity to select books according to their interests and to find information they are curious to learn. These experiences help students build lives as readers.

10. **Students need to see themselves as readers who have tastes and preferences.** PUC teachers select texts for students to read with intentional instruction in mind. However, they also incorporate choice, as it breeds engagement. As PUC students come to know themselves through the books they select, they develop an awareness of their tastes as readers.

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

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

**INDEPENDENT READING:** To support independent reading every day, we ensure that all teachers are dedicating time to helping students select books that they are interested in and that are at their independent level. This strategy is grounded in Krashen’s research summed up in his literature review, *The Power of Reading*. In short, his literary review concludes that in-school free reading programs provide some of the clearest evidence for the power of reading. In-school free reading programs are effective for vocabulary development, grammar test performance, writing and oral/aural language ability. Some studies also show that free reading results in better spelling progress. Free reading has been shown to have a profound effect on second language acquirers. Lucy Calkins, founder of the Teachers College Reading and Writing Project, has also written about the power of independent reading in *The Art of Teaching Reading*. Texts read during independent reading are at the student’s interest or independent level. Readers enjoy the text and can comprehend it easily. Texts include short leveled articles from programs such as NewsELA or TeenBiz, student magazines, longer novels, graphic novels, non-fiction trade books, etc.

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

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

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

*Texts selected for shared reading may be at students’ frustration levels.* Following along while the teacher reads allows students to read texts that may be beyond their current ability individually. It helps students to internalize new language and the way words sound and to develop confidence to approach complex texts with less support.
**INDEPENDENT WRITING:** Students work individually on their own writing. The teacher provides a daily lesson based on the needs of the writers. Students draft, revise, or edit, depending on where they are with their writing piece. Teachers confer with students individually, providing specific teaching points to help the writer improve his writing and develop the process he or she uses for future writing.

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

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

**Instructional Context for Teaching Reading**

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

<table>
<thead>
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<th>Contexts for Teaching Reading</th>
<th>Whole group teaching</th>
<th>Small group teaching</th>
<th>Individual teaching</th>
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</thead>
</table>
| Whole group teaching         | • Interactive read aloud  
|                              | • Reading Mini-lessons  
|                              | • Word study lessons  
|                              | • Shared reading  |
| Small group teaching         | • Book clubs (literature study)  |
| Individual teaching          | • Independent reading  
|                              | • Reading conferences  |

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

PUC Schools Assessment System is designed to address instructional, evaluative, and predictive needs. At PUC CCMS, we commit to ensure that all students are proficient within four years. To
this end, we believe there is a need for internal measures in all content areas and to measure our progress toward this goal. Research indicates that when teachers use data to adjust their instruction, student learning is significantly impacted. “If teachers [and leaders] systematically examine their professional practices and their impact on student achievement, the results of such reflective analysis will finally transform educational accountability from a destructive and unedifying mess to a constructive and transformative force in education” (Reeves, 2004).

Further, in the case that a PUC CCMS student is not progressing in a manner consistent with academic success, PUC CCMS will rapidly modify instructional methods and will pursue an intervention model to address the student’s specific needs.

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

PUC CCMS will implement an arts program that will be broken out into four disciplines: dance, music, theater, and visual arts (see details in 1.5.2 Core Subjects). PUC CCMS believes that “…involvement in the arts provides a positive avenue of creativity, lifelong enhancement of the students’ quality of life, increased cognitive ability, critical thinking, and verbal skills, and promotes gains in math and literacy. Arts learning can also improve motivation, concentration, confidence, and teamwork.” (http://www.edutopia.org/arts-music-curriculum-child-development)

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

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

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

PUC CCMS will use an extended day schedule to provide academically low-achieving students with extra support in order to meet grade-level requirements and to provide a variety of learning and enrichment opportunities for all students. For example, PUC CCMS assumes five-to-ten percent of its students will have demonstrated difficulties with the established grade-level standards in the general education curriculum or significant difficulties with behavioral and social competence that they will require Response to Intervention (RtI) Tier 3 interventions. These interventions consist of intensive instruction with continuous progress monitoring and may include individual and small group instruction, which, in addition to the regular school day, will take place during the extended day. In addition, English Learner (EL) students will be
offered additional EL 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. PUC CCMS 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, PUC CCMS will offer after-school clubs that go beyond adding more time to the classroom and may include cooking, dance, theater, music, athletics, art, leadership development, tutoring, mentoring, homework support, gaming, and much more.

- Exposure to higher education 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, PUC CCMS believes it is critical to begin imparting knowledge about the college experience to students and their parents as soon as the students enter 6th grade. To support a college-going culture, PUC CCMS will take incoming 6th grade students to 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 middle school teachers. During this time, PAC’s staff will emphasize to students that they are beginning their middle 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 PUC CCMS. 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 PUC CCMS 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 Advisory and 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 PUC CCMS’s vision and the study, College Readiness Begins in Middle School, “It is important for schools to initiate this planning process by the middle school years.”

- The school will implement supportive and purposeful teaching as the norm.

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

- The school will implement an inclusion model for students with special needs, an immersion program for EL students, as well as strategies, such as pre-teaching, in order to build confidence and well-being.

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

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

PUC CCMS will work purposefully to inculcate in its students the core values of respect, caring, responsibility, and justice. Because community building is a necessary part of creating a positive school environment, PUC CCMS will use the Community Circle from the Tribes Program created by Jeanne Gibbs who, like PUC CCMS, 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 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 student’s school performance. To remedy this situation, PUC CCMS assumes a whole child approach as it understands: “Even when low-income parents do everything they can for their children, their limited resources put kids at a huge disadvantage” (http://www.ascd.org/publications/books/109074/chapters/how-poverty-affects-behavior-and-academic-performance.aspx). As is the case in all other PUC schools, PUC CCMS will have a clinical counselor on staff to provide counseling for students and families. The goal is to develop a program in which interns earning their Marriage & Family Therapy (MFT) hours will provide a high level of support to students and families under the supervision of the Clinical Counselor. PUC CCMS will also work with various service providers that have been identified through community outreach and relations to ensure that each student is healthy, safe, engaged, and supported. PUC CCMS will work with families to link them with a variety of services that will include dental care, health care, vision, nutrition, and tutoring. This approach is best for ensuring long-term student success.

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

PUC CCMS is committed to developing a team composed of all stakeholders. The team will increase student achievement through use of collaborative learning communities supported by the implementation of Critical Friends Group (CFG). Research cited by the National School Reform Faculty indicates, “Implementation of a CFG promotes the values of reflective practice, shared leadership, authentic pedagogy, democracy, equity in opportunity, and social justice, resulting in improved learning for all students” (http://www.nsrfharmony.org/faq.html). Furthermore, teachers trained and participating in CFG’s are more thoughtful about connecting curriculum, assessment, and instruction, and believe that they can affect student achievement. These teachers have higher expectations for student learning, which, in turn, leads to greater student achievement.

PUC CCMS believes that professional development is the cornerstone for educational equity and academic achievement for all students. “Research shows that teachers account for one-third of a school’s total impact on student achievement” (New NY 54). At PUC CCMS, professional development will be offered to enhance and improve staff’s role as effective educators and will enhance their ability to implement the instructional program and to fulfill the school mission. Professional development will be designed and delivered in response to specific teacher and student needs, as informed by data analysis. It will span a broad range of job embedded learning opportunities, including: co-planning, observing, co-teaching model lessons, interactive application based workshops, and examination of student work. It will also seek partnerships with external providers. Further, PUC CCMS recognizes professional development as “…a proven method to recruit, retain, and develop a high quality teaching force.” (New NY, page
21). The following principles, identified by Richard Elmore in “Investing in Teacher Learning: Staff Development and Instructional Improvement in CSD #2, NYC,” as effective strategies for using professional development to bring about system-wide change in instruction, will guide all professional development opportunities:

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

1.11 Curriculum

Following is a course description by subject for each grade level that PUC CCMS will serve.

**ENGLISH LANGUAGE ARTS**

**READING, WRITING, RESEARCHING, SPEAKING AND LISTENING**

The ELA curriculum for students in grade 6-8 at PUC CCMS focuses on developing students’ strength as readers, writers, researchers, listeners, speakers, and collaborators. PUC CCMS students develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Students will become familiar with their own applications of reading and writing processes, and learn how to monitor their own learning and growth in these areas. When working on various types of assignments such as research reports, literature logs or essays, students will understand the process of documenting the steps followed to complete the task or project. Teachers will assess both the final product and the unique process undertaken in developing understanding. In this way, students not only demonstrate mastery of content, but also gain an understanding of their own processing skills, an essential component of their continued success as lifelong learners. Self-evaluation, peer feedback and teacher conferencing augment the process-based approach and all play important roles within the classroom.

Sixth grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students develop greater focus and active engagement with text. Students study narration, exposition, and persuasion. Students read a wide variety of literacy selections and write narrative, persuasive, and descriptive text as they continue to extend their knowledge of Standard English. Classic and contemporary literature is used to increase each student’s motivation to read while popular media will be a tool that is used to entice learners. A variety of prewriting strategies are used for planning and organization. Topics are developed with relevant facts, definitions, concrete details, quotations or other information and examples. Students engage with others to build on others’ ideas and to express their own clearly, distinguishing claims that are supported by reasons and evidence from claims that are not.
Seventh grade language arts students read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students transition from learning to read to reading to learn. Students develop and practice academic vocabulary, in oral and written form, and strengthen independent reading skills. Students expand their writing skills with attention to organization and use greater documentation to support their writing. Students maintain a personal reading list to reflect their motivation to read. To respond to their reading of literary and information texts, students engage in a variety of writing activities and will publish writing. Through class lectures, brainstorming sessions with peers, and classroom discussion, students listen to comprehend and actively participate.

Eighth grade language arts students will read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, for social interaction. Students strengthen readiness skills that prepare them for high school content. Students will analyze literacy elements and devices (character, plot, etc.). Students will read and think about a wide variety of literary selections and will extend their writing to construct their own arguments. To demonstrate a motivation to read, students engage in independent silent reading for extended periods of time and read voluntarily for a variety of personal and academic purposes. Writing requirements expand in length and depth. Students maintain a portfolio of writing that includes a variety of genres. Communication with others demonstrates a respect for differences and an ability to express personal opinions. They also integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Guided Reading**

PUC CCMS 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" (http://www.rtinetwork.org/learn/diversity/urban-school-challenges). Expecting to serve a population of students with below proficient literacy levels, PUC CCMS uses components of Guided Reading as an essential instructional tool for English Language Arts teachers. Students are also guided through independent literacy building classroom activities to reinforce standards.

**MATHEMATICS (Core)**

The core curriculum for students in grades 6 – 8 is designed by teachers aligned to the California Common Core State Standards and provides students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of the designed curriculum are a focus on real-life problem solving, student communication of mathematical thinking and appropriate use of technology. The curriculum also emphasizes balancing different types of instruction, using various methods for skills, practice, and fostering parent involvement in student learning. Teachers will design and utilize various assessment tools that can be used both for planning instruction (formative assessment) and for assigning grades (summative assessment).

Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of
rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. (Common Core Standards.org)

**SCIENCE (Core)**

As the world faces issues such as global warming and a lack of an adequate water supply, middle school students require exposure to scientific knowledge. PUC CCMS students will be trained to master the scientific skills and content that is imperative to participate effectively in today’s global society. Teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Instruction will focus on understanding important relationships, processes, mechanisms, and applications of concepts. Less important is the memorization of specialized terminology and technical details. Our science classes will support student’s ability to explain, analyze, and interpret scientific processes and phenomena more than their ability to recall specific facts. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, it is recommended that students have the opportunity to develop their skills of analysis, inquiry, and design through active laboratory work on a regular basis in grades 6, 7, and 8.

Sixth grade science places focus on Earth Science. Students explore the organization of the universe and Earth’s place in it. The Geologic Time Table, the theory of continental drift and plate tectonics, and how fossils form help students create an overall view of planet Earth’s history. Students also explore geological characteristics of the Earth, including volcanoes, earthquakes, and factors of change such as erosion. Finally, students study global weather and changes in weather patterns. Sixth grade science creates a foundation for science to come. Sixth grade mathematics and science teachers coordinate and develop interdisciplinary theme units and activities with specific content from the adopted state content standards. Sixth grade students complete Earth Science with a clearer understanding of the world around them and demonstrate readiness to begin study of life in seventh grade.
Seventh grade science places focus on Life Science. Students explore life from the cellular level to groups of organisms. The course focuses on understanding the development of life from genetic and evolutionary standpoints to the organization, structure and function of living things. Hands-on lab experiments enhance the concepts learned and stimulate critical thinking necessary to draw conclusions from observations. To further their understanding of the scientific method and practice, the culminating project for the year requires students to work in pairs to develop science experiments. Students conceive, design, run and report on the experiment of their choice. Students utilize the Internet and other resources to research the background of their topics and assist in developing their experiment. To help students select challenging projects, teachers arrange for speakers during the school year to conduct experiments with the students or demonstrate scientific technology. Teachers also closely monitor the progress of projects. Seventh grade science serves to develop experimental practice and curiosity in students to learn more about physical science in eighth grade.

Eighth grade science places focus on Physical Science. Focusing on the concepts of Energy and Motion, students incorporate skills learned in mathematics to utilize formulas in calculating speed, force, heat and other quantities. Graphing data and interpreting trends from graphs assist students in drawing conclusions from lab experiments. Continuing the hands-on nature of the science program, students conduct experiments to investigate average speed, friction force of gravity, patterns of waves in wave tanks and many others. Given the more abstract nature of Physical Science questions posed include the critical thinking variety. Critical thinking questions draw upon the concepts learned and require students to consider multiple aspects of a given problem. Critical thinking questions will be included with the conclusion questions on labs and on exams. Use of pertinent data and information will be required as evidence to support their answers to these questions. Science teachers will develop a rubric to assess these questions in an effort to help students improve their critical thinking skills. The culminating project for eighth grade science is the portfolio project in Science Design. The project incorporates both mathematics and science and includes experimental design, calculations and reasoning. In preparation for this project, teachers continue to arrange for interactions with scientist and engineers.

SOCIAL STUDIES (Core)

The primary mission of the History and Social Science curriculum is to teach chronological and spatial thinking, research, evidence, point of view, and historical interpretation that will enable students to know themselves more fully as developing individuals in a changing historical context and as active participants in their local, national and world communities. The school will seek to nurture each student’s enjoyment of history; teach a body of knowledge; develop skills in reading, research, writing and oral expression; implement learning activities which systematically develop critical thinking; and instill in students a sense of service to others and responsibility for their world. The History-Social Science program will examine global human experience in light of such unifying themes as the process of change over time and the interrelationships among societies. Information will be selected to stimulate student interest and understanding of historical concepts and patterns. Issues of race, religion, gender, ethnicity and class will be incorporated into the curriculum along with current events, geography, and an introduction to social sciences: anthropology, sociology, psychology, economics and international relations.
Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

ARTS (Core)

The arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one’s observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria
Students in grades 6 - 8 will have experiences in the four core visual and performing arts forms; Theatre, Music, Dance and Visual Arts.

GRADE 6: DANCE, THEATRE, MUSIC, VISUAL ART

The curriculum at PUC CCMS allows 6th graders to engage in a quarter of a year in each of the four major Arts forms. This provides them with an introduction to the history, influence, and skills of each.

GRADE 7: DANCE

The dance curriculum at PUC CCMS is designed to develop seventh grade students’ appreciation of the history, influence, technique, and performance skills of dance and reinforce motor skills and movement patterns needed to perform a variety of physical activities. Students gain a better understanding of the main elements of dance, choreographic structures, dance techniques, dance history and most importantly how dance connects to other disciplines. In addition, this course promotes healthy living, general physical activity, and enrichment of their everyday lives. This course builds a solid foundation and knowledge of dance as well as giving students an outlet to express themselves, build character, and promote healthy living. A major outcome of the course is to build self-confidence, self-esteem and body awareness in all students.

