PUC INSPIRE CHARTER ACADEMY

A

PARTNERSHIPS TO UPLIFT COMMUNITIES (PUC) - VALLEY SCHOOL

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Submitted: September 16, 2013
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PUC Inspire Charter Academy (hereinafter “PICA” or “Charter School” shall:

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

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

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

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

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

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

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

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

INTRODUCTION

It is requested that the duration of this initial charter petition be for five years.

PUC Inspire Charter Academy (PICA), a Partnerships to Uplift Communities (PUC) -Valley School, will open in September 2014. The middle school will be established to offer an additional charter alternative to existing public middle schools serving the communities of the Northeast San Fernando Valley. Currently, four PUC charter middle schools (Community Charter, Lakeview, Triumph, and Nueva Esperanza) serve the students living in this geographic area. All four schools have extensive waiting lists for entry into sixth grade. A multitude of parents and community members have requested the opening of a fifth PUC middle school in the Northeast San Fernando Valley to meet the demand for seats. It is in direct response to the community requests that PUC-Valley proposes to open this fifth school.

PUC- Lakeview Terrace, PUC-Valley, and PUC-LA schools have a track record of success dedicated to serving students who live in the two geographic areas of NE Los Angeles and the NE San Fernando Valley. The first PUC school, Community Charter Middle School was founded in 1999. The API score for the first year of operation was 528. The 2013 API score was 868, demonstrating growth of 340 points over the course of fourteen years of operation. Community Charter Middle School was also declared a California Distinguished School this year, along with 2 other Northeast San Fernando Valley PUC schools. The API scores for the PUC schools in the Northeast San Fernando Valley have consistently exceeded those of the schools in the same geographic areas. The average API score of the PUC middle schools in the Northeast San Fernando Valley is 139 points higher than the average score of the LAUSD middle schools that serve the same geographic area. The students at all PUC- Lakeview Terrace and PUC-Valley schools are predominantly Title 1.

<table>
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<th>API</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
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<tr>
<td>Maclay Middle</td>
<td>716</td>
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<td>7</td>
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<tr>
<td>San Fernando Middle</td>
<td>697</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Pacoima Middle</td>
<td>733</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Olive Vista Middle</td>
<td>738</td>
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<td>Lakeview Charter (PUC-LVT)</td>
<td>843</td>
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<tr>
<td>Community Charter School Middle School (PUC-LVT)</td>
<td>868</td>
<td>8</td>
<td>10</td>
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<tr>
<td>Triumph Charter Academy (PUC – Valley)</td>
<td>837</td>
<td>7</td>
<td>10</td>
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<tr>
<td>Nueva Esperanza Charter Academy (PUC – Valley)</td>
<td>821</td>
<td>6</td>
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PICA will offer a high quality, rigorous and standards based academic program focusing on the core content areas: mathematics, history, science, language arts, arts, and physical education. It will operate in a safe and caring environment where the entire community can learn, grow and embody strong character values. It will provide ample opportunities for parents to be actively involved in the educational development of their children and will emphasize the concept of stewardship in its fiscal and organizational management.

PICA will be located in and serve the community of the Northeast San Fernando Valley, including Pacoima, Arleta, Lakeview Terrace, Sylmar and San Fernando. As a charter school PICA will offer the residents of the Northeast San Fernando Valley an alternative to the overcrowded middle schools, which currently serve the area.

**General Information**

- The contact person for PICA is Jacqueline Elliot.
- The contact address for PICA is 1405 N. San Fernando Rd. Suite 303 Burbank, CA 91504.
- The contact phone number for PICA is 818-559-7699.
- The proposed address or target community of PICA is 919 Eighth St. San Fernando, CA 91340, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 6 and Educational Service Center North.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 6th – 8th.
- The number of students in the first year will be 120.
- The grade level(s) of the students in the first year will be 6th.
- The scheduled opening date of Charter School is September 3, 2014.
- The admission requirements include: No admissions requirements
- The enrollment capacity is 360. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for Charter School will be: 8:00 – 3:30
- If space is available, traveling students will have the option to attend. Yes
PUC INSPIRE CHARTER ACADEMY

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)

1.1 Students The School Is Attempting To Educate

PUC Achieve Charter School (PICA) plans to be located in the Northeast San Fernando Valley. PICA intends to serve 360 6th – 8th grade students. The school plans to enroll 120 students in grade 6 in year one and add a 6th grade class each subsequent year through 2016 – 17 school year until reaching capacity in year three of operation.

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<td>Total Students</td>
<td>120</td>
<td>240</td>
<td>360</td>
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PICA intends to recruit the majority of its students from the following Northeast San Fernando Valley areas and zip codes; Lakeview Terrace and Sylmar 91342, Pacoima 91331, San Fernando 91340. See the map below to help visualize the neighborhoods of the Northeast San Fernando Valley.

While PICA will be open to any child who is eligible under the laws of California for admission to a public school, PICA 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 language learner (ELL) students. Further, because of the low socio-economic status of families in the community, PICA expects the majority of its population will be facing basic financial, social, and educational challenges.

### 1.1.1 Demographic Data for Target Population

The school expects to serve a student population that mirrors the community. The population in the Northeast San Fernando area is 85% Hispanic, 8% White, 3% Black, 3% Asian, and 1% Other.

An important statistic for PICA, is the overall population in the area peaks in late middle school / early high school. The greatest percentage of people in the Northeast San Fernando Valley are 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.
**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**

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<th>Northeast San Fernando Valley</th>
<th>Los Angeles County</th>
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**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.

PICA will open in response to the continued high drop out rate in the area we will serve.