GRADE 7: THEATRE

The theatre program at PUC CCMS is designed to help the seventh grade students learn how to express themselves, improve their focus, build confidence and self-esteem, think critically and problem solve, and work collaboratively in a respectful environment. Utmost importance is placed on creating a safe, supportive, and positive community in which students can explore and share ideas without fear of criticism, courageously practice creative expression, and be productive. Students will learn theatre terminology and learn how to perform fundamental and foundational skills such as pantomime, improvisation, and tableau. They will engage in voice work and learn how to speak with effective projection, articulation and expression. Students will delve into story and learn about character, objective, motivation, conflict, resolution, setting, and plot. Most of the work done in theatre class will involve working in groups; therefore, a major focus will be on how to effectively collaborate. Playwriting will also be taught with students learning how to properly structure a stage play script. They will learn about the process of cold-reading, breaking down a script and analyzing character elements, the use of props, blocking, memorizing, and rehearsing. Stage blocking notations will be learned, as well as what it means to be “on-book” and “off-book.”

GRADE 8: MUSIC

The music curriculum at PUC CCMS is designed to develop fundamental musicianship skills, as well as support student growth across disciplines in other content areas. This is achieved over the course of a year-long music class in the sixth grade. In this class our students are not only working on attaining high level musicianship skills, our students are also working on putting mathematical concepts into action while engaging in a process of language acquisition through discipline specific academic discourse. Student engagement in the music specific systems of our classes enhances the elasticity of the brain and works the mind in a way that cannot be duplicated in any other content area. Through our music classes, students learn to develop critical-thinking and problem-solving skills in real time performance scenarios at the intersection of the heart, body, and mind. The experiences of rehearsing music in a classroom setting definitely instill
multiple skills for success. Music students learn how to multi-task at immense levels by incorporating listening, keeping tempo, reading music, following the music director, in addition to physically using multiple parts of the mind and body. Students receive a holistic education regarding etiquette and respect while learning the foundations of how to rehearse and perform in an ensemble setting. It is with this experience that they gain a new confidence, believe they can succeed in whatever they choose, and realize their full potential. Our music program is designed to build a foundation that prepares students for success in a high school instrumental music class. The students will be sent to high school music classes fully prepared with fundamentals in keeping a steady tempo, rhythm (from whole notes/rests up to 1/16th's), harmony (major/minor triads), and reading notes on the grand staff (treble and bass clefs). The sixth grade music class uses drumming to apply concepts of music theory, composition, aesthetic valuing, improvisation, and performance. It is here where students begin to engage in processing, analyzing, and responding to sensory information through the language of music. The eighth grade music class uses keyboards as the means of deepening their understanding of that language. In this class, students build on what they have learned previously and add to that knowledge by developing keyboard skills that include reading, writing, performing, analyzing, creating, and connecting to music both historically and culturally. Many of the fundamentals listed are usually introduced during an Instrumental Music/Beginning Music class. Since our middle school students are being successfully trained, when they move on to high school, they are prepared for more advanced concepts such as: intervals up to a perfect fifth; major/minor/diminished/augmented seventh chords; arranging/composition and higher level sight reading. Through this course, students will not only develop strong-high-level fundamental music skills, but they are better prepared for high school and have fostered skills needed to be successful in college and beyond.

GRADE 8: VISUAL ARTS

The Visual Arts at PUC CCMS focuses making, looking at, discussing, and critiquing art. The course helps students learn how to think creatively and critically, problem solve, and express themselves. Student will develop artist skill in a variety of materials and techniques such as contour drawing, perspective, charcoal and pastel blending, various painting techniques, composition, and color theory. Students will make connections to other contents such as language art, history, science, and math. Students will learn the language of the discipline and basic principles of visual arts. They will begin to understand the role art plays in different countries, communities, and among different individuals. Students are introduced to the history of art and potential careers in the arts field. The course places an emphasis on the role art plays in the self-identity and expression of each student. Finally, each student will be prepared for high school level visual arts classes.

PHYSICAL EDUCATION AND HEALTH (Non-Core)

We strongly believe that middle school is an ideal time for students to gain knowledge and establish life-long practices of a healthy lifestyle. However, most middle school physical education curriculums fall short of accomplishing these two important goals. By and large traditional physical education programs aim to teach students how to play different sports and games, most of which students will never participate in again. Instead of teaching students the values of a healthy lifestyle and the means to achieving one, traditional physical education
programs force students to participate in team sports they are not interested in playing nor good at. While the athletically gifted excel at these types of programs, the average student can become turned off to physical activity. The primary goal of the PUC CCMS physical education program is to instill in its students a life-long pursuit of healthy living. To do so, the PUC CCMS physical/health education program will focus on each student’s individual short-term and lifelong physical/health goals and needs.

SSR (Non-Core)
Sustained Silent Reading (SSR) is a period of uninterrupted silent reading. It is based upon a single simple principle: Reading is a skill. And like all skills, the more you use it, the better you get at it. As reported in Jim Trelease's book, The Read Aloud Handbook, students do not read very much. In one reported study from the book, 90% of the students studied devoted only 1 percent of their free time to reading and 30% to watching television. 50% of the students read for an average of four minutes or less per day, 30% read two minutes per day, and 10% read nothing at all. In a comprehensive seven-year study conducted by John Goodlad, A Place Called School, it was reported that only 3 percent of class time is occupied by the act of reading in the middle school, and 2 percent in the high school. Therefore, with this research in mind, the goal of our SSR program is to increase the amount of reading, build a love for reading, and improve students reading comprehension. The SSR program will also increase students’ access to literature as the Common Core reduces the percentage of literature and increases the percentage of informational text over time (8th grade: 45% literary & 55% informational). Four teachers per grade level will facilitate SSR which is a not for credit course. Assessment of reading levels or Lexile levels will be completed in English classes. Students will have SSR 20 minutes three times per week.

ADVISORY (Non-Core)
PUC CCMS students will participate in an advisory period twice per seek in 6th grade, and three times times per week at the 7th and 8th grade levels. Many narrative accounts attest to advisory’s positive impact. Generally, studies have shown that students who do not feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic achievement.

At PUC CCMS, there are four main goals of the advisory program:

- **Social Emotional**: Students will be in an environment that fosters bonding within an advisory group so that they feel accepted and valued by their teacher and peers.

- **Community Service**: Students will learn about the theories and actions of community service and engage in multiple community service experiences prior to graduation.

- **College Ready Skills**: Students will build non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study skills, work habits, time management, help-seeking behavior, and social problem solving skills. They will begin to develop the behaviors, problem solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of high school and college.
• **College Knowledge**: Students will begin to gather the information and skills that will allow them to successfully navigate the complex college admissions and financial aid processes, as well as begins to develop an understanding of college norms and culture.

It is in Advisory that the Community Circle, from the Tribes Program created by Jeanne Gibbs, will regularly be held. Community Circle was developed around the concepts of: Appreciation, Respect, Camaraderie, and Cooperation. Its emphasis is largely social and intended to produce a climate in which maximum learning is possible and where people enjoy school and are successful. Its purpose is to provide the scaffolding for unhampered learning by building the skills of community through class building, team building, and relationship skill building through cooperative learning strategies. Throughout the process students learn to use specific collaborative skills, and to reflect on both the interaction and the learning that is taking place. The process not only establishes a caring environment for cooperative learning, but provides structure for positive interaction and continuity for working groups.

**Intervention and Enrichment Programs**

Our Intervention Plan is based on a tiered intervention system, targeting students with specific needs and aligning support according to data gathered. Though each grade level is addressed individually, there are some common practices utilized and tailored to be grade appropriate.

**Homeroom Intervention:  
Each grade level has developed homeroom strategies aligned to grade and content appropriate goals. Schedules were developed to support the strategies.**

**HOMEROOMS BY GRADE LEVEL:**

<table>
<thead>
<tr>
<th>6th GRADE</th>
<th>7th GRADE</th>
<th>8th GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students divided into 5 groups so all 6th grade teachers have their own individual homeroom each day. Heterogeneous groups.</td>
<td>Students assigned HR teachers by cohort.</td>
<td>Students assigned HR teachers by cohort</td>
</tr>
<tr>
<td>45 minute homeroom period</td>
<td>10 minute homeroom period</td>
<td>10 minute homeroom period</td>
</tr>
<tr>
<td>Community Circle 2x per week</td>
<td>Community Circle 2x per week</td>
<td>Community circle 2x per week</td>
</tr>
</tbody>
</table>
| HR scope/sequence developed collaboratively, identifying standards that students’ need extra support in. Content teachers develop lessons, which are taught in all homerooms. ELA/Math focus, with math strategies emphasized semester 1, ELA semester 2. | - In-class visits by colleagues 2X per week to address identified students.  
- SSR – 20 minutes daily after lunch | Intervention students are identified during grade level meetings. Students are identified by standard, cohort, and subject.  
Teachers commit 20 minutes during preps to support identified students during Application part of lesson, as |
| | Teachers commit 20 minutes during preps to support identified students during | |
Community Circle topics developed collaboratively during grade level meetings. SSR – 20 minutes daily after lunch

Application part of lesson, as well as general support as needed. This is a Level 1 intervention that is provided to all our students to support student understanding of material and encourage college-ready skills.

well as general support as needed. This is a Level 1 intervention that is provided to all our students to support student understanding of material and encourage college-ready skills.

The second layer of our Intervention program is what really helps close gaps. During grade level meetings on Tuesdays of each week, teachers identify the students who are most at-risk and need tutoring. These students are then invited to participate in our after-school tutoring program, which uses the approach of ‘pre-teaching’ materials. Parents are contacted, and students are individually assigned to a tutor (10-15 per tutor). Pre and post assessments will be conducted for analysis.

Each grade level supports students by tracking work and expecting completion of all assignments. For support, the 6th and 7th grade uses a lunch detention system where students complete missing assignments and/or reflect on their personal achievement. 7th grade utilizes Homework Club, which is every Thursday. 7th grade students are assigned to attend after school on Thursdays, with accompanying parent contact and often parent conferences. The 8th grade team developed their Saturday school, where students can complete missing assignments and they also conduct parent conferences to increase family participation.

6th and 7th grades use teen biz on a weekly basis. Though the participation is severely limited by computer availability, creative ways to increase use are in the works.

At CCMS, we have multiple layers of Intervention:

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual teacher interventions in class</td>
<td>Homework Club</td>
</tr>
<tr>
<td>TAI Math program for 7th grade</td>
<td>Counseling</td>
</tr>
<tr>
<td>SRA program during 7th grade</td>
<td>After school tutoring program</td>
</tr>
<tr>
<td>Use of behavior clipboards</td>
<td>Individual student meetings (SWARM)</td>
</tr>
<tr>
<td>Teen Biz for 6th and 7th grades</td>
<td>Parent/family meetings</td>
</tr>
<tr>
<td>After school homework club and reporting progress to parents</td>
<td>Completion of FST paperwork</td>
</tr>
</tbody>
</table>
Intervention Data

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>Based on leader observation, teachers effectively utilized grade level homeroom strategies. Teachers report they feel the current strategies has increased proficiency in ELA &amp; Math. Our Benchmark 1 results indicate the same. Teachers are seeing increased vocabulary in the classroom and less basic math issues.</td>
</tr>
<tr>
<td>Extended Day</td>
<td>Reaction for our tutoring program is very positive from both students and parents. Many calls have been fielded from parents and students wanting to be included in the program!</td>
</tr>
<tr>
<td>Behavior</td>
<td>Number of behavior entries has reduced. Detentions have dropped dramatically since the beginning of the year. Our suspension/expulsion rates have traditionally been low, and continue to be so.</td>
</tr>
<tr>
<td>FST</td>
<td>Most interventions have been successful with students without going to intervention. During the FST process multiple issues are uncovered and addressed with the entire learning community (student/parent/staff)</td>
</tr>
</tbody>
</table>

Intervention Next Steps

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>How will we know it is working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic ELA</td>
<td>Work with staff PD to increase literacy strategies for all students. Monitor students in tutoring program and track progress. Grade Level meetings review student success and address continued needs</td>
<td>Student Grades&lt;br&gt;Progress Checks at Grade Level meetings&lt;br&gt;Tutoring reports&lt;br&gt;Benchmark results&lt;br&gt;Pre/post assessment</td>
</tr>
<tr>
<td>Basic Math</td>
<td>Monitor students in tutoring program and track progress. Grade Level meetings review student success and address continued needs</td>
<td>Student Grades&lt;br&gt;Progress Checks at Grade Level meetings&lt;br&gt;Tutoring reports&lt;br&gt;Benchmark results&lt;br&gt;Pre/post assessment</td>
</tr>
<tr>
<td>EL’s</td>
<td>Monitor students in tutoring program and track progress; individual students tracked in grade level meetings with strategies developed</td>
<td>Student Grades&lt;br&gt;Progress Checks at Grade Level meetings&lt;br&gt;Benchmark results&lt;br&gt;Pre/post assessment</td>
</tr>
</tbody>
</table>

Needs / Requests:

- Tier 3
  - RSP
  - FST completed
  - Intense Counseling Support
CCSM is confident that our efforts will result in continued growth for CCMS. The reports of Benchmark and school data are helpful in identifying and tracking our students. Maintaining resources to support our tutoring program will be essential to our success. In light of Common Core and Smart Balance requirements technology resources and student technology capabilities will be the next major challenge for our students.

**Instructional Materials**

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

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

The following table provides a list of textbooks that have been used by schools in the PUC network and will be considered by PUC CCMS teachers. The textbook list will be updated as the list of approved CA CCSS textbooks is compiled by the state. PUC CCMS will use supplemental resources for ELD such as Connect, “a fun, 4-level, multi-skills course especially written and designed for young adolescents” and Oxford Picture Dictionary Reading Library “Nine readers based on topics in *The Oxford Picture Dictionary* with narratives on issues including society, school and the workplace.”

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>1. Holt McDougal Literature</td>
</tr>
<tr>
<td></td>
<td>2. McRel; Reading in the Content Area</td>
</tr>
<tr>
<td></td>
<td>3. Houghton Mifflin; Write Source</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1. Holt Mcdougal Algebra 1 Common Core</td>
</tr>
<tr>
<td></td>
<td>2. College Preparatory Math; <em>Core Connections, Courses 1-3 (CC 1-3)</em></td>
</tr>
<tr>
<td></td>
<td>3. Houghton Mifflin; Explorations in Core Math</td>
</tr>
<tr>
<td>Social Science</td>
<td>1. TCI; History Alive</td>
</tr>
<tr>
<td></td>
<td>2. McGraw Hill; Discovering Our Past</td>
</tr>
<tr>
<td>Science</td>
<td>1. Holt; Science &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>2. McGraw Hill; Focus on Science</td>
</tr>
</tbody>
</table>
1.12 Course List

PUC CCMS students will travel in cohorts throughout their daily schedule. Each student will take at minimum the following course scope and sequence designed specifically to meet the grade level standards.

<table>
<thead>
<tr>
<th>Subject</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>History</td>
<td>History 6</td>
<td>History 7</td>
<td>History 8</td>
</tr>
<tr>
<td></td>
<td>Ancient History</td>
<td>World History</td>
<td>US History</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math 6</td>
<td>Math 7</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>Science 6</td>
<td>Science 7</td>
<td>Science 8</td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
<td>Biological Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Arts</td>
<td>Dance, Music, Theatre, Visual Art</td>
<td>S1 Dance</td>
<td>S2 Theatre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1 Music</td>
<td>S2 Visual Art</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>Advisory</td>
<td>Advisory 6</td>
<td>Advisory 7</td>
<td>Advisory 8</td>
</tr>
</tbody>
</table>

1.13 Instructional Methodologies & Strategies

The skilled teachers at PUC CCMS use a rich repertoire of instructional methods. In selecting the most appropriate ones, teachers consider the goals and objectives of the lesson and the unit, the students’ prior learning, and strategies for maximizing cognitive engagement. Based on Dr. Howard Gardner’s theory of Multiple Intelligences and Norman L. Webb’s Depth of Knowledge (DOK), we believe that our teachers must address the different types of learners in their classrooms and the degree of understanding students need to be successful.

Following is a brief description of the general instructional methods PUC CCMS teachers employ to engage students with the content.

**METHODOLOGIES**

- **Constructivist learning**: PUC CCMS teachers facilitate learning by recognizing the knowledge that students bring to the classroom. Students’ learning is supported through an inquiry process as students construct new understanding and meaning.

- **Problem Based and Inquiry Learning**: PUC CCMS teachers give students a problem which the student must then solve by gathering data, organizing data, and attempting an explanation, “whereby students become increasingly accomplished problem-solvers given structure and guidance from mentors who scaffold students through coaching, task structuring, and hints, without explicitly giving students the final answers. An important feature of scaffolding is that it supports students’ learning of both how to do the task as well as why.” [http://www.cogtech.usc.edu/publications/hmelo_ep07.pdf](http://www.cogtech.usc.edu/publications/hmelo_ep07.pdf)
• **Gradual Release Model:** The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task … to a situation in which the students assume all of the responsibility.” (Pearson and Gallagher, 1983) The model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. First, the teacher models his or her thinking and understanding of the content for students. Then, during guided practice, the teacher prompts, questions, and facilitates as students engage in tasks that increase their understanding. To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as stations, ensure that students practice and apply their learning while interacting with their peers.

• **Discovery learning:** Discovery learning is when PUC CCMS teachers encourage students to derive their own understanding or meaning for something. We agree with the Middle Grades Task Force that “direct instruction and discovery instruction are complementary strategies used to enhance learning” (http://literacy4learning.lacoe.edu/differentiation/differentiation.html).

• **Experiential learning:** PUC CCMS students learn by doing. Concrete objects or situations, from which our middle school students derive data for further thought or action, help them to make meaning out of their world. Concrete experiences at PUC CCMS include role-playing, interviewing, community service, and similar activities in which they are able to analyze a common experience and explore ideas and values.

**STRATEGIES**

• **Heterogeneous grouping:** PUC CCMS will provide all students with the same rigorous content and will scaffold support. Heterogeneous grouping has been shown to improve overall learning although some have called grouping at the middle level "the most important unresolved issue in education" (George 1988). In a review of research on ability grouping over a sixty-year period, Slavin (1987) concluded that "almost without exception, reviews from the 1920s to the present have come to the same general conclusion: that between-class ability grouping has few if any benefits for student achievement." (http://rer.sagepub.com/content/57/3/293.abstract). At PUC CCMS, all students, including students identified for special education as well as English Learners, will be active members of the classroom.

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

• **Targeted re-teaching:** When PUC CCMS assessments reveal that students are struggling with a particular skill or concept, students will receive targeted instruction that re-teaches a particular skill or concept. PUC CCMS teachers will build on previous activities with an approach that is different from the one they initially used. Focus will be given to particular errors or omissions.
- **Teacher Lecture**: Teacher lecture is a familiar and effective method for teaching at PUC CCMS that is used thoughtfully and properly. Synthesized research on learning processes presented in *How People Learn* (1999) confirms, “experts’ abilities to think and solve problems depend strongly on a rich body of knowledge about subject matter” (http://www.centerforpubliceducation.org/Learn-About/21st-Century/Putting-it-all-together.html). Facts acquired through lecture, text or empirical research are an essential component of constructing knowledge.

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

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

### 1.14 Student Mastery of the CA CCSS and other State Content Standards

All sixth through eighth grade students at PUC CCMS 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 California Common Core State Standards (CA CCSS) and the California Content Standards. Teachers will design the curriculum to support varying learners and learning styles, including English Learner (EL) students and students with special needs. PUC CCMS will not utilize one particular textbook or program in any of the content areas. PUC CCMS believes that curriculum design is a tool that can be used to empower teachers. Research has found, “Teachers are not likely to make changes to practice unless they judge them to be necessary or desirable, or if they are have opportunities to discuss change and to learn from others.” (Appleton & Asoko, 1996; Arora, Kean, & Anthony, 2000; Franke, Carpenter, Fennema, Ansell, & Behrend, 1998). Cross organizational teacher teams and instructional coaches provide teachers with opportunities to collaborate and learn from one another as milestone documents are
developed. PUC CCMS underscores the value of its teachers as intellectual architects in this task. PUC CCMS also values the incorporation of a student’s intellectual, social, emotional and political learning into curriculum design and will, therefore, hire culturally responsive teachers who “realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage” (http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm).

All PUC CCMS teachers receive training in standards deconstruction, use of the testing blueprints, careful analysis of assessment data, and induction to the PUC model of effective teaching to support a college-ready environment that provides a high level of instruction. From this carefully guided work each teacher develops a standards driven, time bound scope & sequence with specific learning targets and ‘big ideas’ for each unit and lesson. PUC CCMS teachers will use the CA CCSS and the CA Content Standards as the backbone for the development of a scope and sequence. This scope and sequence will be used to make instructional plans and write lessons. The scope will inform the breadth of curriculum that students must be taught. The sequence will guide how the skills and subject material will be instructionally presented over time. The two work together in synchronization; they both have implications for the other. PUC CCMS’s scope and sequence will be both horizontally and vertically aligned. Appropriate grade level and cross-grade level teams will be established to maximize collaboration on scope and sequence decisions. PUC CCMS teachers will modify their scope and sequence to ensure gaps in skills or content are addressed. There are many variables that inform a teacher’s scope and sequence but most important is the data teachers constantly collect and analyze. This data informs their lesson planning and includes planning for individual, small group or whole group needs.

California will begin CA CCSS testing during the 2014-15 school year. PUC, as an organization, has embarked on a comprehensive initiative to ensure that we prepare teachers to prepare students with the knowledge and skills they need to succeed in college and in their careers. In our transition to the CA CCSS, PUC has utilized some of the resources provided by Engage NY and NYSED. Our focus has been on the six instructional shifts in ELA and Math. In addition, in the spring of 2013, a PUC school was part of the early adopters CA CCSS assessment pilot. 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 California Common Core State Standards (CA CCSS) will demand significant shifts in the way teachers think about, design and deliver instruction to students. The content and structure of the CA CCSS strongly align with PUC’s approach to teaching and learning; however, we recognize as an organization that we need to 1) ensure all stakeholders understand the teaching and learning requirements outlined by the common core and explicitly link current organizational practices to the CA CCSS, 2) identify and formally incubate bright spots in order to formally disseminate these best practices across our network, 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 CA 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 California Common Core State Standards.

The following tables outline the instructional shifts that will be required by the CA CCSS and current PUC practices aligned to those shifts:

<table>
<thead>
<tr>
<th>CA 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 and argument.</td>
</tr>
<tr>
<td>• Academic Vocabulary</td>
<td>Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done by spiraling like content in increasingly complex tasks.</td>
</tr>
</tbody>
</table>

Current Practices Aligned to ELA/Literacy Shifts:

• Our schools have maintained a focus on reading across the content areas, increasing the amount of non-fiction text that student read throughout the day. Grade level and content
teams utilize common reading strategies (i.e., GIST, text annotation, etc.) to increase student access to content.

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

- The PUC model of writing has been adapted from the Toulmin Model of Argumentation. School sites develop common language around the stages in this model: writing a claim, providing reasons and evidence, making counterclaims and providing a rebuttal and drawing conclusions. PUC ELA teachers collaboratively designed an articulated writing rubric that is utilized across the network. In addition, a subset of our schools has incubated the use of the writing model and rubric in all content areas. In addition, we are currently experimenting with the use of writing rubrics from the Smarter Balanced Assessment Consortium.

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

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

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

<table>
<thead>
<tr>
<th>CA CCSS Shifts in Mathematics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shifts</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>1. Depth of focus</td>
<td>Teachers significantly narrow and deepen the scope of how much time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts prioritized by the standards.</td>
</tr>
<tr>
<td>2. Coherence</td>
<td>Teachers carefully connect learning within and across the grades so that students can build new understanding onto foundations build in previous years.</td>
</tr>
<tr>
<td>3. Fluency</td>
<td>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework for students to memorize, through repetition.</td>
</tr>
<tr>
<td>4. Deep Understanding</td>
<td>Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn</td>
</tr>
</tbody>
</table>
the math.

5. **Application**
   Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.

6. **Dual Intensity**
   Students are practicing and understanding. There is more of a balance between these two things in the classroom – both are occurring with intensity.

**Current Practices Aligned to Mathematics Shifts:**

- **PUC Schools** has partnered with the Bill and Melinda Gates Foundation to take part in the Math Design Collaborative grant to pilot a series of secondary Formative Assessment Lessons. These lessons are aligned to the California Common Core State Standards and require students to think deeply about one math concept, apply their learning in application tasks with a partner or group without over-scaffolded instruction from the teacher. The teacher’s role is to review a short pre-assessments completed by each student, provide feedback questions to prompt understanding, continue to probe understanding while students engage in exploration of the math concept, and then correct misconceptions and deepen students’ understanding of the focused math concept through a plenary discussion. At the conclusion of the lesson, students retake the assessment and reflect on their progress. This year, all PUC teachers have the opportunity to observe master teachers implement a FAL. In preparation for a full transition to the Common Core next year, the teachers are also all implementing a minimum of two Formative Assessment Lessons or similar performance tasks in their classrooms.

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

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

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

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

- **To help students** develop the modeling and representational skills required by the Standards for Mathematical Practice, PUC teachers provide students with rich, non-routine problems. Students must bring to bear all of the problem solving strategies in their toolkits (making charts, drawing pictures, creating formulas, guessing and checking, etc.) to solve the problems. They often have the opportunity to solve problems collaboratively, which gives them the opportunity to develop the ability to analyze problem solving approaches.
• Error analysis: PUC math teachers engage students in analyzing student errors. This practice helps students to uncover and correct misconceptions, use the language of the discipline to explain a problem solving process, and utilize procedural skill to solve problems accurately.

Additional Support for the 2012-13 & 2013-14 School Year
As part of our weekly leader meetings, we integrated an intensive focus on the CA CCSS so that all leaders have a firm understanding of the demand of the CA CCSS and new assessment system. In concert with our leader development, the messaging from our Common Core Pioneers will ensure all teachers have a clear understanding of the CA CCSS. We utilize three PUC-wide collaboration days yearly to convene teacher in content groups and provide intensive literacy training in alignment with the CA CCSS for all ELA, Social Studies, and Science teachers. Our math teams will focus on sharing lessons learned from the Math Design Collaborative grant and deep study of the new CA CCSS. In addition, the regional directors utilize an audit tool provided by the Lumericore Network to collaboratively assess the readiness of each of the school sites with respect to the instructional shifts demanded by the common core outlined above.

Professional Development for Leaders

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

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

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

• Literacy Design Collaborative
  o Piloting at LCA and CALSECHS this year
  o Dissemination day in May or June
  o Several coaches receiving training

• Common Core Pioneer Program
  o Teacher leaders will support transition through facilitating PD, co-planning, co-teaching, coaching, or other method.
  o Common Core Lead, leader, and pioneer will meet in August or September to outline plan
• Study Groups Focused on Shifts
  o Optional; will meet approximately 2x/month (possibly online; TBD by groups)
  o Groups will investigate best practices, share resources, and co-plan PDs

Professional Development for Teachers
• 3 Content-focused PDs: 10/21 (full day), 2/18 (2-3 hours), and 3/28 (full day)
• Cross-site analysis of performance tasks after B1 and B2
• Common Core Pioneer Program
• Performing arts teacher work on Common Core
• Inclusion specialist team work on Common Core
• Literacy Design Collaborative pilot at two sites
• Math Design Collaborative for math teachers

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

1.15 Development of Technology-Related Skills

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

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

1.20 Academic Calendar

PUC CCMS will adopt at least a 176-day instructional calendar divided into semesters Teachers and selected staff will be required to participate in 5 - 20 additional days during the summer to prepare for the upcoming school year in addition to 10 professional development days during the year.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. 1 / Jul. 1 (0)</td>
<td>First Day of School</td>
</tr>
<tr>
<td>Mon. 15 / Sep. 22</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Tues. 21 / Oct. 27</td>
<td>PD: PUC Common Core</td>
</tr>
<tr>
<td>Wed. 26 / Nov. 19</td>
<td>Last Day of School</td>
</tr>
<tr>
<td>Thurs. 20 / Dec. 8</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>Fri. 2 / Jan. 2 (13)</td>
<td>PD: DYO</td>
</tr>
</tbody>
</table>

### Academic Year 2014-15

#### Summer Bridge
- Aug. 18 - 22
- Summer Bridge

#### Labor Day
- Sept. 1
- Labor Day

#### PD: PUC Kick Off
- Sept. 2
- PD: PUC Kick Off

#### First Day of School
- Sept. 3
- First Day of School

#### PD: Retreat
- Oct. 10
- PD: Retreat

#### Thanksgiving Holiday
- Nov. 22 - 28
- Thanksgiving Holiday

#### Winter Recess
- Dec. 22 - Jan. 9
- Winter Recess

#### Veterans Day
- Nov. 10
- Veterans Day

#### PD: PUC Community of Practice
- Feb. 16
- PD: PUC Community of Practice

#### Memorial Day
- May 25
- Memorial Day

#### PD: DYO
- Oct. 13
- PD: DYO

#### Last Day of School
- June 19
- Last Day of School

#### PD: Data Analysis
- Mar. 26
- PD: Data Analysis

#### Spring Break
- Mar. 30 - Apr. 3
- Spring Break

#### PD
- Apr. 24
- PD

#### PD: PUC Common Core
- Mar. 27
- PD: PUC Common Core

#### Dr. Martin Luther King Holiday
- Jan. 19
- Dr. Martin Luther King Holiday

#### PD: Data Analysis
- Feb. 16
- PD: Data Analysis

#### Easter (Pasqua)
- Apr. 21
- Easter (Pasqua)

#### Teacher PD (No Students)
- Jun. 18
- Teacher PD (No Students)
1.21 Daily Schedules

Weekly Instructional Minutes (54,000 required annually)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>350 minutes per week</td>
</tr>
<tr>
<td>Math</td>
<td>350 minutes per week</td>
</tr>
<tr>
<td>Science</td>
<td>350 minutes per week</td>
</tr>
<tr>
<td>History /Social Science</td>
<td>350 minutes per week</td>
</tr>
<tr>
<td>Physical &amp; Health Education</td>
<td>140 minutes per week</td>
</tr>
<tr>
<td>Arts</td>
<td>200 minutes per week</td>
</tr>
<tr>
<td>Advisory</td>
<td>140 minutes per week</td>
</tr>
<tr>
<td>Weekly Instructional Minutes</td>
<td>1885 minutes per week</td>
</tr>
<tr>
<td>Annual Instructional Minutes (176 days)</td>
<td>68,740 minutes per year</td>
</tr>
</tbody>
</table>

PUC CCMS students will have English Language Arts, Math, History / Social Science, and Science every day. Arts three days a week and Physical Education (PE) twice a week. Advisory will take place four times a week (not on Tuesdays to allow for teacher PD).

Sample Student Schedule
(Monday, Wednesday – Friday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HR 8:00 - 8:10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8:10 – 9:20</td>
<td>ELA 6</td>
<td>Science 6</td>
<td>History 6</td>
</tr>
<tr>
<td>2</td>
<td>9:23 – 10:33</td>
<td>Math 6</td>
<td>History 6</td>
<td>ELA 6</td>
</tr>
<tr>
<td>Break</td>
<td>10:33 – 10:48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:50 – 12:00</td>
<td>Dance</td>
<td>Math 6</td>
<td>Science 6</td>
</tr>
<tr>
<td>4</td>
<td>12:03 – 1:13</td>
<td>History 6</td>
<td>PE</td>
<td>Math 6</td>
</tr>
<tr>
<td>Lunch</td>
<td>1:13 – 1:48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSR/</td>
<td>1:53 – 2:20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Circle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2:20 – 3:30</td>
<td>Science 6</td>
<td>ELA 6</td>
<td>Music</td>
</tr>
</tbody>
</table>
1.23 Teacher Recruitment

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

PUC CCMS will select its own staff and will not discriminate against any employee on the basis of race, color, age, gender, gender identity, gender expression, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition (cancer-related), physical disability or in retaliation or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1). To best meet families’ needs and the school’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

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

- National and regional websites specializing in education such as teacher.jobs, Idealist.org, careerjet.com, indeed.com and careerbuilder.com.
- Attending the regional college education fairs.
- Advertising via LinkedIn, Facebook and other appropriate social media outlets.
- Sustaining PUC’s existing mutually beneficial relationships with educator preparation programs at institutions serving the region (i.e. California State Northridge, University of California Los Angeles, University of Southern California, Claremont College).