**Education Attainment**

![Education Attainment Chart](chart_image.png)
1.1.2 Academic Achievement Data

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

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of students</th>
<th>Mult Track School</th>
<th>PI</th>
<th>Met Schoolwide Growth Target</th>
<th>Met Subgroup Growth Target</th>
<th>API</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>Major Ethnicity #1</th>
<th>Major Ethnicity #2</th>
<th>Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maclay Middle</td>
<td>812</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>716</td>
<td>1</td>
<td>7</td>
<td>90%</td>
<td>12%</td>
<td>28%</td>
<td>Hispanic</td>
<td>African American</td>
<td>White</td>
</tr>
<tr>
<td>San Fernando Middle</td>
<td>873</td>
<td>No</td>
<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>697</td>
<td>2</td>
<td>6</td>
<td>93%</td>
<td>15%</td>
<td>26%</td>
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<td>African American</td>
<td>White</td>
</tr>
<tr>
<td>Pacoima Middle</td>
<td>1450</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>733</td>
<td>2</td>
<td>3</td>
<td>85%</td>
<td>12%</td>
<td>20%</td>
<td>Hispanic</td>
<td>African American</td>
<td>White</td>
</tr>
<tr>
<td>Olive Vista Middle</td>
<td>1189</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>738</td>
<td>3</td>
<td>7</td>
<td>90%</td>
<td>15%</td>
<td>19%</td>
<td>Hispanic</td>
<td>African American</td>
<td>White</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakeview Charter (PUC-LVT)</td>
<td>344</td>
<td>No</td>
<td>Year 1</td>
<td>Yes</td>
<td>No</td>
<td>843</td>
<td>8</td>
<td>10</td>
<td>88%</td>
<td>12%</td>
<td>54%</td>
<td>Hispanic</td>
<td>African American</td>
<td>White</td>
</tr>
<tr>
<td>Community Charter School Middle School (PUC-LVT)</td>
<td>341</td>
<td>No</td>
<td>Not in PI</td>
<td>Yes</td>
<td>868</td>
<td>8</td>
<td>10</td>
<td>83%</td>
<td>6%</td>
<td>49%</td>
<td>Hispanic</td>
<td>African American</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Triumph Charter Academy (PUC – Valley)</td>
<td>334</td>
<td>No</td>
<td>Not in PI</td>
<td>Yes</td>
<td>837</td>
<td>7</td>
<td>10</td>
<td>92%</td>
<td>13%</td>
<td>64%</td>
<td>Hispanic</td>
<td>African American</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Nueva Esperanza Charter Academy (PUC – Valley)</td>
<td>339</td>
<td>No</td>
<td>Year 2</td>
<td>Yes</td>
<td>821</td>
<td>6</td>
<td>10</td>
<td>94%</td>
<td>12%</td>
<td>61%</td>
<td>Hispanic</td>
<td>African American</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Bert Cerona</td>
<td>361</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>734</td>
<td>1</td>
<td>1</td>
<td>82%</td>
<td>14%</td>
<td>16%</td>
<td>Hispanic</td>
<td>African American</td>
<td>White</td>
</tr>
</tbody>
</table>
The performance of the middle schools in the area continues to be well below the charter school options PUC Schools has provided to the families in the community. Our goal is to provide the families another 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”

1.2 Mission

The mission for PUC Inspire Charter Academy (PICA) 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. PICA will graduate students who are on track to be college and career-ready and are committed to uplifting their community.

1.2 Vision

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

1.2 Values

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

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

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

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

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

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

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

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

### 1.3.1 Educated Person of the 21st Century

Educated persons of the 21st century possess the following essential skills and knowledge which will allow them to be self-directed, self-motivated and self-reliant in an information-based society and economy:

**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 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.

1.3.2 How Learning Best Occurs
The assumptions underlying PICA 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. 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.

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

The PICA 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 PICA students are prepared for college success.

PICA’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 are 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. PICA graduates are 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.

Goal #1: By the time a PICA student graduates, s/he will be a Complex Thinker and Problem Solver:

- Objective: PICA students will demonstrate proficiency in Math by understanding and
applying the concepts and skills of number and spatial sense, measurement, probability, and statistics, and function and relationships, and problem-solving, reasoning, and communicating mathematically.

- Objective: PICA students will demonstrate proficiency at formulating questions, making decisions, and seeking answers using factual information, logical reasoning, and intuitive and creative thinking.

- Objective: PICA students will demonstrate proficiency in understanding the connections between content areas, apply knowledge by gathering, analyzing, interpreting, and integrating information.

Goal #2: By the time an PICA student graduates, s/he will be a Literate student

- Objective: PICA students will demonstrate proficiency in the area of literacy by being able to read, understand, question, and challenge the literal and implied meanings of fictional and non-fictional material.

- Objective: PICA students will demonstrate proficiency in the area of literacy by being able to recognize when and what information is needed; locate and obtain it from a range of sources; evaluate its use, and share it with others both orally and in written form.

- Objective: PICA students will demonstrate proficiency in the area of literacy by being able to participate in creative activity of her/his own and understand and engage with the artistic, cultural, and intellectual work of others.

Goal #3: By the time a PICA student graduates s/he will be an Effective Communicator.

- Objective: PICA students will demonstrate proficiency in understanding and applying the commonly accepted rules and conventions of language and knows when and how to use them.

- Objective: PICA students will demonstrate proficiency in communicating effectively verbally, non-verbally, graphically, and visually to diverse groups and individuals for a variety of purposes.

- Objective: PICA students will demonstrate proficiency in understanding the purpose and power of language.

Goal #4: By the time an PICA student graduates s/he will be a Self-Directed Learner

- Objective: PICA students will demonstrate proficiency in working effectively with others by respecting and appreciating diversity in order to solve conflicts, strive for consensus, and function as both learner and teacher.

- Objective: PICA students will demonstrate proficiency in exercising personal responsibility and flexibility; setting and meeting high standards and goals for themselves and others.

- Objective: PICA students will demonstrate proficiency in monitoring his/her own
understanding and learning needs; make effective plans; be aware of and use necessary resources; transfer learning from one domain to another; be sensitive to feedback and evaluate the effectiveness of his/her own actions

- Objective: PICA students will demonstrate proficiency in engaging 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.

Goal #5: By the time an PICA student graduates s/he will be of service to their community.

- Objective: PICA students will demonstrate proficiency in communicating their awareness of, purpose for, and link between community service and the schools mission, vision, and values
- Objective: PICA students will participate in a community service needs assessment.
- Objective: PICA students will complete 10 hours of community service

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.

1.4 Typical Day

In a typical day, school begins at 8:00 am. Students begin their day in Advisory where they will have breakfast and teachers will take attendance. In this Advisory period students will either read a book of their choice as part of the Silent Sustained Reading (SSPR) program or share their understanding of their reading with their teacher through a journal entry. The advisor will be reading a book that was recommended by one of the students or responding to a journal entry written by the advisee. At least twice per week in Advisory, students will participate in a Community Circle. This effective tradition / method comes from the Trobes 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 will deliver lessons that are standards based and rigorous. A visitor will see teachers accessing students’ prior knowledge, extending this knowledge, providing opportunity for students to apply the knowledge and reflect on their learning. Students will be engaged in the classroom as both teachers and students use inquiry to have in-depth conversations of the content they are learning. Students that finish assignments early will be engaged in opportunities for extension and enrichment; every minute of instruction is used to its fullest.
In the classroom, a visitor will see student work posted with criteria such as rubrics or task lists that display various modes of communication (written, oral, 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 typical 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 (Guided Reading):** 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 who read almost at grade level to briefly summarize the previous chapter of Elie Wiesel’s *Night*, which they read the day before, and make a prediction with their partner. She asks them to take “stop and jot” notes as well as to use a graphic organizer to capture quotes that are a reflection of Eliezer’s changing attitude toward his family and the Nazis. She pauses the group when she notices some confusion and asks them to make a claim about how the narrator’s attitude is changing, and to defend their claim with evidence.