- Sustaining PUC’s existing relationship with Teach for America (TFA).

- Advertising in schools of education at universities across the State for candidates who may be interested in moving to Los Angeles and working for a highly successful CMO.

- Teach for America’s alumni network specifically targeting former corps members who grew up in the region and are interested in returning.

- Hosting regular school open houses for the community.

A personnel committee will be formed each year and will have the responsibility of interviewing and making a recommendation to the principal on hiring employees for any vacant positions. The principal is ultimately responsible for hiring employees on behalf of the school’s board of trustees. New teachers’ induction begins with the hiring process. PUC CCMS will follow the process below when hiring teachers:

1. Phone, Personal Interview, or Panel Interview conducted by Principal, Regional Director, or PUC National HR team.

2. Demo Lesson that includes debrief and coaching from Principal or team that may consist of (Regional Director, other school Principals, HR team members, PUC teachers).

3. Candidate completes a written Case Study.

RETAINING HIGH QUALITY TEACHERS

As described above, PUC CCMS will work to recruit and select high-quality staff members and teachers. Once teachers are employed at the school, we will seek to retain teachers by providing or promoting the following:

Effective leadership: We recognize the importance of providing strong and effective leadership. Often, schools lack needed leadership; teachers, consequently, receive inadequate support. PUC CCMS will hire a strong principal who will be capable of leading the academic program to success and providing support and development for teachers.

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

Collaborative environment: A collaborative learning community values the varied strengths of every member. We intend to develop our teaching faculty into a supportive community that values and extends their talent. They will work together to plan units, solicit feedback on lessons, and share instructional techniques. They will also celebrate successes and, together, work their way through challenges, while encouraging each other to grow as teachers and leaders. School leaders will support and reward their collaboration.
Professional work environment: PUC CCMS will create an environment that is professional and collegial. Central to this will be creating and maintain a culture that is inclusive of all individuals. We will create a safe environment that values the input of all individuals.

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

By providing effective leadership, high-quality professional development, a collaborative environment, a professional work environment, and competitive compensation, we believe that PUC CCMS will be a school that not only recruits and selects high-quality teachers and staff members, but also retains high-quality teachers and staff member. PUC CCMS will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, PUC CCMS 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.

1.24 Professional Development

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

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

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

- Defines effective teaching as a collaborative and reflective endeavor that engages peers, students, and their families in ensuring student success. (College Ready Teaching Framework (CRTF))
• Develops methods of measuring teacher effectiveness.

• Implements high-quality, targeted supports that help build teacher capabilities. (Professional Development)

• Provides a career path and compensation system that offers the most effective teachers the opportunity to grow professionally.

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

At the core of our Teacher Development System is the belief that teachers matter and that every child not only deserves a highly effective teacher every day but requires it in order to reverse the achievement gap and achieve our 3 Commitments. All teachers are supported to become highly effective. We define highly effective as the ability of teachers to move the majority of their students substantially more than one year of academic progress in a given school year. It is our belief that teachers who exhibit Level III and IV behaviors on our teaching framework, and achieve at high levels in other evaluation components, will do exactly that. It is also our belief that PUC teachers have the ability to move ALL students in this accelerated manner!

A central component of the PUC Teacher Development System is the College-Ready Teaching (CRT) Framework, a rubric that defines the core competencies expected of all PUC teachers. The framework (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 and strong foundations in the A-G requirement courses.

c. Academic behaviors – such as self-monitoring and study skills.

d. Contextual skills and awareness – such as “college knowledge.”

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

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

**Domains, Standards, and Indicators**

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

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

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

**College Ready Teaching Framework (Sample)**

<table>
<thead>
<tr>
<th>Domain 1: Data Driven Planning and Assessment</th>
</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 I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher fails to effectively demonstrate the specific indicator and student learning is negatively impacted</td>
<td>The teacher is inconsistent or only partially successful in demonstrating the specific indicator, student learning is not maximized.</td>
<td>The teacher is consistent in demonstrating the specific indicator; student learning is strong</td>
<td>The teacher is consistent in demonstrating the specific indicator and has created a classroom where students share in this responsibility; student learning is maximized</td>
</tr>
</tbody>
</table>

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

### Table # 3 Priorities

- **Teacher delivering information**
  - Low cognitive engagement
  - Limited knowledge and skills

- **Teacher facilitates students’ construction of knowledge**
  - High cognitive engagement
  - College-ready knowledge, skills, and attributes

Prior research (Gordon, Robert James, Thomas J. Kane, and Douglas Staiger. *Identifying effective teachers using performance on the job*. Washington, DC: Brookings Institution, 2006.) has shown that for all students, regardless of their background or prior performance, spending a year with a teacher performing mostly at Level I can lead to reductions in their learning gains from one year to the next. Students of teachers performing at Level III make the anticipated annual gains; students of teachers performing at Level IV help their students to surpass those expected gains. While teachers performing at Level III are considered highly effective at fostering college readiness, constructing knowledge and cognitive engagement in the classroom, Level IV in the rubric is intended to provide teachers opportunities to hone their craft in specific areas. In Level III teaching, students are engaged in learning through thoughtful facilitation by the teacher. In Level IV teaching, the classroom functions as a community of learners with student assumption of responsibility for learning. Through clearly articulated expectations and differentiated support, our goal is for each teacher to attain at least a Level III on every indicator so that we can meet our student achievement goals.
Whatever their current level, the language of the CRTF can help teachers understand what the next level of performance looks like and inspire them to take the necessary steps to attain that level of performance in their classrooms. After all, highly effective teachers are critical to preparing PUC CCMS scholars for success. Timely, targeted supports correlate directly to indicators in the CRTF and allow for focused and professional growth plans that move each individual teacher to higher levels of performance. Growth goals shape these plans. They are determined collaboratively among teachers and the school leader who deliver real-time coaching and drop-ins. The PUC network has protocols to guide teachers in pursuing their growth goals both individually and collaboratively. Examples include protocols for analyzing student work, peer observations and a video self-analysis. Ultimately, the Teacher Development System increases student achievement.

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

- **Site Specific Professional Development (Minimum Days):** The school will engage in PD during minimum days based on the School Success Plan and need based on data. PD will be led by a combination of the Principal, teachers, Regional 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-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 California 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 for at least minimum of 1 hour. These meetings occur during minimum days when students are released approximately 2.5 hours earlier than usual. The purpose for these meetings is to reinforce teacher collaboration, build teacher leaders, and best meet the needs of students. Each teacher is a member of a grade-level team, or group of teachers who all teach the same grade of students. Within these grade-level teams, we focus on one indicator from the CRT Framework per month and go through a series of discussions, reciprocal peer observations, and best-practice shares that drive forward teacher growth and development. We pick apart the language that describes level 3 effective teaching and brainstorm and share techniques for improving our practice to reach this specific level. The agenda for these meetings include specific non-negotiable and school / grade level team specifics that are added as needed by the school / grade level. The non-negotiables include: student praise, students of concern and interventions, sharing of content / current and upcoming focus and collaboration, and inclusion.

- Weekly meetings of the whole staff: Weekly whole staff meeting provides time for necessary communication and whole staff discussion. The time ranges from 20 minutes to 1 hour and may be used to address school needs based on data (e.g., EL strategies, special education, inquiry, and school culture).

- Content team meetings: Teachers have a content-alike department team time as needed during early release day and may utilize common preparatory periods. Teachers use this time to collaborate, using the teaching framework as the common language on which to base this collaboration. Instead of having to describe a teaching practice and spend time framing a goal that a teacher might have for development, colleagues can jump directly into active, tangible discussion because they have the common language and expectations of the effective teaching framework.

- Co-planning, observing, and co-teaching model lessons: PUC CCMS 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

### 1.25 Meeting the Needs of English Learners

PUC CCMS intends to enroll a student population that serves a percentage similar to LAUSD’s enrollment of English Learners (ELs) given the community we will serve. PUC CCMS will follow the existing PUC Schools EL Master Plan which meets all requirements of federal and state law, relative to equal access, to the curriculum for EL students, as it pertains to annual notification to parents, student identification, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. PUC CCMS will implement policies to assure proper evaluation and communication regarding EL students and the rights of students and parents.

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

**IDENTIFICATION**

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

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

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

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

APPROACH TO MEETING NEEDS OF ELs and SUPPORTING RESEARCH

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

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

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

The SIOP Model consists of eight interrelated components:
- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

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

The following research supports our use of SDAIE:
- Specially designed academic instruction in the content areas of the curriculum in the second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language (Krashen, 1985).
- The theoretical model indicates that language and content can be developed together if teachers use the needed techniques to make the input comprehensible (Freeman, & Freeman, 1995).
- SDAIE is defined as the teaching of grade-level subject matter in English specifically designed for speakers of other languages. This approach applies to all aspects of instruction, including planning, classroom management, lesson delivery, and assessment. It is most appropriate for students who have reached an appropriate level of proficiency in English (speaking, comprehension, reading and writing) and who possess basic literacy skills in their own language (California Dept. of Education, 1993, 2009).
- Studies have shown that SDAIE teaching results in both subject matter learning as well as impressive amounts of language acquisition (Crawford, A.N., 2005; Edwards, 1984; Lafayette & Buscaglia, 1985).

Native language support will be provided as needed in all content areas by bilingual staff and volunteers in order to ensure comprehension of instructional input. ELD Level I students will be provided ESL instruction during the instructional day, Level II and Level III students will receive instruction during the instructional day as needed. Instruction to be provided by the grade level team in collaboration with the English Language Arts teacher. Level I – III students will also be offered additional EL learning opportunities and EL tutoring instruction during the
extended day program, also provided by the grade level team. Teachers will use supplemental resources for ELD such as Connect, “a fun, 4-level, multi-skills course especially written and designed for young adolescents.” Students at ELD levels I - V will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. School wide application of differentiated instruction will be adjusted to consider the LEP/EL student’s level of English proficiency and prior educational experiences to address cultural and linguistic backgrounds/differences.

Finally, staff will promote language learning at home with ongoing communication with parents and/or guardians. For example: staff will send books home so students may read to family members, follow up activities will be sent home for completion, and student made games (such as Memory) will be sent home for students to engage with parents. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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

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

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
• Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

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

STUDENT PROGRESS MONITORING
The CELDT will be administered, in grades 6 – 8 every fall to all students who are identified as EL. Students will be required to complete the assessment each year until they re-designate. Students are tested in the areas of listening, speaking, reading, and writing. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed. PUC CCMS staff will examine the results from this test alongside other assessments since the school will be focused on providing quality English language development instruction to all LEP students at the school at their proficiency level. The CELDT is one of the measures used to determine whether students are able to be re-designated. Re-designation will be one of the school’s primary goals and measures of success.

The Principal, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications.

PROGRAM EVALUATION
The evaluation for the program effectiveness for EL students in the school will include:

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

AVAILABILTY OF MATERIALS
PUC CCMS will meet all requirements of federal and state law, relative to equal access, to the curriculum for English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. PUC CCMS will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

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

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

PUC CCMS teachers will keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. Differentiation strategies modify what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using different dimensions of depth and complexity in all lesson plans. Differentiation will also be facilitated through flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability. Students will have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context. In addition, teachers will offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers will use advanced learning opportunities that allows students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others. Lastly, PUC CCMS believes that the family connection is important to the success of the gifted student. Parents will collaborate with school leaders, teachers and children in order to present and develop the individualized plan that best meets their child’s needs.

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

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

1.27 Meeting the Needs of Students Achieving Below Grade Level

The PUC CCMS program has been designed to provide a personalized learning environment in which students work for, and achieve, the most rigorous academic standards while discovering and cultivating their unique gifts and talents. Our entire school community collaborates to ensure that student outcomes are met. Further, PUC CCMS staff and educators are committed to school-wide student achievement and work to actively engage parents. We firmly believe that learning is best achieved when associated with students’ individual needs, their natural curiosity, and their desire to be challenged. When teaching is supportive and purposeful, students meet or exceed
grade-level expectations: academic, social, and behavioral.

Based on our 15 year experience with our current PUC schools located in the NE San Fernando Valley, PUC CCMS is prepared to enroll a large number of students who are struggling and likely have one or more of the following: low levels of literacy, lack of a solid foundation in mathematics, inability to organize themselves or to maintain focus, and/or disengagement from learning. To meet the needs of all students – but, in particular, those who have been traditionally academically low achieving – PUC CCMS will adhere to all legal requirements and mandates under the No Child Left Behind Act, and will maintain compliance with the Response to Intervention (RtI) model guidelines. PUC CCMS faculty and staff will monitor student performance on a regular basis to ensure that students who are at risk of failing to perform at grade level – that is, struggling students – are appropriately identified and supported. Implementation of the Family Support Team (FST) model (described further in this Response) and the RtI approach means students will be regularly monitored to determine progress. Attention to the students’ cultural and linguistic background will inform decisions. The diagnostic approach will shape instruction and inform decisions about interventions and eligibility for special education programs. PUC CCMS teachers will do whatever it takes to meet the needs of struggling students. The teachers will use many resources, including each other, their leaders, and both online and hard copy (PRIMM) resources.

PUC CCMS will enroll students who have not yet been identified as having a special need. Accordingly, PUC CCMS will follow child-find procedures to identify all students who may require assessment to consider special education eligibility, as well as special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. As discussed above, PUC CCMS will utilize a three-tier Response-to-Intervention (RtI) model that will help identify students who may require special education and related services.

DETERMINING AND IDENTIFYING STUDENTS WHO ARE STRUGGLING

We expect students will enter PUC CCMS with enormous diversity— in culture, language, prior educational experiences, home circumstances, learning styles, attitudes toward learning, and future ambitions – as well as with varying skill levels in literacy and mathematics. The school will implement a data-driven approach beginning immediately and continued on an ongoing, regular basis. Staff will use assessment results to identify areas of concern and growth, to identify learning gaps, and to inform methods/strategies used to deliver instruction and interventions. In the case that a student is not progressing in a manner consistent with academic success, PUC CCMS will rapidly modify instructional methods (including delivery and tools) within the general education classroom to address the students’ specific needs and will also begin to track interventions.

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

The PUC Family Support Team (FST) is what many other schools call a Student Support Team or Student Study Team (SST). PUC uses the term FST to emphasize the collaborative aspects of the team, and the fact that it is the family that needs support, not only the student. The Family Support Team is a positive school-wide early identification and early intervention process. The FST provides both academic and behavioral intervention. Working as a team, the student, parent/guardian, teachers, school administrator, and other appropriate school personnel identify the student's strengths and assets, upon which an improvement plan for school success can be designed. Concerns are seen as obstacles to student success and not descriptors of the student or his character. As a regular school process, the FST intervenes with school and community support and designs a practical improvement plan that all team members (school, student, parent/guardians) agree to follow. Follow-up meetings are planned to provide a continuous casework management strategy to maximize the student's achievement and school experience.

The Pyramid of Intervention on the following page illustrates PUC CCMS’s multi-level approach to academic interventions and supporting the needs of struggling students.
PUC CCMS Academic Pyramid of Intervention

**Targeted Early Prevention (80%)** (Teacher Led)
- Guided Reading strategies
- EL Strategies in all content
- Community Circle
- Progress Reports
- Positive Notes to Students
- Goal Setting/Reflection
- Grade Level Team Meeting Protocols
  - Writing Across the Curriculum
  - Small Group Instruction
  - Differentiation-Achieve 3000
  - Scholar Awards
  - Study Habits
  - Advisory Individual Check-In’s

**Targeted Intervention (15%)** (Family Communication/Involvement)
- Student/Parent Conference
- Homework Club
- Lunch working Group
- Teacher Tutoring in Content Groups
- Pre-Teaching
- Saturday School
- Collaboration w/ RSP
- Teacher “Swarm” Tracker
  - FST
  - Research Based Interventions
  - Teacher Mentor
  - Clinical Counseling

**Intensive Intervention (5%)** (Admin. Support)

Submitted: 1/17/14
TIER 1
Tier 1, as presented in the bottom portion of the pyramid above, will be implemented within the general education classroom. These early prevention strategies have proven to consistently support approximately 80% of the student population. Tier 1 interventions include the following:

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Elements</th>
<th>Staff Involved</th>
<th>Family Support Team (FST)</th>
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<tbody>
<tr>
<td>1</td>
<td>Whole Class Grouping&lt;br&gt;Screening Measures: 3x/year&lt;br&gt;Frequency: per school schedule&lt;br&gt;Duration: School year</td>
<td>Classroom Teacher</td>
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</tbody>
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TIER 2
When the classroom teacher’s early preventions are not working, an FST Intervention Checklist will be used to begin Tier 2 specific interventions in the classroom. The checklist enumerates the possible forms of intervention that a teacher, administrator, and family may implement if they identify a student in need of behavioral or academic intervention. The Intervention Checklist is also used to document interventions the teacher has implemented and the degree of success of those interventions. Interventions applied will be research-based and the implementation of, and results of, these interventions will be documented. If the teachers’ instructional modifications do not produce the desired results that would put the student on track to perform at grade level, students will be recommended to participate in Tier 2 targeted interventions.

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

- Change of seating or cohort
- Peer support
- Graphic Organizers
- Lecture Notes
PUC COMMUNITY CHARTER MIDDLE SCHOOL

- 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

PUC CCMS, 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.

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

**TIER 3**

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

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

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

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

**AT-RISK**
PUC CCMS is hesitant to compartmentalize its approach specific to serving designated populations given the collaborative nature of its model. PUC CCMS adopts the belief from the Accelerated Schools Model (Fashola, Olatokunbo S., and Robert E. Slavin. "Schoolwide reform models: What works?." *Phi Delta Kappan* 79 (1998): 370-379.) that: “Students considered ‘at risk’ are those who are unlikely to succeed in schools as schools are currently constituted. These students are deemed at-risk because they bring a different set of skills, resources, and experiences than those on which school success is traditionally based. An at-risk student is caught in a mismatch between the experiences he or she has at home, with family or community on the one side, and what schools traditionally expect for their success on the other. For this reason, a child is referred to as caught in an at-risk situation. Once educators cease to view the child as at-risk and, instead, view the situation the child is placed in as at risk, we can then change the situation” (View Park Prep Charter High School, 2003). PUC CCMS will provide every student and, in particular, those who are placed in at-risk situations and those identified as gifted and talented with a powerful, engaging, and accelerated curriculum that will enable them to succeed.

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

- The educational program will enable pupils to become self-motivated, confident, and lifelong learners.
- Pupils will master the basic and augmented skills in context, develop concepts, and become critical thinkers and problem solvers.
- Pupils will receive an enriched curriculum in language arts, mathematics, science, social studies, technology, health, physical education, and performing and visual arts.
- Pupils will develop an attitude of self-respect, respect for others, and an appreciation for the strength of diversity.
- Pupils will demonstrate cooperative pro-social behavior with a sense of responsibility to their
school, home, and community. Students will display this sense of responsibility by being of service to their school and community.

- Pupils will be exposed to career and post-secondary opportunities to develop personal and professional life goals.
- Pupils will begin to establish long-term, post-secondary goals and identify strategies, resources and support to help them achieve these goals.

**STRATEGIES, PROGRAMS, and RESOURCES**

**CURRICULUM AND INSTRUCTION**
As stated previously, the PUC CCMS curriculum, including instructional goals, methods, assessment, and materials, is customized to not only address, but to embrace, the diversity within its anticipated classrooms. Based on the Common Core Standards, the curriculum is designed to ensure that all students, including those with and without special needs, are provided with the same rigorous content. PUC CCMS’s vision of high expectations will drive curricular decisions, as research provides “compelling evidence that when children of color are given a challenging academic curriculum and supported by high expectations, they can and do achieve at high levels” (Education Trust. (2006). Yes We Can: Telling Truths and Dispelling Myths about Race and Education in America. Washington, DC: Author.). PUC CCMS will work tirelessly toward its goal of moving each student over the high bar.

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

**CLASSROOM MODIFICATIONS AND INSTRUCTIONAL METHODS**
The following classroom modification and/or instructional methods may be implemented to meet the needs of struggling students:

**ACADEMIC**

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

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

BEHAVIORAL AND SOCIAL

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

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

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

ORGANIZATION

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

ATTENTION

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

MISCELLANEOUS
• Set reasonable goals and expectations

1.28 Meeting the Needs of Socioeconomically Disadvantaged Students

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

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

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

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

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

• **Pathways to College**: Parents will be provided with educational workshops throughout all grades related to how socio-economic status does not have to be an obstacle in the child’s path to college.

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

EFFECTIVE PROFESSIONAL DEVELOPMENT
Effective implementation of the PUC CCMS model demands professional development (PD),
value added collaboration and ongoing supervision. PUC CCMS shall take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a response to intervention program. Following is a brief description of the professional development topics PUC CCMS will offer that relate to at-risk students:

- **Supporting At-Risk Students**: organizational, regional, and school-based PD that is based on PUC Schools Teacher Development System (TDS) Teacher Framework.

- **Data Driven Planning & Assessment to Best Meet the Needs of Your Students**: knowing our students through qualitative and quantitative data analysis. Teachers learn how to collect and utilize data to inform instruction.

- **Conveying Positive and High Expectations to Students**: This occurs in several ways. One of the most obvious and powerful is through personal relationships in which teachers and other school staff communicate to students, “This work is important; I know you can do it; I won't give up on you” (Howard, 1990). The literature on resiliency repeatedly confirms the protective power of firm guidance, challenge, and stimulus – plus loving support (Garbarino et al., 1992; Werner, 1990). Youth who are succeeding against the odds talk of being respected and of having their strengths and abilities recognized (McLaughlin et al., 1994; Mehan et al., 1994). Successful teachers of poor children refuse to label their students at risk; they look at each child and see the gem that is inside and communicate this vision back to the child (Ashton-Warner, 1963; Ayers, 1993; Carini, 1982; Curwin, 1992; Heath, 1983; Kohl, 1967). They look for children's strengths and interests, and use these as starting points for learning. In Among School Children, Kidder (1990) describes the power that teachers have to motivate children: 'For children who are used to thinking of themselves as stupid or not worth talking to or deserving rape and beatings, a good teacher can provide an astonishing revelation. A good teacher can give a child at least a chance to feel, "She thinks I'm worth something; maybe I am" ' (p. 3). Thus, a relationship that conveys high expectations to students can internalize these beliefs in students and by doing so, develop the self-esteem and self-efficacy that Rutter found in the successful schools in his study.

- **Creating a Classroom Learning Environment**: Based on the premise, “If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely that they will create the conditions necessary for social competence and academic success of students.” (Young, Marchant, & Wilder, 2003). Our goal is to collaboratively create positive school environments that nurture the social, emotional and academic well-being of all students through the use of Positive Behavior Support (PBS) practices. Resources may include the following:
  - *Tribes* Community Circle
  - *Advisory*
  - *Discipline with Dignity*
  - *How to Talk so Students Can Learn*

- **Rigorous Engaging Instruction**: Students identified as being at risk of educational failure often receive a watered-down curriculum that emphasizes the acquisition of basic
academic skills. All students – especially those at risk – need to be engaged in interesting and challenging learning that goes beyond basic proficiencies. One of the best ways to ensure meaningful, engaged learning for all students is by developing whole-school programs in which classroom teachers, specialists, administrators, and support staff collaborates to provide improved school-wide instruction. Supportive instruction within the regular classroom can be provided for those students who need additional help in meeting high academic standards. Research findings also are helping educators recognize the need for students to take an active role in the learning process. When students are responsible for their own learning, they actively plan, organize, and evaluate their progress. At-risk students can become more active, strategic learners when they develop metacognition, or the ability to think about their own thinking and learning. With metacognitive awareness, students can actively plan how to learn, monitor their progress, and evaluate their own achievements. Cooperative learning allows students of varying abilities and interests to share responsibility for learning as they work together in small groups to research topics, solve problems, and improve their understanding of subject matter. Peer tutoring, which can help both tutor and student to take an active role in learning, encourages the development of academic and social skills as students teach other students.

- **Engaging Students:** based on the indicators of engaged learning, as presented in “Students Are Responsible For Their Own Learning,” Jones, Valdez, Nowakowski, and Rasmussen (1995), "In engaged learning settings, students are responsible for their own learning; they take charge and are self-regulated. They define learning goals and problems that are meaningful to them; have a big picture of how specific activities relate to those goals; develop standards of excellence; and evaluate how well they have achieved their goals. They have alternative routes or strategies for attaining goals--and some strategies for correcting errors and redirecting themselves when their plans do not work. They know their own strengths and weaknesses and know how to deal with them productively and constructively. Engaged learners are also able to shape and manage change." (p. 8)

- **Engaging Families:** understanding the importance of parent and family involvement as a way to improve learning for at-risk students. Menacker, Hurwitz, and Weldon (1988) state: "The power and authority of the school alone are insufficient to ensure the good discipline and motivation necessary for acceptable educational outcomes. Parental support and involvement are needed. “We must recognize the value of the resulting new synthesis, supported by both research and common sense, that the home and school are interdependent and necessary factors for educational improvement in schools serving the urban poor." (p. 111) Additional research by Comer and Haynes (1992) indicates that parental involvement contributes to improved academic performance, behavior, and self-esteem of at-risk students. (Refer to the Critical Issues Supporting Ways Parents and Families Can Become Involved in Schools and Creating the School Climate and Structures to Support Parent and Family Involvement.)
1.29 Meeting the Needs of Students with Disabilities

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

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

A priority at PUC CCMS is supporting teachers as they refine their teaching craft. PUC CCMS staff shall participate in training relating to special education by PUC CCMS and/or PUC National Instructional team members. Prior to the start of the school year, PUC CCMS will provide training on various topics regarding provision of services and interventions for special education students to all teachers during a Summer Institute. Specifically, teachers will receive training on implementing IEPs, the process for identifying students and referring students, the Family Support Team, and the RtI process, among others. Additionally, at the beginning of the year, general education teachers and special education teachers will meet to discuss student IEPs.

Throughout the course of the year (on at least three occasions), professional development will be provided to all teachers on various special education topics. The school leader, with the input of staff who serves students with special needs will identify potential issues on which to provide development and will provide professional development accordingly.

1.30 Other Relevant Subgroups

No other relevant subgroups exist.
1.31 Typical Day

In a typical PUC CCMS day, school begins at 8:00 am. Students begin their day in Advisory where they will have breakfast and teachers will take attendance. During this time announcements may be read and students prepare for the day organizing homework, class projects or discussing events with the teachers. At least twice per week in Advisory, students will participate in a Community Circle. This effective tradition / method comes from the Tribes Program. The Community Circle builds positive relationships between the students and the students and their teachers. The topics addressed in the circle will support the students’ immersion in the core values of the school (See Values above).

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

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

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

On this PUC CCMS day, the student will take an English, math, history, and science class. In addition to the four traditional content courses, all students will take an art class and physical education. In these classes a visitor will see the same rigor in instruction.

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

Later, to close the class the teacher asks all students to reflect in their notebooks on the habits of mind they used that day to help them make sense of the texts. They then list two things they want to practice the next day in their reading and share one of the ideas aloud at their tables.
Math (Constructivist Learning): In math, students are working toward being able to represent a linear function by creating tables, drawing graphs, and calculating and describing the slope. Students will then use patterns found within these tables, graphs, and calculations to connect and describe multiple representations of a linear function. To begin the class, students work on a Do Now exercise by answering questions on commonly missed problems from the previous day’s lessons on calculating slope. The teacher uses this time to check in with specific individuals to check their understanding and clear up any misconceptions. To extend students’ knowledge, students are asked to make connections and locate patterns between linear graphs and their equations. This opens up a class discussion in which the teacher encourages students to identify key pieces of information about each graph and equation. At this point students are able to uncover where the slope and y-intercept are located in a linear equation. Using the aforementioned skills, students are then asked to work in pairs to compare/contrast and match linear graphs with its equation. The teacher circulates to provide support and ask questions that require students to use mathematical language and reasoning. For closure, the teacher asks students to reflect in their math journals on their progress toward meeting the standard of describing linear functions.

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

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

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

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

On a typical school day, even during breaks (nutrition break, lunch, and after-school), teachers engage students in informal conversation that contribute to developing character and guide students to display and promote the schools values.
PUC COMMUNITY CHARTER MIDDLE SCHOOL

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

ELEMENT 3 - Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

PUC CCMS 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

PUC CCMS agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If PUC CCMS does not test with the District, PUC CCMS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as PUC CCMS.

2.1 Measureable Goals

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the PUC CCMS’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 PUC CCMS has separated out the state priorities into “sub-priorities.”

**STATE PRIORITY #1— BASIC SERVICES**
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – INSTRUCTIONAL MATERIALS**

| **GOAL TO ACHIEVE SUB-PRIORITY** | Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. |
| **ACTIONS TO ACHIEVE GOAL** | All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget. |
| **MEASURABLE OUTCOME** | 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. |
| **BASELINE PERFORMANCE LEVEL** | 100% (2013 - 14) |
| **METHODS OF MEASUREMENT** | Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and
supplemental materials.

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-pRIORITY</th>
<th>Maintain a clean and safe school facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed and on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed; cleanliness spot checks will also be performed.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 90% of all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related correction it will be corrected immediately.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>90% / 90% / 100% (2012 – 13)</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Monthly site inspection documents prepared by Director of Operations and site administrator; Annual Facility Inspection Reports.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #2—IMPLEMENTATION OF CALIFORNIA COMMON CORE STATE STANDARDS**

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

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-pRIORITY</th>
<th>Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS).</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Identify and participate in intensive professional development and trainings on teaching and learning the CA CCSS.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>100% (2013 – 14)</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.</td>
</tr>
</tbody>
</table>

**SUB-pRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-pRIORITY</th>
<th>All students will gain academic content knowledge through the implementation of the CA CCSS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO</td>
<td>EL students participate in English Language Arts/Literacy instruction</td>
</tr>
<tr>
<td><strong>ACHIEVE GOAL</strong></td>
<td>with appropriate instructional support and intervention as needed.</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>100% of students will gain academic content knowledge through the implementation of the CA CCSS as measured by internal benchmarks and state testing.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Teacher lesson plans; daily class schedule; class roster; intervention rosters.</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.*

**SUB-PRIORITY A – PARENT INPUT**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Maintain parent representation on the Site Advisory Council (SAC).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Each spring, the SAC nominates and elects parents to serve as new members; hold quarterly SAC meetings.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annually, the SAC will have, at minimum, two parent members attending quarterly meetings.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>2 parent members / Quarterly Meetings (2012 – 13)</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>SAC meeting agendas, minutes and sign ins.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Conduct at minimum of six Family Meetings per year July – June; to include at minimum two Student Led Conferences (SLC’s).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Administrators will develop a calendar to include Family Meetings; collaboratively design objectives and agendas for Family Meetings.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>A minimum of six Family Meetings, two of which are SLC’s.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>8 total Family Meetings / 2 Student Led Conferences (2012 – 13)</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Calendar; Family Meeting agenda’s, sign-in sheets.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*
### A. CA Measurement of Academic Progress and Performance on statewide assessment

### B. The Academic Performance Index (API)

### C. Percentage of pupils who are college and career ready

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

### E. EL reclassification rate

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

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

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#### Sub-priority A – CAASPP: ELA/Literacy and Mathematics

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools within a 5 mile radius on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baseline Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Score reports</td>
</tr>
</tbody>
</table>

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#### Sub-priority B – API

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom instruction will incorporate testing strategies in preparation for the CAASPP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Baseline Performance Level</th>
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</thead>
<tbody>
<tr>
<td>Met School-wide &amp; Subgroup Growth targets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Score reports; CA DataQuest summary and API Reports or</td>
</tr>
<tr>
<td>MEASUREMENT</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td><strong>SUB-PRIORITY C – COLLEGE AND CAREER READY</strong></td>
</tr>
<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>
<tr>
<td><strong>GRADE LEVELS NOT APPLICABLE</strong></td>
</tr>
<tr>
<td><strong>SUB-PRIORITY D – EL PROGRESS</strong></td>
</tr>
<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>
<tr>
<td><strong>SUB-PRIORITY E – EL RECLASSIFICATION RATES</strong></td>
</tr>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
</tbody>
</table>
instruction; usage of SDAIE and ELD instructional strategies and extended day instruction as needed. Student data will be tracked and reviewed by Administrators and grade level teams. ILP’s will be developed for each EL student.