Meanwhile, three other homogeneous groups of students are working independently in stations to read historical letters, such as Jackie Robinson’s letter to President Eisenhower, and use a graphic organizer to identify the author’s thesis and supporting evidence. A group leader from each station has a list of questions that is used when a student is stuck.

Later to close the class, the teacher asks all students to reflect in their notebooks on the habits of mind they used that day to help them make sense of the texts. They then list two things they want to practice the next day in their reading and share one of the ideas aloud at their tables.

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

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

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

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

On a typical 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.

### 1.5 Instructional Program and Curriculum

The assumptions underlying the PICA 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. PICA 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 PICA 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, PICA will replicate key design elements of the PUC model that have proven highly successful. Implementation of the PUC model will include the following design elements:

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

The assumptions underlying the PICA 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. PICA will base its curriculum on the Common Core State Standards (CCSS), not only because it is required but because we believe that they accurately reflect the skills of the future. Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (2010) reports that “…as a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century.” The standards are:

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

PICA 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 PICA will manifest itself in the joy of discovery, the pride of accomplishment, and the satisfaction of personal growth. PICA 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 PICA – parents, students, teachers, and administrators.

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

PICA will purposefully maintain a small school setting with a maximum of 400 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. PICA 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)

PUC Schools Assessment System is designed to address instructional, evaluative, and predictive needs. At PICA, 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 PICA student is not progressing in a manner consistent with academic success, PICA 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.

PICA will integrate an arts program that will be broken out into four disciplines: dance, music, theater, and visual arts. PICA 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 PICA 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 Sangiorgio, M. P.E or not P.E. Prevention. July 1993, Vol 45, Issue 7, p 18). Thus, PICA students will enroll in workshop-style classes to allow broader participation. In addition, PICA 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/#ixzz207tQ5b0I).

Based on this research and our core values, PICA 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.

PICA 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, PICA assumes five-to-ten percent of its students will have demonstrated difficulties with the established grade-level standards in the general education curriculum or significant difficulties with behavioral and social competence that they will require Response to Intervention (RtI) Tier 3 interventions. These interventions consist of intensive instruction with continuous progress monitoring and may include individual and small group instruction, which, in addition to the regular school day, will take place during the extended day. In addition, English language learner (ELL) students will be offered additional ELL learning opportunities during the extended day program to ensure comprehension of instructional input.

The school doors will be open from 7:00 a.m. to 6:00 p.m. In agreement with recent findings by the Ed Sector report, extended learning models that build on the regular school day, but with learning methods that engage students in different ways, are most successful. PICA 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, PICA 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 through the College Connection will support the vision of college graduation for all children becoming a reality.

In that many of our students will qualify as first generation college students when they matriculate to college, PICA 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, PICA 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 the opening of the first PUC school. We understand that for our students to embrace the vision of college graduation, they must have firsthand experience on a college campus that is motivational and engaging. Other strategies that PICA 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 PICA’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 (including Guided Reading) as the norm.**

The curriculum will be aligned to the CCSS and designed by teachers through a backwards planning model. PICA 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.”

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

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

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

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

PICA 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, PICA will use the Community Circle from the Tribes Program created by Jeanne Gibbs who, like PICA, 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 studnets’ school performance. To remedy this situation, PICA 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](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, PICA 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. PICA 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. PICA 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.**

PICA 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.

PICA 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 PICA, 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, PICA 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).
1.5.1 Instructional Framework

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!

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

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

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

Throughout the framework, three priorities are reflected in the descriptors of teacher performance, revealing our underlying beliefs about what constitutes good instruction and our ultimate outcome for students: to be college-ready. When teachers provide students with learning experiences that allow them to construct knowledge during cognitively engaging tasks, they are developing the skills, dispositions, and knowledge that will prepare them for college-level assignments and courses.

1. **College Readiness** means having the knowledge, skills and attributes to succeed in college including:

   a. Key cognitive strategies – such as intellectual openness, inquisitiveness, analysis, reasoning, interpretation, precision and accuracy, and problem solving.

   b. Key academic knowledge and skills – such as writing and research skills 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**

<table>
<thead>
<tr>
<th>Teacher delivering information</th>
<th>Teacher facilitates students’ construction of knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low cognitive engagement</td>
<td>High cognitive engagement</td>
</tr>
<tr>
<td>Limited knowledge and skills</td>
<td>College-ready knowledge, skills, and attributes</td>
</tr>
</tbody>
</table>

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

**1.5.2 Core Subjects**

Following is a course description by subject for each grade level that PICA will serve.
ENGLISH LANGUAGE ARTS
READING, WRITING, RESEARCHING, SPEAKING AND LISTENING

The ELA curriculum for students in grade 6-8 at PICA focuses on developing students’ strength as readers, writers, researchers, listeners, speakers, and collaborators. PICA 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**

In addition, PICA 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](http://www.rtinetwork.org/learn/diversity/urban-school-challenges)). Expecting to serve a population of students with below proficient literacy levels, PICA has identified Guided Reading as an essential instructional tool. Guided Reading is 'small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency'. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, thus accelerating their progress. All students are provided with instructional support so they can expand their competence across a greater variety of increasingly challenging texts. In a Guided Reading classroom some students will be working on very basic reading skills such as word analysis and comprehending simple texts while other students may be working on more advanced reading skills and strategies with increasingly challenging texts. Students are also guided through independent literacy building classroom activities to reinforce standards.

**MATHEMATICS**

The core curriculum for students in grades 6 – 8 is designed by teachers aligned to the 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**

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. PICA 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

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

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 PICA 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 PICA is designed to develop seventh grade students’ appreciation of the history, influence, technique, and performance skills of dance. 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, healthy living, and their everyday lives. This course builds a solid foundation and knowledge of dance as well as giving students an outlet to express themselves and build character. 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 PICA 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 PICA 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. 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. 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 PICA 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 artistic 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

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 PICA physical education program is to instill in its students a life-long pursuit of healthy living. To do so, the PICA 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, 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). Students will have 80 minutes weekly of Sustained Silent Reading (SSR).

ADVISORY (NON-CORE)

PICA students will participate in an advisory period four times a week. 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 PICA, 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.

### 1.5.3 Teaching Methodologies

The skilled teachers at PICA 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 instructional methods PICA teachers employ to engage students with the content.

**METHODOLOGIES**

- **Constructivist learning**: PICA 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**: PICA 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.”
  

- **Direct Instruction (DI)**: Explicit, step-by-step instruction is directed by the teacher. Stockard, J. (2010). Research suggests, “that the [DI] curriculum has long-term impacts and, at least for students in this high-poverty school system, can help counter the well documented
tendency for declining achievement over time” (http://www.education-consumers.org/DI_Research.pdf).