<table>
<thead>
<tr>
<th><strong>Measurable Outcome</strong></th>
<th>6th grade cohort will achieve a ≥ 55% reclassification rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>2012-13 58% Reclassification Rate (schoolwide) based on internal SIS system (PowerSchool)</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>CELDT/ELPAC results, Reclassification documents, Internal PUC Data (PowerSchool data and Tableau Reports)</td>
</tr>
</tbody>
</table>

**State Priority #5 — Student Engagement**

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

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

**Sub-priority A — Student Attendance Rates**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>School will maintain a high Average Daily Attendance (ADA) rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></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>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>ADA will be at least 96%</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>96.65 (2012 – 13)</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>Monthly, Quarterly, and Annual ADA reports</td>
</tr>
</tbody>
</table>

**Sub-priority B — Student Absenteeism Rates**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Students will have a minimum number of absences in any school year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></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>
</tr>
</tbody>
</table>
### Measurable Outcome

≥66% of students will achieve an attendance rate of 96%

### Baseline Performance Level

Meeting High Attendance of 96%: 71.9% (2012-13)

### Methods of Measurement

Annual and Monthly absence reports from our student information system.

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

#### Goal to Achieve Sub-priority

School will retain and promote 6<sup>th</sup> - 8<sup>th</sup> grade students.

#### Actions to Achieve Goal

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

#### Measurable Outcome

90% of the 7<sup>th</sup> and 8<sup>th</sup> grade classes will be comprised of students who were enrolled at school the prior academic year.

#### Baseline Performance Level

During SY2012-13 CCMS retained 95% of 6<sup>th</sup> and 7<sup>th</sup> graders.

#### Methods of Measurement

Student re-enrollment documentation as verified by our student information system and CALPADS. PowerSchool Reports.

### State Priority #6—School Climate

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

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

### Sub-priority A – Pupil Suspension Rates

#### Goal to Achieve Sub-priority

School will maintain a low annual suspension rate.

#### Actions to Achieve Goal

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

#### Measurable Outcome

Annually, ≤ 3% of all enrolled students will be suspended.
<table>
<thead>
<tr>
<th><strong>Baseline Performance Level</strong></th>
<th>(2012-13) 3.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methods of Measurement</strong></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><strong>Goal to Achieve Sub-priority</strong></th>
<th>PUC SRCA will maintain a low annual expulsion rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></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; Alternatives to Suspension will be considered prior to administering consequences school will utilize Family Support Team process that mirrors the School Support Team model.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Annually ≤ 1% of enrolled students will be expelled</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>(2012-13) .2%</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
</tr>
</tbody>
</table>

**Sub-priority C Other – School Connectedness**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Students, parents and teachers will feel a sense of community and connectedness.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Students actively participate in Community Circle throughout the school year in their classroom. Meetings, Community Circle, and Professional Development opportunities for teachers. A variety of fun and engaging Family Meetings will further enhance family’s sense of belonging and community. PUC National will devise and administer satisfaction surveys to parents, students, and teachers annually.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Annually, an average approval rating of a ≥ Level 3 (translated level from a 5 point scale) on student, family, and teacher surveys with a minimum response rate of 50%.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>Survey reports</td>
</tr>
</tbody>
</table>

**State Priority #7—Course Access**
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE PRIORITY</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>All academic content areas will be available to all students, including student subgroups, at all grade levels.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>100% (2013 – 14)</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student, teacher, course, and grade level schedules.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #8—STUDENT PERFORMANCE**

**SUB-PRIORITY A – INTERNAL ASSESSMENT**

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

**SUB-PRIORITY B – GROWTH**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Students demonstrate expected growth and achievement on CAASPP.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE 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>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</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>
</tr>
</tbody>
</table>

**SUB-PRIORITY C - SOCIAL RESPONSIBILITY DOMAIN**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>All students will demonstrate a commitment to uplift the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>6th graders participate in learning experiences in Advisory about community service; 7th graders conduct research and needs analysis, complete outreach and at minimum one group project; 8th graders complete at least one group project and one individual project. 75% of PICA students will complete 10 hours of community service by graduation</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>In the initial year, at least 90% of 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).</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Civic Engagement Survey Reports</td>
</tr>
</tbody>
</table>
2.2 Summative Assessment Performance Targets

Below is a chart “consistent with the way information is reported on a school accountability report card”, EC § 47605(b)(5)(C)), identifying and describing specific targets that align with the eight (8) state priorities identified in California Education Code § 52060(d).

As the school becomes more familiar with its target student population, the school’s goals, actions and targets associated to the Eight State Priorities may be revised depending on the local control and accountability plan adopted by the PUC LVT Board of Directors (by July 1, 2014).

To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments and goals in the chart.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Teachers: To be measured by initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card</td>
<td>Teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Sub-Priority B - Instructional Materials: To be measured by Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials</td>
<td>Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Sub-Priority C – Facilities: To be measured by monthly site inspection documents prepared by Director of Operations and site administrator; Annual Facility Inspection Reports</td>
<td>Maintain a clean and safe school facility. (see annual LCAP for details)</td>
<td>90% / 100%</td>
<td>90% / 100%</td>
<td>90% / 100%</td>
<td>90% / 100%</td>
<td>90% / 100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE PRIORITY #2: Implementation of California Common Core State Standards</th>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PUC COMMUNITY CHARTER MIDDLE SCHOOL

| Sub-Priority A – CA CCSS Implementation: To be measured by professional development calendar and agenda’s will serve as evidence of participation by teachers in professional development activities. |
|---|---|---|---|---|---|
| | 100% | 100% | 100% | 100% | 100% |

### Sub-Priority B - EL Students & Academic Content Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster

<table>
<thead>
<tr>
<th>All students will gain academic content knowledge through the implementation of the CA CCSS</th>
<th>2014-2015</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #3: Parental Involvement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Parent Input: To be measured by SAC meeting agendas, minutes and sign ins.</td>
<td></td>
</tr>
<tr>
<td>Maintain parent representation on the Site Advisory Council (SAC) (See LCAP for Details)</td>
<td>2 members</td>
</tr>
<tr>
<td>Sub-Priority B – Promoting Parent Participation To be measured by school calendar; Family Meeting agenda’s, sign-in sheets)</td>
<td>6 Family Meetings Annually</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #4: Student Achievement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – CAASPP ELA / Literacy and Mathematics: To be measured by CAASPP state reports</td>
<td></td>
</tr>
<tr>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a <strong>TBD</strong></td>
<td></td>
</tr>
</tbody>
</table>

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higher proficiency rate than local middle schools within a five mile radius on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

| Sub-Priority B – API: To be measured by CAASPP state reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education |
|---|---|---|---|---|
| School will meet the annual API Growth Targets, or equivalent, as mandated by the CA State Board of Education | 868 | 873 | 878 | 883 | 888 |

| Sub-Priority C – College and Career Ready: To be measured by Lexile reports by grade level |
|---|---|---|---|---|
| Students are on track to be college and career ready. (See Yearly LCAP for Details) | 75% at grade level or equivalent | 80% at grade level or equivalent | 85% at grade level or equivalent | 90% at grade level or equivalent | 95% at grade level or equivalent |

| Sub-Priority D – EL Progress: To be measured by CELDT/ELPAC Score Reports |
|---|---|---|---|---|
| EL students will advance at least one performance level per the CELDT/ELPAC each academic year (See LCAP for details) | 75% - 7th & 8th grade advance 1 level | 77% - 7th & 8th grade advance 1 level | 79% - 7th & 8th grade advance 1 level | 81% - 7th & 8th grade advance 1 level | 83% - 7th & 8th grade advance 1 level |

| Sub-Priority E – EL Reclassification Rates: to be measured by CELDT/ELPAC results; school reclassification documents and reports |
|---|---|---|---|---|
| Percentage of EL students reclassified as Fluent English Proficient annually will be higher than the District average | Higher than the District average | Higher than the District average | Higher than the District average | Higher than the District average | Higher than the District average |

| Sub-Priority F – AP Exam Rates (Not Applicable) |
|---|---|---|---|---|
| Sub-Priority G – College Preparedness / EAP (Not Applicable) |

<p>| STATE PRIORITY #5: Student Engagement |
|---|---|---|---|---|---|
| Sub-Priority A – Student Attendance Rates: To be measured by Monthly, Quarterly, and Annual ADA reports from our SIS | School will maintain a | 96% | 96% | 96% | 96% | 96% |</p>
<table>
<thead>
<tr>
<th>Priority</th>
<th>Sub-Priority B – Student Absenteeism Rates: to be measured by monthly and annual absence reports from our SIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will have a minimum of unexcused absences in any school year</td>
</tr>
<tr>
<td></td>
<td>90% &lt; 3  92% &lt; 3  94% &lt; 3  96% &lt; 3  96% &lt; 3</td>
</tr>
<tr>
<td></td>
<td>Sub-Priority C – Middle School Drop Out Rate: to be measured by Student re-enrollment documentation as verified by our student information system and CALPADS</td>
</tr>
<tr>
<td></td>
<td>School will retain and promote 6th - 8th grade students (See LCAP for details)</td>
</tr>
<tr>
<td></td>
<td>90% - 7th &amp; 8th grade students return  90% - 7th &amp; 8th grade students return  90% - 7th &amp; 8th grade students return  90% - 7th &amp; 8th grade students return</td>
</tr>
<tr>
<td></td>
<td>Sub-Priority D – High School Drop Out Rates (Not Applicable)</td>
</tr>
<tr>
<td></td>
<td>Sub-Priority E – High School Graduation Rates (Not Applicable)</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #6: School Climate**

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Pupil Suspension Rates: to be measured by annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
<td>School will maintain a low annual suspension rate</td>
</tr>
<tr>
<td>Sub-Priority B – Pupil Expulsion Rates: to be measured by annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
<td>School will maintain a low annual expulsion rate</td>
</tr>
<tr>
<td>Sub-Priority C (Other) School Connectedness: – to be measured by survey reports</td>
<td>Students, parents and teachers will feel a sense of community and connectedness</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #7: Course Access**

<table>
<thead>
<tr>
<th>Priority</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority – Course Access: to be measured by Student, teacher, course, and grade level schedules</td>
<td>Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to</td>
</tr>
</tbody>
</table>
and enroll in our academic and educational program as outlined in the school’s charter

<table>
<thead>
<tr>
<th>STATE PRIORITY #8: Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
</tr>
<tr>
<td>Sub-Priority A – Internal Assessment: to be measured by PUC Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards.</td>
</tr>
<tr>
<td>Students demonstrate expected growth from Pre to B1, Pre to B2, and Pre to Post.</td>
</tr>
<tr>
<td>Sub-Priority B – to be measured by CAASPP Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.</td>
</tr>
<tr>
<td>Students demonstrate expected growth and achievement on CAASPP to match state targets.</td>
</tr>
<tr>
<td>Sub-Priority C – Social Responsibility: to be measured by survey reports and community service logs</td>
</tr>
<tr>
<td>All students will demonstrate a commitment to uplift the community. (See annual LCAP for details)</td>
</tr>
</tbody>
</table>

2.3 Other Performance Targets
No other performance targets.

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

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

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

- **Teacher-created Milestone Documents**: Benchmarks 1 and 2 are developed from teacher created milestone documents. Cross-organizational teacher teams and instructional coaches create the milestone documents. The milestone documents represent the material to be covered by the teacher in the window of time allotted between benchmark windows. The teacher-centric nature of this process underscores the value of PUC CCMS teachers as intellectual architects.

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

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

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

<table>
<thead>
<tr>
<th>Students demonstrate expected growth from Pre to B1, Pre to B2, and Pre to Post.</th>
<th>85% achieve expected growth</th>
<th>85% achieve expected growth</th>
<th>90% achieve expected growth</th>
<th>90% achieve expected growth</th>
<th>90% achieve expected growth</th>
</tr>
</thead>
</table>

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

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

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

- **Teacher Reports:** At the pre-assessment, teachers are advised to review item analyses on the assessment system, 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
To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, PUC CCMS shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school’s performance in comparison to similar schools throughout the District and state, and provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education (“CDE”).

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

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

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

- **Ongoing Classroom Assessment (in each content area):** Ongoing, periodic assessment is an integral part of the learning process for both teachers and students. Assessment of student progress will occur at the end of units of study, before, during, and after individual lessons, and as needed to check for understanding and to measure the internalization of new concepts and skills. In addition to measuring student growth, these assessments will serve as an important reflection tool for teachers to use in assessing the effectiveness and impact of their instruction.

- **Rubrics and Criteria Charts:** Teacher- and student-generated rubric and criteria charts will be used to evaluate student work. Rubrics may be tailored to a classroom assignment, to a grade level benchmark assessment, or a school-wide assessment. PUC CCMS places a high priority on the utilization of these tools to ensure that students have clear criteria for producing quality work and work to become self-regulated evaluators of their own performance. Grades of A, B, C, D, and F will be used.

### Reading Assessments

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Purpose</th>
<th>Grades Administered</th>
<th>When Administered</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Grade</th>
<th>Administration Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego Quick</td>
<td>Diagnostic to assess student’s fluency with words that are out of context. Provides an independent reading level and instructional level for fluency only.</td>
<td>5-8</td>
<td>August/September, December, March, June</td>
</tr>
<tr>
<td>McLeod's Assessment of Reading Comprehension</td>
<td>Diagnostic test to assess comprehension level by targeting key strategies and having students apply this knowledge to a leveled passage.</td>
<td>5 - 8</td>
<td>August/September, December, March</td>
</tr>
<tr>
<td>Fry’s Oral Fluency</td>
<td>Assesses the rate and accuracy with which a student reads text aloud. Gauge of fluency is helpful in selecting appropriate reading materials for the student.</td>
<td>5-8</td>
<td>August/September, June</td>
</tr>
<tr>
<td>Core Phonics Survey</td>
<td>Assesses the phonics and phonics related skills that have a high rate of application in beginning reading. A detailed assessment of a student’s phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills. These assessments are best used to plan instruction for students in the primary grades and to develop instructional groups. They may be administered every four to six weeks.</td>
<td>5 - 8</td>
<td>May be administered every four to six weeks depending on student</td>
</tr>
</tbody>
</table>

**ASSESSMENTS NOT YET SELECTED**

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

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

PUC CCMS firmly believes that “using data separates good schools from mediocre schools. Schools that are increasing student achievement, staff productivity and collegiality, and customer satisfaction use data to inform and guide their decisions and actions. Data use essentially sets a course of action and keeps a staff on that course to school improvement and student success.” (J. Killian & G. T. Bellamy, 2000) Additionally, the Regional Alliance for Mathematics and Science Education at TERC has placed a strong emphasis on the use of data and has identified the top 10 uses of data (see below) as a lever of change. PUC CCMS concurs with each of the ten uses and is committed to establishing and maintaining a data driven culture.

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

(Love, 2000)

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

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

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

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

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

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

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

Each year, the principal and PUC LVT 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 LVT Board can take immediate action based on this report to ensure that the school is consistently making progress toward meeting these outcomes. For example, the Board can assign an ad hoc committee made up of parents, teachers, administrators, students and Board Members to evaluate the school’s progress and to make appropriate recommendations.

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

**NON-ACADEMIC DATA COLLECTION**

To ensure that all goals are met; continual evidence will be collected, reported, monitored, and communicated. PUC CCMS will track performance using a combination of data collection systems including; PowerSchool, Data Director, Survey Tracker, ABRA, Excel, and BloomBoard.