- **Discovery learning**: Discovery learning is when PICA 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**: PICA 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 PICA 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**: PICA 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 PICA, all students, including students identified for special education as well as English Language Learners, will be active members of the classroom.

- **Pre-teaching, or front loading**: Prior to lessons (on an as needed basis), PICA teachers will introduce students to the concepts that are to be presented in an upcoming lesson. PICA 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 PICA 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. PICA teachers will build on previous activities with an approach that is different from the one they initially used. Focus will be given to particular errors or omissions.

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

- **Teacher Lecture**: Teacher lecture is a familiar and effective method for teaching at PICA 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 PICA 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 PICA 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). PICA 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).

### 1.5.4 Scope and Sequence of Skills and Subjects

PICA students will travel in cohorts through 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>
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<tbody>
<tr>
<td>English Language Arts</td>
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<tr>
<td>History</td>
<td>History 6</td>
<td>History 7</td>
<td>History 8</td>
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<tr>
<td>Mathematics</td>
<td>Math 6</td>
<td>Math 7</td>
<td>Algebra I</td>
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<tr>
<td>Science</td>
<td>Science 6</td>
<td>Science 7</td>
<td>Science 8</td>
</tr>
<tr>
<td>Arts</td>
<td>Dance, Music, Theatre, Visual Art</td>
<td>Dance, Theatre</td>
<td>Music, Visual Art</td>
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</tbody>
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Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards. The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

**Scope & Sequence of Knowledge and Skills**

**Reading, Writing, Speaking and Listening Across Content**

**In the area of Reading, students will:**

**Key Ideas and Details**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**
- Read and comprehend complex literary and informational texts independently and proficiently.

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### Physical Education

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<tr>
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<td>Advisory 7</td>
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Text Types and Purposes*
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

In the areas of Speaking and Listening, middle/high school students will:

Comprehension and Collaboration
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts

Conventions of Standard English
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
**Vocabulary Acquisition and Use**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**History / Social Science**

**In the area of History/Social Science, students will:**
- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world.
- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations.
- Deliberate on public issues which arise in a representative democracy.
- Use historical research to ask and answer questions about the past.
- Recognize that regions can be defined in cultural, physical, or political terms.
- Accurately interpret and summarize information from maps, charts, and graphs.
- Understand the building blocks of representative government.
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought.
- Recognize that events in the past inform the present.
- Understand the rich and varied achievements of diverse peoples.

**Mathematics**

**In Mathematics, the mathematical practices students will be:**
- Math Practice. - 1 **Make sense of problems and persevere in solving them.**
- Math Practice. - 2 **Reason abstractly and quantitatively.**
- Math Practice. - 3 **Construct viable arguments and critique the reasoning of others.**
- Math Practice. - 4 **Model with mathematics.**
- Math Practice. - 5 **Use appropriate tools strategically.**
- Math Practice. - 6 **Attend to precision.**
- Math Practice. - 7 **Look for and make use of structure.**
- Math Practice. - 8 **Look for and express regularity in repeated reasoning.**

**Science**

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

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

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

PICA teachers will use the 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. PICA’s scope and sequence will be both horizontal and vertical. Appropriate grade level and cross-grade level teams will be established to maximize collaboration on scope and sequence decisions. PICA 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.

1.5.5 Curriculum Addresses Standards

All sixth through eighth grade students at PICA will receive instruction that is designed to facilitate their attainment of the State learning standards. Specific content in all subject areas will be drawn from the adopted Common Core State Standards (CCSS) and the California Content Standards. Teachers will design the curriculum to support varying learners and learning styles, including English language learner (ELL) students and students with special needs. PICA will not utilize one particular textbook or program in any of the content areas. PICA 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. PICA underscores the value of its teachers as intellectual architects in this task. PICA 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 PICA 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.

The following section summarizes the PICA curriculum by subject.

**ENGLISH LANGUAGE ARTS (ELA)**

It is our priority to develop strong readers, writers, and communicators through ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers will plan lessons based on the CCSS and their assessments of students’ reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons, read-alouds, interactive writing, small-group guided reading and writing lessons, as well as focused independent reading and writing. ELA instruction will have the support of the ELL specialist to differentiate and to meet the needs of all learners.

PICA understands that one of the key requirements of the CCSS for reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers. Anticipating low literacy levels of incoming students, PICA will place extra emphasis on literacy.

It is our goal that students become proficient and critical readers who gain a lifelong love for reading. Students will not only learn to read, but read to learn. Teachers will work in grade and subject teams to co-plan thematic units and disciplinary links between classes. All content area teachers will support literacy development through instruction. In grades 6-8, literacy standards are predicated on teachers of ELA, history/social studies, science, and technical subjects, using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

**MATHEMATICS**

PICA teachers will design its mathematics curriculum in alignment to the CCSS. PICA will also meet the Standards for Mathematical Practice. These practices rest on important processes and proficiencies with longstanding importance in mathematics education. The first of these are the National Council of Teachers of Mathematics (NCTM) process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report, *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

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

- **Equity.** Excellence in mathematics education requires equity – high expectations and strong support for all students.
- **Curriculum.** A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well-articulated across the grades.
• **Teaching.** Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.

• **Learning.** Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

• **Assessment.** Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.

• **Technology.** Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students’ learning.

**SCIENCE**

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

**SOCIAL STUDIES**

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

**ARTS**

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

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

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

The PICA Arts Program provides beginning art classes in middle school to help students gain the tools needed to complete their high school requirement and move on to intermediate and advanced classes in specific art forms. The program is also designed with our student needs and student development in mind. We begin in 6th grade with a quarter year in each of the four core art forms. In 7th grade, when students need to move and are extremely body conscious, students participate in a semester of dance and a semester of theatre. In 8th grade, we build in support for mathematics through a semester of the music. This choice is affirmed: “Dr. Catterall and his associates discovered that music students were far more likely to achieve the highest levels of proficiency in mathematics tests than non-music students. Again, low SES students also benefited. In fact they not only scored higher in mathematics than low SES students who were not involved in music but also better than the average of all students” (Involvement in the Arts and Human Development" James S. Catterall, Richard Chapleu and John Iwanaga of the UCLA Graduate School of Education and Information Studies 1999). Lastly, when middle school students have the greatest use of their fine motor skills in 8th grade, they participate in a semester of visual arts.
**PHYSICAL EDUCATION (P.E.)/HEALTH**

One statistic that drives the PICA P.E. and Health curriculum is that 17% of the children ages 11-14 in the proposed county are overweight. The goal behind PICA’s P.E. program is to present meaningful opportunities for students to learn behaviors, concepts, knowledge, and skills that will help them make appropriate decisions in terms of social, emotional, intellectual, and physical health. To succeed in school, students must be healthy and engage in physical activities on a regular basis. The PICA health education curriculum will be designed to provide students with the knowledge they need to make healthy and positive life choices. It will include developmentally appropriate instruction in areas such as wellness, nutrition, HIV/AIDS, abuse, and other relevant topics. The health instruction program will engage students in discussion regarding these topics and will make proactive efforts to place the topics within the context of the children’s lives and experiences.