**ANALYSIS**

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

PUC CCMS believes that frequent assessment of student progress is a major contributor to success in student achievement. The macro-study described in Goodwin’s *Changing the Odds* report from McREL supports the practice as a critical factor in cases where schools drastically outperformed schools with similar demographics. PUC places a high emphasis on continuous data analysis. All assessments will be analyzed following each administration and utilized to drive student performance. For more information regarding the use and analysis of data and its respective reports, please see below.

**REPORTS**

Customized reports, created by the PUC National Data Team, are another critical component of the PUC CCMS/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 National Data Team will compile a spreadsheet that contains critical student demographics along with the Pre-Assessment results. The spreadsheet enables teachers to sort and identify target groups of students. The Item analysis enables teachers to identify strengths and opportunities to re-teach.

- **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 National Data Team. Additionally leaders are encouraged to work closely with teachers to utilize data to discover strengths and opportunities for growth, identify areas for re-teaching, and uncover patterns as a lever to identify PD needs.

PUC CCMS believes that consistent data analysis is essential in closing the achievement gap for all students. PUC’s use of a cycle of data analysis has driven instruction and has contributed greatly to the dramatic gains in student achievement seen at its schools over time. Likewise, all stakeholders at PUC CCMS will be equally invested in the success of its students and will always seek the road of improvement.

**TEACHERS**

Teachers will be responsible for collecting and maintaining organized files and to effectively document and share student outcomes. Training will be provided to ensure the Data Director software system is properly used. Using the Data Director software system, these assessments are carefully analyzed with the goal of revising pacing and offering strategic, differentiated support to ensure that all students master the standards. The teachers’ roles and responsibilities within PUC CCMS’s data driven community include the following:

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

**PRINCIPAL**

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

- Analyze classroom and grade level assessments to guide dialogue among teachers around improving instruction and increasing student performance.
- Ensure that assessments are given on schedule.
- Ensure that data is analyzed in a timely manner.
- Track student mastery of content across the curriculum.
- Facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized.
• Make recommendations to the Board of Trustees for reallocation of resources in the areas of money, time and personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments.

• Make recommendation to the Board of Trustees as school priorities are followed and set.

• Monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught; Evaluate instruction.

• Ensure tests (and administration of) are valid and reliable.

• Determine focus of and provide professional development.

• Compile a school-wide dashboard showing the recent data along with previous years data.

• Encourage ongoing reflection of student performance.

BOARD OF TRUSTEES

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

• To ensure the school is academically successful and meeting its mission.

• To evaluate school progress.

• To hold PUC accountable for the academic support it provides to the schools.

• To gather a longitudinal record for comparison purposes.

• To compare PUC CCMS achievement to that of schools in the district and state.

• To make informed decisions regarding the instructional and curricular practices that is implemented at the school.

• To make informed personnel decisions.

• To propose actions or support needed in any areas where progress in not on track.

PUC NATIONAL

Data will also provide the CMO with the information needed to drive school-wide improvement. The CMO will use data:

• To determine professional development needs.

• To propose necessary changes to the allocation of instructional supports.

• To generate reports.

• To inform instructional and curricular decisions, applying lessons attained through its network.

• To assist in the disaggregation of data.

• To correct problems as they arise.

• To look deeply at the impact of policies and practices on student learning.

• To identify assessment windows and integrate them into the school site calendar.
STUDENTS

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

COMMUNICATION OF ACADEMIC ACHIEVEMENT AND PROGRESS TO PARENTS

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

2.6 Grading and Progress Reporting

GRADING

Student passing grades will consist of A through C-, any grade below a C- will be considered a failing grade of F. Teachers across the school will agree on a grade book to include, but not be limited to: Assessment, Homework, and Effort.

PROGRESS REPORTING

Parents shall be informed regarding progress of students through student led and parent/teacher/student conferences, progress reports at least every 6 weeks, graded report cards at the conclusion of each semester, ad hoc meetings and access to their child’s grades via PowerSchool.

MATRICULATION

Students must pass all courses in 6th and 7th grade with a grade of C- or better to matriculate to the next grade. The school and family will work together to determine how students will earn any missing credits or determine if a student should be retained. In addition, regular school attendance is mandatory for matriculation, as per guidelines in the “Family Compact”; students are to have no more than 16 absences over the course of 2 semesters. The school will provide all students every opportunity to meet the matriculation requirements. The students and families are also responsible to take advantage of the opportunities provided in order for the student to matriculate.
GRADUATION

Students must pass all courses in 8th grade with a grade of C- or better to graduate. The school and family will work together to determine how students will earn any missing credits or determine if a student should be retained. An 8th grade student will not participate in graduation ceremonies if he/she receives an F at the end of 8th grade. Students are expected to complete at least 10 hours of community service by the conclusion of 8th grade. The student will regularly attend school as per guidelines in the “Family Compact”; with no more than 16 absences over the course of 2 semesters. The school will provide all students every opportunity to meet the graduation requirements. The students and families are responsible to take advantage of the opportunities provided in order for the student to graduate.
**ELEMENT 4 - GOVERNANCE**

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

**GENERAL PROVISIONS**

As an independent charter school, PUC CCMS, 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 PUC CCMS.

PUC CCMS shall comply with the Brown Act and the Public Records Act.

All employees and representatives of PUC CCMS, including members of the PUC CCMS’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.

PUC CCMS 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 PUC CCMS amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

PUC CCMS 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. PUC CCMS 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 PUC CCMS governing board pursuant to Education Code section 47604(b).

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

PUC CCMS 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 PUC CCMS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. PUC CCMS shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

PUC CCMS 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.
PUC CCMS 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 PUC CCMS, that PUC CCMS 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.

PUC CCMS 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.

PUC CCMS shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Cal. Educ. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

PUC CCMS 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 CCMS shall comply with all applicable federal and state laws and regulations, and District policy as it relates to PUC CCMSs.

RESPONDING TO INQUIRIES

PUC CCMS, 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. PUC CCMS, 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 PUC CCMS’s operations is received or discovered by the District, PUC CCMS 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 CCMS 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 PUC CCMS. PUC CCMS 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 PUC CCMS to any other school, PUC CCMS shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event PUC CCMS closes, PUC CCMS shall comply with the student records transfer provisions in Element 16.

**4.1 Governance Structure**

The organizational chart below indicates how PUC CCMS will become and remain a viable enterprise. The organizational chart shows the relationship between the CMO, the governing board and the leadership of the school.

The Partnerships to Uplift Communities Lakeview Terrace (PUC LVT) 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 CCMS in a manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board’s role is one of oversight of school management – specifically, oversight and management of the Regional Director who has oversight of the Principal.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer (treasurer). The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.
In addition, the specific responsibilities of the Board are:

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

- **Budget and financial resources.** 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 financially managing the school, including budget development 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.

**Regional Director**
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 LVT. 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.

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

**PUC National Support Services**
PUC National was formed by the founders of the PUC school corporations (Dr. Jacqueline Elliot and Dr. Ref Rodriguez) to serve as the support entity for the 3 existing PUC corporations – Los Angeles, Valley and Lake View Terrace. The Regional Directors are responsible for the two regions in the network; Los Angeles (PUC Los Angeles) and Valley (PUC Valley and PUC LVT). The purpose of PUC National is to promote, support, benefit, replicate and carry out the purposes of the existing PUC schools and new PUC schools. These replication and service functions that grew out of the older PUC corporations have now been transitioned and consolidated in PUC National, so that the older corporations can focus on their own day-to-day school operations while PUC National focuses on services and expansion for the greater PUC family. PUC National 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.
4.2 Governance Board Composition

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

- the annual budget of the corporation;
- any non-budgeted expenditures of the corporation over $25,000;
- any initial contract for the establishment or operation of, or licensing of rights to, a charter school;
- the removal of trustees/directors without cause pursuant to Section 5222 of the California Corporations Code;
- the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- the approval of the principal terms of a merger of the corporation with another organization;
- the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and
- the approval of any borrowing of money.

The current membership is as follows:

- Dr. John Biroc, Board President
- Dr. Ref Rodriguez, Board Treasurer
- Dr. Jacqueline Elliot, Board Secretary
- Dr. Jeanne Adams
- Fidel Ramirez
- 2 more members will be added

Employees of PUC National serving on the governing board of PUC CCMS will recuse themselves from any participation, discussion or voting on the governing Board of PUC CCMS regarding material transactions with PUC National. A transaction will be considered material which affects PUC CCMS by $25,000 or 10% of the revenue or expenses of the school, whichever is greater.
PUC LVT encourages all stakeholders to participate in and share responsibility for the educational design in a manner that will ensure that there will be active and effective representation of interested parties, including but not limited to parents (or guardians). This is accomplished in a number of ways that include the formation of School Advisory Councils at each of the PUC LVT school sites, process, and educational results.

4.3 Governance Board Selection

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

4.4 Governance Procedures and Operations

Meetings of the Board shall be held in the jurisdiction of LAUSD or the territory of the charter school to ensure community, stakeholder and parent participation and attendance at the meetings. All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. Posting of meeting notices, distribution of agendas and recording of governing board actions are implemented in accordance with the Brown Act. As such, the following takes place prior to a Board meeting:

- The agenda is created and reviewed by the Regional 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 LVT school site (in locations where it is visible to parents, visitors, students, and staff).
- An E-mail is sent to all PUC LVT Board Members, and the LAUSD PUC CCMS 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 Partnerships to Uplift Communities Lakview Terrace Bylaws and is in compliance with the Brown Act.
4.5 Governance Board Decision Making Process

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

Except as otherwise may be provided in the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such trustees.

To the extent permitted under and in conformance with the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another.

4.6 Stakeholder Involvement

PUC CCMS believes that parent involvement translates into increased student achievement. The philosophy of PUC CCMS 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 will be encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to spend at least one full day per school year in the classrooms with the child.
The school will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

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

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

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

School Advisory Council
The School Advisory Council consists of parents, students, community members, teachers and school site administrators. PUC CCMS’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 submitting the minutes of each Advisory Council meeting to the PUC LVT Board of Trustees. The Advisory Council meets at least once per month. School Advisory Council members are encouraged to attend the Board meetings.

Element 5 – Employee Qualifications

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

Equal Employment Opportunity

PUC CCMS acknowledges and agrees that all persons are entitled to equal employment opportunity. PUC CCMS 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 CCMS 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. PUC CCMS 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. PUC CCMS shall maintain current copies of all teacher credentials and make them readily available for inspection.

**5.1 Positions**

The following list represents the employment positions in the school.

- Regional Director (PUC specific position shared by all schools)
- Principal
- Assistant Principal
- Classroom & Specialty Teachers
- Physical Education Teacher
- Special Education Teachers
- Inclusion Assistant
- Office Manager
- Office Assistant
- Student Supervisor

**5.2 Job Descriptions and Qualifications**

All employees of PUC CCMS 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 LVT. 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 LVT 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 PUC CCMS movement
- Work effectively with local media to create a strong, positive local presence; participate in select events and speaking engagements as a spokesperson for PUC’s mission and impact

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

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

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

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

Scholarly Rigor & Academics
• The principal will develop and implement a plan that will ensure student achievement which will 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 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 middle or high school 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 strongly preferred but not required.

• Previous leadership experience (department chair, assistant principal, dean, etc.).

• Proven leadership and team building skills.

• Detail-oriented, multi-tasking and problem-solving skills.

• Excellent interpersonal communication and writing skills.

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

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

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

• The assistant principal will continually build and maintain an environment that promotes PUC Schools’ values and vision while developing a sense of community in the school.

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

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

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

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

Qualifications:
Bachelor's degree from an accredited college or university
Master’s degree in subject matter field or Education is strongly preferred
Must possess a current California teaching credential or be enrolled in a credentialing/internship program at a college/university

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

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

Qualifications:
• Bachelor's degree from an accredited college or university
• Master’s degree in subject matter field or Education is strongly preferred
• Possess a current California teaching credential or be enrolled in a credentialing/internship program at a college/university is strongly preferred

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

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

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 or be currently enrolled in a Special Education credentialing program
• Enthusiastic and pleasant, highly motivated individual
• Solid knowledge of State and Federal guidelines for Special Education
• Ability to communicate effectively (verbal and written)

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

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

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

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

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

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

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

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

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

Qualifications:
• 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.
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)

HEALTH, SAFETY AND EMERGENCY PLAN

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

PUC CCMS shall require all employees of PUC CCMS, all volunteers who will be performing services that are not under the direct supervision of a PUC CCMS 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. PUC CCMS shall maintain on file and available for inspection evidence that PUC CCMS 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. PUC CCMS 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

PUC CCMS 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. PUC CCMS shall maintain TB clearance records on file.

PUC CCMS 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. PUC CCMS 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)

COURT-ORDERED INTEGRATION

PUC CCMS 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.

PUC CCMS 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 PUC CCMS will undertake in order to achieve the District’s Racial and Ethnic Balance goal. PUC CCMS shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, PUC CCMS 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 PUC CCMS 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 CCMS 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 PUC CCMSs is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). PUC CCMS 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 CCMS shall have the right to continue attending PUC CCMS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to PUC CCMS shall
end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

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

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 CCMS under the NCLB-PSC program increases in subsequent years, PUC CCMS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at PUC CCMS.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, PUC CCMS 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 CCMS understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. PUC CCMS 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 CCMS also understands that as part of its oversight of PUC CCMS, the District may conduct program review for federal and state compliance.

7.1 Annual Outreach Efforts

In pursuit of our mission and our commitment to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, thus it is our responsibility to make families aware of the educational options for their children. PUC CCMS is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site including Lakeview Terrace, Sylmar, Pacoima, San Fernando. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school via flyers and phone conversations with local community-based organizations such as MEND and Northeast Health Services by the Regional Director and Recruitment team.

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

• Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).

• Letters sent to existing PUC families. The letter will include enrollment period and lottery information (location, date, time).

• Community outreach efforts including communication with with local council members’ field offices (Current District 7 Representative), local public libraries, park and recreation centers, community based organizations, and churches and synagogues.

• Flyers in Spanish and English announcing the enrollment period will be distributed to the local 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).
• PUC CCMS 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.

7.2 Racial and Ethnic Balance

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

PUC CCMS will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.
ELEMENT 8 - ADMISSIONS

"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(H)

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

PUC CCMS 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. PUC CCMS 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

PUC CCMS 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. PUC CCMS 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.

PUC CCMS shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

8.1 Specific Admission Requirements

PUC CCMS will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. PUC CCMS will not enroll pupils over the age of 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school requirements. There will be no specific admissions requirements for the school. Parents and students admitted to the school are requested to attend an orientation session to review the policies and expectations of the school, but their attendance or lack of attendance will not impact their student’s admission. The site principal will work to assure that all families understand these expectations and that they are aware of ways to be involved in the school’s life and decision-making through monthly family meetings facilitated by administration and school staff.

8.2 Outreach and Recruitment

The following efforts will be employed by PUC CCMS 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 Spanish and English announcing the enrollment period will be distributed to the local elementary schools under the guidance of the school administration in order to avoid disruption, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

• PUC CCMS will participate in presentations to local elementary schools at the discretion of the local school administration as to avoid disruption. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).

• All students will be encouraged to apply, if interested.

• There will be no special qualifications required for admission to PUC CCMS.

8.3 Admission Preferences

The school will give admissions priority to the following students in the following order so as to follow charter law and meet the needs of the community:

• Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)

• Pupils who reside in the Lakeview Terrace neighborhood (preference shall be implemented as exemptions to the lottery)

• Siblings of students currently enrolled, or wards of their parents. A ward is a child whom the parent of a current student has custody.

• Children of current employees and developers* of PUC CCMS, not to exceed 10% of the school population.

  o *A “developer” is an individual who has engaged in activities that have supported the opening of the school. A developer may be a parent who has a child who will enter the school in the founding year, in later years, or becomes a parent of a school aged child. These people are considered “developers” and will have priority for enrollment in the school any subsequent year after the school has been opened.

8.4 Implementation of a Public Random Drawing

As per 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). Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep families together.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing, which will be advertised through the enrollment request (copy given to parent upon completion) as well as lottery date included on all flyers, to determine enrollment for the impacted grade level(s), with the exception of existing students of PUC CCMS, who are guaranteed enrollment in the following school year.
The random public drawing shall be conducted as follows:

a. 6th grade lottery will be conducted first following the preferences listed above (8.3).

b. In grades 7 and 8, should there be spaces available; these will be filled through a lottery following the preferences listed above (8.3).