**TECHNOLOGY**

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

- The use of technology at PICA 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 PICA 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.
• Students and teachers will be required to meet national standards in technology.
• Teachers will collaboratively acquire, adapt and develop ideas that incorporate using technology in the learning process.
• Teachers at every level and in all subject areas will recognize and take advantage of instructional technologies as powerful and concrete devices for teaching critical-thinking and problem-solving skills.
• Teachers will integrate technology into the curriculum while facilitating the learning process for students through modeling, coaching and monitoring.
• Teachers will use a school-wide communication device to allow constant and promote collegial interaction.
• Teachers will use the computer as an effective instructional tool for preparing materials and presenting lessons.
• Teachers will be the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.
• Teachers will access art works from around the world as one means of integrating the visual arts into the core curriculum thereby enhancing learning and helping students to meet standards in all areas.

1.5.6 Teaching Methodologies and Instructional Program for Targeted Population

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

Likewise, English language learner (ELL) students are immersed into the classroom. The SIOP model and SDAIE techniques will be embedded into the instructional program to meet the needs of ELL students. With the necessary conditions of maximum identity investment and cognitive engagement established, PICA teachers use instructional techniques proven to be effective in helping English learners develop both content and language expertise. We have classified these techniques into the following three groups:

• **Ensuring comprehensible input**: To enable students to understand information that is above their current level of language or mastery, teachers activate students’ prior knowledge; build bridges between and prior knowledge and new concepts, content, or skills; and utilize visual
aids and graphic organizers. Teachers also help students develop receptive language skills that help them to comprehend written texts and oral lectures.

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

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

- **Specific strategies:** Curriculum will be presented to English learners at beginning ELD levels in English utilizing Specially Designed Academic Instruction in English (SDAIE) techniques. Native language support will be provided as needed in all content areas by bilingual staff and volunteers in order to ensure comprehension of instructional input. Students will be provided additional ELL learning opportunities and ELL tutoring instruction during the extended day program. Students at beginning ELD levels will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. Specific strategies that will be utilized in instructing ELL students will include the following: student interaction through cooperative learning activities in all content areas; oral presentations in all content areas; collaboration for group performances and reports; additional ELL tutoring provided in the extended day program as needed; mainstreaming of ELL students with fluent English proficiency students and bilingual students.

1.5.7 Research Based Evidence of Success with Targeted Population

PICA takes its instructional approach from the school models that exist within the PUC network. Teachers in the PUC network rely on a common definition of effective teaching through the utilization of a teaching framework. Our common definition of effective teaching directly combats issues of educational inequity that contribute to the achievement gap by ensuring that high-quality teachers are delivering effective instruction in our classrooms. Since the framework utilized research around effective teaching, promoting college-readiness, and increasing cognitive engagement and rigor, our teachers’ use of the framework will result in higher quality instruction within the classroom. This instruction emphasizes critical thinking rather than just low-level memorization, which help students apply learning and understanding to cognitively engaging tasks. Furthermore, this framework ensures that teachers sequence and align instruction and assessment to align with students’ Zones of Proximal Development, the difference between what a learner can do without help and what he or she can do with help, which leads to greater learning and retention. Overall, effective teaching, as detailed and developed through the use of The College Ready Framework, ensures that PICA students have high academic achievement, contributing to the closing of the achievement gap.
Our instructional approach includes the findings from multiple studies of high performing, high poverty schools that have been conducted both nationally and in various states, and have addressed the elementary, middle, and high school levels. “Many of the studies used specific criteria, such as aggregate test scores for all students at a particular proficiency level or narrowing/closing the achievement gap and sustaining the improvement over time, to identify schools as “high performing.” Several identified schools on National Assessment of Educational Progress (NAEP) scores. Researchers studied the practices and policies at these schools and often compared them with “average” or “low performing” schools, also identified using aggregate test scores. Many of the studies employed multiple methods, including surveys, observations, document analysis, interviews, and/or focus groups. Most used a pre-existing framework of school practices and policies as a guide for data collection. Generally, results showed that schools that serve children and youth from high poverty backgrounds are most successful when:

- Curriculum was rigorous and focused on the future (college or career preparation) and not just on finishing high school and when expectations for student performance were high;
- Support was immediately provided to keep students on track through an early warning system rather than to remediate them once they had fallen behind by a grade;
- Teachers were well prepared and are assigned based on capability and need rather than on seniority or preference;
- Administrators, teachers, and counselors accept responsibility for student success, stayed on pace, and collaborated often;
- Environments were safe and orderly;
- Data were used to improve curriculum and instruction and to understand need for differential instruction and not just for tracking student performance over time;
- Adults formed professional communities, had a strong work ethic, deliberately shared practices that worked, spent time in collaboration, and connected development to analysis of student needs;
- Morale and climate were positive in the school, and adults felt that they had influence on decisions;
- Class sizes were geared toward need rather than uniform;
- Curriculum was aligned to standards and assessments;
- New teachers were socialized into the high academic focus environment and assisted with instruction;
- Goals were consistent and consistently understood;
- Barriers to taking higher-level coursework were removed; and
- The focus was on academic achievement and not rule-following” (http://www.swcompcenter.org/pdf/conf0406/SES_Overview.pdf).
1.5.8 Textbooks & Instructional Resources

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 CCSS, as well as with the CA Content Standards. They will be aligned with the instructional philosophy, vision, and mission of the school.

In PICA classrooms, sets of books provide basic reference materials for students. Teachers identify resource materials that best achieve learning through their curriculum design. Rather than support a single textbook approach, PICA employs a variety of supplementary materials (books, articles, primary source, photos, video, etc.) to present the CCSS within its curriculum.

The following table provides a list of textbooks that have been used by schools in the PUC network and will be considered by PICA teachers.

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

PICA 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 PICA will actively help to promote the curricular philosophy, instructional program, and the school community’s guiding principles.

PICA will select its own staff and will not discriminate against any employee on the basis of race, color, age, gender, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition (cancer-related), physical disability or in retaliation. 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 Human Resources Department will work with the school principal 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, Claremon 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 high 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. PICA will follow the process below when hiring teachers:

1. Phone, Personal Interview, or Panel Interview conducted by Principal, Regional Director or PUC 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, PICA 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. PICA 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:** As described in Response 09, PICA 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:** PICA will create an environment that is professional and collegial. Central to this will be creating and maintaining a culture that is inclusive of all individuals. We will create a safe environment that values the input of all individuals.