Enrollment Requests for each grade level are separated into piles according to their preference stage and are counted. If the number of space requests in the preference stage does not exceed the grade’s capacity, all students applying for enrollment in that stage will be eligible for enrollment. When a stage is reached where the number of space requests exceeds the grade’s remaining capacity, completed space requests are and placed into boxes by the order of preferences noted in the charter, and randomly drawn until capacity is reached. A student whose space request is drawn will be listed by the number chosen and shall be considered an eligible student for enrollment. The parents will be notified through a phone call and letter from the school office manager and assistants of acceptance through the lottery.

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

Parents and students will be informed of the rules of the public random drawing at the time they fill out an “enroll request/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.

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

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 space requests will be made available at the school site for applicants. The lottery will take place, as needed, on the last Friday in February beginning at 8:00 am and will be held in the PUC Education Complex Multi-purpose room. Application to PUC CCMS should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are expected to attend an information session to learn more about the educational program of the school. The content of the application will not be used as a factor of admission, but the information helps assure that parents and students are seriously interested in attending PUC CCMS.

Parents and students will be informed of the date, time and location of the public random drawing at the time they fill out a “enrollment request/lottery form” for admission into the school. Date, time and location 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 date, time and location are also available for all staff and other interested parties per request, at the school site.

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

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

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

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

a. The student is accepted into the charter school as space becomes available and enrolls in the charter school.

b. The parent/guardian requests that the student be removed from the wait-list.

c. The end of the current school year.

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

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

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

a. Accept the available slot within 2 business days of the offer.

b. Decline the available slot and be removed from the wait-list.

c. Decline the available slot and be placed at the end of the wait-list.

d. If the school does not receive a response within 2 business days of the offer, the school will deem the parent to have declined the available slot and remove the student from the wait-list.

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

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

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

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

- Agenda(s) from information sessions.
- Completed space requests remain on site for one school year
- List of students chosen in the lottery will be documented and stored on the PUC Schools Intranet
- Completed enrollment packets are filed in each individual students local file
- Agenda(s) from admission / orientation meeting(s) will be on file in the office
- Sign-in sheets from admission / orientation meeting(s) will be on file in the office
The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

The annual audit shall be conducted in compliance with 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

PUC CCMS will retain the services of an independent auditor/CPA, from the list of State Controller’s list of approved auditors, who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school’s financial statements, revenue related data collection and reporting practices, and examine the school’s internal controls.

The 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 LVT 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, PUC CCMS 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.

The PUC National CFO and CEO will review any audit exceptions or deficiencies and report to the PUC LVT Board of Directors with recommendations on how to resolve them. The PUC LVT Board will report to the 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 the LAUSD.
In accordance with California charter law and LAUSD requirements, an independent financial audit will be conducted at PUC CCMS annually. The PUC LVT Board of Trustees will be responsible for approving the selection of the auditor each year.

PUC CCMS and PUC LVT shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, PUC CCMS and PUC LVT 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.
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.

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?

At the time of enrollment in PUC Community Charter Middle School (PUC CCMS), parents and students will be provided with a clearly delineated list of violations for which students may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in the table below:

a. While on school grounds.
b. While going to or coming from school.
c. During the lunch period whether on or off the campus.
d. During, or while going to or coming from, a school-sponsored activity.
e. Students who present an immediate threat to the health and safety of others may also be suspended or expelled.

### 10.1 GROUNDS FOR SUSPENSION AND EXPULSION

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. PUC CCMS 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 Expulsions Non-Discretionary</th>
<th>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</th>
<th>May Recommend Expulsion (Discretionary)</th>
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<tr>
<td><strong>Education Code (EC) 48915(c)</strong></td>
<td><strong>Act 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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</table>

**Act must** be committed at school or school activity.

**EC 48915 (a)** states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.

1. **Causing serious physical injury to another person, except in self-defense.** **EC Section 48915 (a)(1).**
2. **Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.** **EC Section 48915 (a)(2).**
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.** **EC Section 48915 (a)(4).**
4. **Theft.** **EC Section 48915 (a)(4).**
5. **Assault or battery, or threat of, on a school employee.**

<table>
<thead>
<tr>
<th>1. Firearm</th>
<th>Act <strong>must</strong> be committed at school or school activity.</th>
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</thead>
<tbody>
<tr>
<td>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</td>
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<tr>
<td>b. Selling or otherwise furnishing a firearm.</td>
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<tr>
<td>c. Brandishing a knife at another person.</td>
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<tr>
<td>d. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.</td>
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<tr>
<td>e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.</td>
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<td>f. Possession of an explosive.</td>
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<td>g. Committed robbery/extortion</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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<tr>
<td>k. Disrupted or defied school staff</td>
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<tr>
<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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<tr>
<td>p. Sold prescription drug Soma</td>
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<tr>
<td>q. Committed hazing</td>
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</table>
### Must Recommend Expulsions Non-Discretionary

<table>
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<th>May Recommend Expulsion (Discretionary)</th>
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<tr>
<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>
</tr>
<tr>
<td>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</td>
<td>s. Participating in the act of hate Violence and Terroristic Threats</td>
</tr>
<tr>
<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>
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</table>

† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (u) "school property" includes, but is not limited to, electronic files and databases.
10.2 General Discipline Policies

PUC CCMS 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. PUC Community Charter Middle School’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 afforded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be removed from the campus but at all times will be afforded due process and access to instruction.

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct and discipline will also be printed and distributed as part of the school’s pupil handbook. The discipline policy will be progressive in nature.

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

Notification of Policies

The site principal shall insure that pupils and their parents/guardians are provided with the PUC CCMS Student/Parent Handbook at the time of enrollment. The parents and students will be informed verbally that the handbook includes all policies and procedures for pupil conduct and discipline. The PUC CCMS Student/Parent Handbook will be provided again every school year and shall also be available upon request in the main office of the school. The PUC CCMS Student/Parent Handbook utilizes sections from the charter petition, including Element 10, to communicate policies and procedures.
No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above [“Must Recommend Expulsion (Mandatory)“]. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts.

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

10.3 DISCIPLINE FOUNDATION POLICY

Traditionally, positive behaviors (e.g., compliance with classroom rules and expectations, interest and engagement in class activities, and mastery of subject matter) have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). A key design that drives all PUC schools is our positive school culture. PUC CCMS 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 (19Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). PUC CCMS takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The school proactively shares with students and families the behavior expectations that all students will meet. We keep these behavior expectations simple: the 4 Ps: Prompt, Polite, Productive, and Prepared. These expectations are broad and apply to most behavioral situations. In addition, each grade level, with approval from the principal, defines important routines that students will follow in meeting the 4 Ps. These routines are shared with students and families, are proactively taught, and are consistently reinforced in all classrooms.

Further, we recognize that each student is an individual. Therefore, correction of student misconduct and replacement behavior is handled on an individual basis. To best meet the individual needs of our students, PUC CCMS takes a targeted approach to behavior management and discipline.

PUC CCMS’ 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
10.4 SUSPENSION AND EXPULSION PROCEDURES

Authority to Suspend
The Principal, Assistant Principal in consultation with the Regional Director has the authority to suspend following the procedures listed below.

Suspension Procedures

Suspension from Class: A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Regional 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 PUC CCMS administrator of office manager as directed by the administrator shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the
parent/guardian shall be notified 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 from the day of suspension to five (5) school days following the last day of the student’s suspension.
2. An alternate PUC Regional Director who was not involved in the initial suspension 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 Expulsion Panel (consisting of school administrators as authorized by the PUC-Lakeview Terrace Board of Trustees) following an expulsion hearing. The Expulsion Panel may expel 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 recommendation for the expulsion. 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 Expulsion panel and the outcome will be reported to the Board of Trustees.

2. Written notice of the hearing shall be forwarded to the pupil and the pupil’s parent/guardian at least ten (10) 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 decision by the Administrative Panel 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 Expulsion Panel who will make a final decision regarding the expulsion.
The final decision by the Expulsion Panel shall be made within ten (10) school days
following the conclusion of the hearing.

Notification of Expulsion

The principal, following a decision of the Expulsion Panel to expel shall send written notice of
expulsion, including the Panel's findings of fact, to the pupil or parent/guardian. This notice
shall include the following:

1. Notice of the specific offense 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.
Expulsion Appeal Process

To initiate an appeal, parent or guardian must contact the Regional Director in writing within three weeks of the date of the expulsion.

The Regional Director who was not involved in the original expulsion will gather information from the site principal, student, parent or guardian to verify that the school followed appropriate due process and all applicable procedures. The Regional Director will then present the case as well as facilitate an appeals hearing involving the original stakeholders to an Expulsion Appeals Panel that does not consist of any original expulsion panel members.

Based on the information submitted or requested, the Expulsion Appeals Panel 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 will hear the suspension 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.

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).

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.

10.5 REHABILITATION, READMISSION, AND INTERIM PLACEMENT

**Rehabilitation Plans**

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

**Readmission**

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

**Reinstatement**

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

**Gun Free Schools Act**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – RETIREMENT PROGRAMS

“The manner by which staff members of the PUC CCMSs 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 Retirement Programs for Certificated, Classified, and Other Staff

Staff at PUC CCMS will have access to appropriate retirement plans as outlined below.

Classified staff at PUC CCMS will participate in the federal social security system and will have access to other school-sponsored retirement plans for the school’s employees. PUC CCMS certificated staff participate in the State Teachers Retirement System (STRS). PUC CCMS 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.
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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)

Pupils who choose not to attend PUC CCMS 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 – DISTRICT EMPLOYEE RIGHTS

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

Employees of the District who choose to leave the employment of the District to work at PUC CCMS shall have no automatic rights of return to the District after employment at PUC CCMS 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 PUC CCMS will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

The staff and governing board members of PUC CCMS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and PUC CCMS, 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 CCMS 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 c/o School Director: PUC Community Charter Middle School
11500 Eldridge Ave.
Lakeview Terrace, CA 91342

To Director of PUC CCMS: 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.
“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)

PUC CCMS is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, PUC CCMS 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 PUC CCMS 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)

REVOCATION OF THE CHARTER

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

- PUC CCMS committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- PUC CCMS failed to meet or pursue any of the pupil outcomes identified in the Charter.
- PUC CCMS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- PUC CCMS 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 CCMS in writing of the specific violation, and give PUC CCMS 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, PUC CCMSs 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 CCMS, either by the governing board of PUC CCMS 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 CCMS votes to close PUC CCMS; or the Charter lapses.

CLOSURE PROCEDURES
The procedures for PUC CCMS 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 “PUC CCMS” apply to PUC CCMS, 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 CCMS or the LAUSD Board of Education, the governing board of PUC CCMS shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how PUC CCMS will fund these activities.

**Notification of Closure Action**

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

1. The CSD, if the Closing Action is an act of PUC CCMS. 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 CCMS within 72 hours of the Closure Action. PUC CCMS shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). PUC CCMS shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. PUC CCMS 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 CCMS shall send written notification of the Closure Action to the SELPA in which PUC CCMS participates by registered mail within 72 hours of the Closure Action. PUC CCMS 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 CCMS 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. PUC CCMS shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). PUC CCMS shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. PUC CCMS 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 PUC CCMS. PUC CCMS 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. PUC CCMS 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 CCMS 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 PUC CCMS shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, PUC CCMS shall provide all employees with written verification of employment. PUC CCMS shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

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

1. PUC CCMS 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 PUC CCMS. 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. PUC CCMS’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. PUC CCMS shall prepare and provide an electronic master list of all students to the PUC CCMSs 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 PUC CCMS 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 CCMS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. PUC CCMS will coordinate with the CSD for the delivery and/or pickup of the student records.

5. PUC CCMS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. PUC CCMS 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. PUC CCMS 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 PUC CCMS and the authorizing entity of any liabilities the PUC CCMS owes the state, which may include overpayment of
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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 PUC CCMS if it has reason to believe that the school received state funding for which it was not eligible.

PUC CCMS 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 PUC CCMS.

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

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

PUC CCMS 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 PUC CCMS 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 PUC CCMS 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 PUC CCMS. PUC CCMS closure procedures must also ensure appropriate disposal, in accordance with PUC CCMS’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the PUC CCMS 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 PUC CCMS is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of PUC CCMS, the corporation shall be dissolved according to its bylaws.

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

PUC CCMS’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.

PUC CCMS 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, PUC CCMS 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 PUC CCMS’s right to operate as a charter school or cause PUC CCMS to cease operation. PUC CCMS 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 PUC CCMS 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.
FACILITIES

District-Owned Facilities
If PUC CCMS 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, PUC CCMS 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 PUC CCMS will occupy and use any LAUSD facilities, PUC CCMS shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

PUC CCMS 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 PUC CCMS from conducting its educational programs. If PUC CCMS will share the use of LAUSD facilities with other LAUSD user groups, PUC CCMS 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:** PUC CCMS 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 PUC CCMS.

- **Furnishings and Equipment:** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to PUC CCMS for use. PUC CCMS, 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 PUC CCMS 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 PUC CCMS shall pay a Pro Rata Share for facilities costs as provided in the PUC CCMS 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, PUC CCMS shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or PUC CCMS’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event LAUSD agrees to allow PUC CCMS 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 PUC CCMS.

  (i) Co-Location: If PUC CCMS is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and PUC CCMS 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 PUC CCMS is a sole occupant of LAUSD facilities, LAUSD shall allow PUC CCMS, 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 PUC CCMS 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, PUC CCMS shall satisfy those requirements to participate in LAUSD’s property insurance or, if PUC CCMS is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. PUC CCMS shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF PUC CCMS 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 PUC CCMS 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 PUC CCMS 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 PUC CCMS facility. PUC CCMS shall implement any corrective actions, orders to comply, or notices issued by the
authorized building and safety agency. PUC CCMS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. PUC CCMSs 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. PUC CCMS may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If PUC CCMS moves or expands to another facility during the term of this charter, PUC CCMS 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:** PUC CCMS shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** PUC CCMS 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 PUC CCMS by the District under any of the District’s self-insured programs or commercial insurance policies. PUC CCMS 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 PUC CCMS from claims which may arise from its operations. Each PUC CCMS location shall meet the below insurance requirements individually.

It shall be PUC CCMS’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 PUC CCMS's insurance shall be primary despite any conflicting provisions in PUC CCMS'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 PUC CCMS 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 PUC CCMS does not operate a student bus service. If PUC CCMS 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 PUC CCMS to cover all PUC CCMS employees who handle, process or otherwise have responsibility for PUC CCMS 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 PUC CCMS’s insurance shall be primary despite any conflicting provisions in PUC CCMS’s policy.

Evidence of Insurance

PUC CCMS 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:
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 PUC CCMS 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 PUC CCMS.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, PUC CCMS 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. PUC CCMS 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 PUC CCMS and/or its officers, directors, employees or volunteers. Moreover, PUC CCMS 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 PUC CCMS’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**

The District may charge for the actual costs of oversight of PUC CCMS not to exceed 1% of PUC CCMS’s revenue, or the District may charge for the actual costs of oversight of PUC CCMS not to exceed 3% if PUC CCMS 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 PUC CCMS facilities use agreements.

**Cash Reserves**

PUC CCMS 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 PUC CCMS 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 PUC CCMS, PUC CCMS authorizes the District to deduct any and all of the in lieu property taxes that PUC CCMS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. PUC CCMS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to PUC CCMS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, PUC CCMS 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
PUC CCMS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- PUC CCMS 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 PUC CCMS.
- The District is authorized to revoke this Charter for, among other reasons, the failure of PUC CCMS to meet generally accepted accounting principles or if PUC CCMS engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit PUC CCMS 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 PUC CCMS’s financial information,
- PUC CCMS’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- PUC CCMS’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

PUC CCMS 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 PUC CCMS. 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 CCMS will develop and maintain sound internal fiscal control policies governing all financial activities.
Apportionment Eligibility for Students Over 19 Years of Age

PUC CCMS acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating PUC CCMS 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, PUC CCMS 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)