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

By providing effective leadership, high-quality professional development, a collaborative environment, a professional work environment, and competitive compensation, we believe that PICA 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. PICA will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, PICA 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.

### 1.5.10 On-Going Professional Development

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

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

Schools in the PUC network are currently partnering with schools from three other high-performing CMO networks that share the deep commitment to college success for all students. The TCRP coalition schools are implementing a teacher development system that:
defines effective teaching as a collaborative and reflective endeavor that engages peers, students, and their families in ensuring student success. (College Ready Teaching Framework (CRTF))

- Develops methods of measuring teacher effectiveness.
- implements high-quality, targeted supports that help build teacher capabilities. (Professional Development)
- Provides a career path and compensation system that offers the most effective teachers the opportunity to grow professionally.

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

Whatever their current level, the language of the CRTF can help teachers understand what the next level of performance looks like and inspire them to take the necessary steps to attain that level of performance in their classrooms. After all, highly effective teachers are critical to preparing PICA 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 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 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., ELL 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: PICA 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.

### 1.5.11 Academic Calendar and Daily Schedule

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

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

### School Year 2014-15

#### Student # of Days = 181
(176 days during SY + 5 summer)

#### Teacher # of Days = 206
(186 days during SY + 20 summer)

### Calendar

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

### Important Dates

- **Aug. 18 - 22**: Summer Bridge
- **Sept. 1**: Labor Day
- **Sept. 2**: PD: PUC Kick Off
- **Sept. 3**: First Day of School
- **Oct. 10**: PD: Retreat
- **Oct. 13**: PD: DYO
- **Oct. 27**: PD: PUC Common Core
- **Nov. 10**: Veterans Day
- **Nov. 22 - 28**: Thanksgiving Holiday
- **Dec. 22 - Jan. 9**: Winter Recess
- **Jan. 13**: PD: Data Analysis
- **Jan. 19**: Dr. Martin Luther King Holiday
- **Feb. 16**: PD: PUC Community of Practice
- **Feb. 16**: PD: DYO
- **Mar. 26**: PD: Data Analysis
- **Mar. 27**: PD: PUC Common Core
- **Mar. 30-Apr. 3**: Spring Break
- **Apr. 24**: PD
- **May 25**: Memorial Day
- **June. 19**: Last Day of School
- **Jan. 26**: First Day / Last Day of School
- **Intersession / Bridge**
- **Holiday / Recess**
- **Exams**
- **Progress Reports / Report Cards**
- **Family Meetings**
- **Teacher PD (No Students)**
The following daily student schedule illustrates the allocation of instructional time to different subject areas. We believe that in order to bridge the gap of knowledge that currently exists in this community there is a need to increase the minutes of instruction for students. PICA will make adjustments to the schedule and instructional minutes based on up to date data from the student population we serve. Nevertheless, PICA will offer, at minimum, 54,000 instructional minutes set forth in the Educational Code §47612.

**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>

PICA students will have English Language Arts, Math, History / Social Science, and Science every day, Arts three days a week and Physical Education twice a week. Advisory will take place four times a week (not on Tuesdays to allow for teacher PD). Period 1 is 10 minutes longer to allow for Universal Breakfast and time together to reinforce positive behavior, uniform, etc.

**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>1</td>
<td>8:00 – 9:20</td>
<td>ELA 6</td>
<td>Science 6</td>
<td>History 6</td>
</tr>
<tr>
<td>2</td>
<td>9:20 – 10:30</td>
<td>Math 6</td>
<td>History 6</td>
<td>ELA 6</td>
</tr>
<tr>
<td>Break</td>
<td>10:30 – 10:40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:45 – 11:55</td>
<td>Dance</td>
<td>Math 6</td>
<td>Science 6</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:55 – 12:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>12:35 – 1:10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1:10 – 2:20</td>
<td>History 6</td>
<td>PE</td>
<td>Math 6</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>

PICA is committed in developing a strong team of educators who will create an efficient professional community of reflective learners. In order to support the development and growth of our teachers, PICA will have a shortened day schedule once a week where students will leave early and teachers will stay in the school to attend professional learning communities and professional development. According to the National School Reform Faculty Research Forum, these learning professional communities have shown to “foster a culture of community and
collaboration, enhance teacher professionalism, and have the potential to impact student learning.”

Sample Student Shortened Schedule (Tuesdays)

<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>1</td>
<td>8:00 – 9:05</td>
<td>ELA 6</td>
<td>Science 6</td>
<td>History 6</td>
</tr>
<tr>
<td>2</td>
<td>9:05 – 10:05</td>
<td>Math 6</td>
<td>History 6</td>
<td>ELA 6</td>
</tr>
<tr>
<td>3</td>
<td>10:05 – 11:05</td>
<td>Dance</td>
<td>Math 6</td>
<td>Science 6</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:05 – 11:40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11:45 – 12:45</td>
<td>History 6</td>
<td>PE</td>
<td>Math 6</td>
</tr>
<tr>
<td>5</td>
<td>12:45 – 1:45</td>
<td>Science 6</td>
<td>ELA 6</td>
<td>Music</td>
</tr>
</tbody>
</table>

1.6.1 Meeting the Needs of English Learners

ENGLISH LEARNERS

PICA 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), PICA shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

PICA shall administer the CELDT annually in accordance with federal and state requirements.

PICA 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.

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

ELL students and Re-Designateed Fluent ELLs 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 PICA 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, PICA 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, PICA will administer the initial assessment and determine instructional support.

Finally, PICA will ensure that ELL 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 encourages 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 ELLs and SUPPORTING RESEARCH**

In a standards-based curriculum, all students — particularly ELLs — face demanding academic and cognitive requirements across content areas and grade levels. To fully and successfully participate in school, ELLs 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 PICA instructional
program will be presented in English with provision to ensure comprehension for ELL and
development of English as a second language (ELD). The instructional program at PICA 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 ELL tutoring will be made available in the extended day program.
- English language learners will be mainstreamed with fluent English proficiency students and
  bilingual students.
- English language 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. Students will be provided ESL instruction during the instructional day and will also be offered additional ELL learning opportunities and ELL tutoring instruction during the extended day program. Students at beginning ELD levels will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. School wide application of differentiated instruction will be adjusted to consider the LEP/ELL 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.

**STUDENT PROGRESS MONITORING**
The CELDT will be administered, in grades 6 – 8 every fall to all students who are identified as ELL. Students will be required to complete the assessment each year until they redesignate. 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. PICA 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 ELL classifications.

**PROGRAM EVALUATION**
The evaluation for the program effectiveness for ELL 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.

**AVAILABILITY OF MATERIALS**
PICA will meet all requirements of federal and state law, relative to equal access, to the curriculum for English language learners, as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. PICA will implement policies to assure proper placement, evaluation, and communication regarding ELL students and the rights of students and parents.
1.6.2 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 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 PICA model demands professional development (PD), value added collaboration and ongoing supervision. PICA 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 PICA 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
  o *Tribes* Community Circle
  o *Advisory*
  o *Discipline with Dignity*
  o *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 collaborate 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.)

### 1.6.3 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).

PICA 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.
PICA 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, PICA 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.

1.6.4 Meeting the Needs of Students Achieving Below Grade Level

The PICA 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, PICA 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, PICA 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 – PICA 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. PICA 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. PICA 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.
DETERMINING AND IDENTIFYING STUDENTS WHO ARE STRUGGLING

We expect students will enter PICA 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, PICA 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.

PICA will implement a three-tiered early prevention system model. PICA will implement the PUC Pyramid of Intervention model that has proven to be successful and includes PUC’s Family Support Team (FST) model. PICA 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 Pyramid of Intervention on the following page illustrates PICA’s multi-level approach to academic interventions and supporting the needs of struggling students.
PICA Academic Pyramid of Intervention

Intensive Intervention (5%) (Admin. Support)
- FST
- Research Based Interventions
- Teacher Mentor
- Clinical Counseling

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

Targeted Early Prevention (80%) (Teacher Led)
- Guided Reading
- 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
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:

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

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

TIER 2
When the classroom teacher’s early preventions are not working, an FST Intervention Checklist will be used to begin Tier 2 specific interventions in the classroom. The checklist enumerates the possible forms of intervention that a teacher, administrator, and family may implement if they identify a student in need of behavioral or academic intervention. The Intervention Checklist is also used to document interventions the teacher has implemented and the degree of success of those interventions. Interventions applied will be research-based and the implementation of, and results of, these interventions will be documented. If the teachers’ instructional modifications do not produce the desired results that would put the student on track to perform at grade level, students will be recommended to participate in Tier 2 targeted interventions.

The Tier 2 interventions will be provided in addition to the core instructional program that is provided in Tier 1 and described above. The provision of interventions in Tier 2 may be non-classroom-based and will increase in frequency and intensity as they are provided in addition to the general education program. Tier 2 interventions may include the following:
Typically, in Tier 2 interventions the grade level team gets involved in implementing interventions and monitoring student progress. The general education teacher may also receive support as needed from other educators in implementing interventions. Focus will begin given to solving problems rather than creating placements.

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

**TIER 3**

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

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>Elements</th>
<th>Staff Involved</th>
<th>Family Support Team (FST)</th>
</tr>
</thead>
</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**

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

**GOALS**

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 PICA 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. PICA’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.). PICA will work tirelessly toward its goal of moving each student over the high bar.

STRONG STAFF AND FACULTY

PICA believes in the strength of its staff and faculty to facilitate school achievement. PICA will hire culturally responsive staff and given the anticipated population of English language learner (ELL) 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

### 1.6.5 Meeting the Needs of Students with Disabilities

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**

All LAUSD-authorized charter schools must adhere to all terms and conditions of the *Chanda Smith* Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, PICAwill execute a Memorandum of Understanding (“MOU”) by and between LAUSD and PICAregarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth
the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

### Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

### Modified Consent Decree Requirements

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

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

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

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.
● Norm day – 2013

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

● CBEDS – 2013 (Including Charter Schools)

● All Students enrolled December 1, 2013.

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

● Dropout 2012-13 (Including Charter Schools)

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

● Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

PICA will be located in a district where 12% of its students are students with disabilities and fully expects to enroll a comparable percentage of students with disabilities. PICA understands that all students will have equal access to its school; no student shall be denied admission, nor counseled out of PICA due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

PICA expects to enroll students with existing Individualized Education Plans (IEPs). Following the enrollment of a student with an existing IEP, PICA will implement the IEP developed by the previous school. It is also likely that PICA will enroll students who have not yet been identified as having a special need.

IDENTIFICATION
PICA will comply with the federal Child Find requirements (34 CFR §300.125), which requires all schools to have a process for identifying, locating, and evaluating students who are in need of special education and related services. PICA shall have the responsibility to identify, refer, and work cooperatively in locating PICA students who have, or may have, exceptional needs that qualify them to receive special education services.

PICA will likely enroll students with existing Individualized Education Plans (IEPs). As such, PICA will request each student’s previous school records to determine whether an IEP is in place. If PICA finds that a student has an existing IEP, PICA will implement the IEP developed by the CSE. It is also likely that PICA will enroll students who have not yet been identified as
having a special need. Accordingly, PICA 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, PICA will utilize a three-tier Response-to-Intervention (RtI) model (described above) that will help identify students who may require special education and related services.

Once identified as potentially needing addition support – either through the RtI process, the Family Support Team meeting, or parent referral – PICA will conduct initial evaluations of students to determine whether they are eligible to receive special education and related services. Should the evaluations indicate that the student is, indeed, eligible for services, the school, as required by Education Law §2853(4)(a), will design an IEP with input from the Family Support Team (composed of the principal, special education coordinator, the student’s parent or guardian, and 1-to-2 teachers who are familiar with the student). Once the IEP has been created, it will be the responsibility of PICA to implement the IEP in compliance with all federal laws and regulations relating to students with disabilities (Education Law §§2853(4) and 2851(2)(s).

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

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

PROFESSIONAL DEVELOPMENT FOCUSED ON STUDENTS WITH SPECIAL NEEDS
PICA staff shall participate in in-service training relating to special education by PICA and/or PUC Home Office Instructional team members.

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

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

1.6.6 Outreach Efforts to Recruit Students with Disabilities

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

1.6.7 Who will Deliver Special Education Instruction

SERVICE PROVIDERS and PROVISION OF SERVICES

All special education services at PICA will be delivered by individuals or agencies qualified to provide special education services, including documentation, as required by federal regulation and the Individuals with Disabilities Education Act (IDEA).

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

In some cases, a student’s IEP will require pull-out services. PICA will provide appropriate services in compliance with the student’s IEP.

Additionally PICA is part of the LAUSD SELPA Option3/Charter Operated Program. This program was created in 2011 to provide charter schools with full responsibility, flexibility, and autonomy for serving students with disabilities. This innovative structure within the LAUSD SELPA is supported, in partnership, by the California Charter Schools Association and LAUSD. For PUC, each individual school involved in Option 3 receives its share of special education funds, minus a 20% contribution to the SELPA. Each charter school assumes responsibility for providing all special education and related services similar to the structure available to schools operating as an LEA for special education purposes.

As a Charter Operated Program (COP) SELPA member, a charter school maintains full responsibility for providing special education services to students enrolled in their programs. COP members receive a percentage of the AB 602 special education funds. Currently, COP member schools receive 80% of their special education revenue and the remaining 20% is allocated towards the fair share contribution to the district: 10% of special education revenue to support district-wide costs and 10% of special education revenue to support the programs within the COP. Charter schools, therefore, have access to all district-sponsored trainings, technical assistance, Least Restrictive Environment (LRE) support facilitator program, Autism (AUT)
program support, and behavior intervention department support. Additionally, the school may receive technical assistance for Non-Public School (NPS)/Non-Public Agency (NPA) placements/contract negotiations and alternative placements as well as due process – some with fee for service agreements.

PICA will be responsible for the hiring, training, and employing or contracting with staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

PICA shall be responsible for implementation of IEPs and supervision of services in accordance with the terms of the charter agreement and Education Law §§2853(4) and 2851(2)(s). PICA shall also provide all communication and coordination between the parent, student, and school related to the student’s IEP. PICA shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations in accordance with the IEP.

The school will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating, and evaluating students with disabilities. Students enrolling for the first time in a California public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or IEP, or referral to the CSE of the student’s district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student’s district of residence for an evaluation.

In compliance with 34 CFR §300.645, PICA will submit an annual report to the California Department of Education detailing the number of students with disabilities it serves, the nature of each student’s disability, and each student’s educational placement and setting. For reports that are the responsibility of the district of residence, PICA will make any necessary data available to the district in a timely fashion.

The special education staff, in conjunction with the principal, will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities.

Since PICA is able to “establish and maintain programs of sufficient size and scope to effectively meet the needs of children with disabilities,” we are not required to establish our eligibility jointly with another local educational agency. This is evidenced by our programs, our highly qualified teachers, and our contracts with outside providers to meet the needs of our students. It is also bolstered by our participation in COP SELPA, which gives us full responsibility, flexibility, and autonomy for serving students with disabilities and has each charter assume the responsibility for providing all special education and related services similar to the structure available to schools operating as an LEA for special education purposes.

**COORDINATION BETWEEN GENERAL AND SPECIAL EDUCATION TEACHERS**

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

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Timeline</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will attend a two-day professional development to identify the essential curriculum content to be covered and develop targets in relationship to PUC Benchmarks.</td>
<td>Aug 14 Aug 15</td>
<td>Principal, PUC Inst. Coaches</td>
</tr>
<tr>
<td>Teachers will attend a two-day professional development to sequence and organize the essential curriculum content.</td>
<td>Aug 14 Aug 15</td>
<td>Principal, PUC Inst. Coaches</td>
</tr>
<tr>
<td>Create a school calendar and schedule.</td>
<td>Jan 14 Jan 15 Jan 16</td>
<td>Principal, RD + Teachers in year 2 &amp; 3</td>
</tr>
<tr>
<td>Teachers and Admin will connect and develop plans in relationship to the PUC 3 commitments. Specifically Commitments #1 &amp; #2</td>
<td>Aug 14 Aug 15</td>
<td>Principal, RD</td>
</tr>
<tr>
<td>Teachers will attend a one-day professional development on the use of the PUC assessment system.</td>
<td>Aug 14 Aug 15</td>
<td>Principal, PUC Assessment Lead</td>
</tr>
<tr>
<td>Teachers will attend a one-day professional development on setting goals with students and practices for providing effective feedback</td>
<td>Aug 14 Aug 15</td>
<td>Principal, PUC Inst. Coaches</td>
</tr>
<tr>
<td>Teachers and admin will develop and refine student led conferences and student goal setting.</td>
<td>Aug 14 Aug 15</td>
<td>Principal, PUC Inst. Coaches</td>
</tr>
<tr>
<td>Students and Parents will attend 2 Student Led Conferences during the school year</td>
<td>Nov. 14 Nov. 15</td>
<td>Teachers, Principal</td>
</tr>
<tr>
<td>Teachers will submit weekly lessons reflecting class and school-wide goals and objectives.</td>
<td>Aug 14 Aug 15</td>
<td>Teachers</td>
</tr>
<tr>
<td>Develop a Safe School / Emergency Plan Refine &amp; Review</td>
<td>Jan 14 July 15</td>
<td>Principal, Operations Manager, RD</td>
</tr>
<tr>
<td>Task</td>
<td>Start Date</td>
<td>End Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Hire support staff</td>
<td>May 14</td>
<td>July 15</td>
</tr>
<tr>
<td>Establish School-wide Positive School Behavior Plan and Anti-Bullying Policy approved by Board of Trustees</td>
<td>Jan 14</td>
<td>July 15</td>
</tr>
<tr>
<td>Refine &amp; Review</td>
<td>July 15</td>
<td>July 15</td>
</tr>
<tr>
<td>Purchase Faber &amp; Mazlish “How to Talk so Kids Can Learn” for all staff members</td>
<td>Feb 14</td>
<td>Feb 15</td>
</tr>
<tr>
<td>All staff members participate in a three-day PD focused on School Safety: CPR, Emergency Procedures, Positive School Behavior Plan, Community Circle, Peace Path (Conflict Resolution), PICA core values, and Faber &amp; Mazlish “How to Talk so Kids Can Learn”.</td>
<td>Aug 14</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Teachers will incorporate PICA core value lessons in the first weeks of school.</td>
<td>Sept. 14</td>
<td>Oct. 14</td>
</tr>
<tr>
<td>Teachers will participate in a 2 day Retreat part of which will focus on implementation of the Positive School Behavior Plan and PICA core values</td>
<td>Oct. 14</td>
<td>Oct. 15</td>
</tr>
<tr>
<td>Purchase Harry Wong’s, First Days of School book and Effective Teacher DVD series.</td>
<td>Feb 14</td>
<td>Feb 14</td>
</tr>
<tr>
<td>Teachers will attend a one-day professional development about on being an effective teacher using Harry Wong DVD series.</td>
<td>Aug 14</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Teachers will develop grade level and school-wide RRA’s aligned to PICA Core Values</td>
<td>Aug 14</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Review &amp; Refine</td>
<td>Jan 15</td>
<td>Jan 16</td>
</tr>
<tr>
<td>Students and Parents will be introduced to PICA RRA’s during Family Meetings and Summer Bridge Program</td>
<td>Aug 14</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Teachers will receive on-going PD regarding the use of culturally relevant instruction and academic discourse in lesson planning and instruction.</td>
<td>Aug 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Teachers will include specific culturally relevant instruction and academic discourse in lesson plans.</td>
<td>Aug 14</td>
<td>June 16</td>
</tr>
<tr>
<td>Teachers will participate in PD focused on Growth</td>
<td>Aug 14</td>
<td>Aug 14</td>
</tr>
<tr>
<td>Mindset and student motivation</td>
<td>Aug 15</td>
<td>Aug 15</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Grade level teams will develop a growth mindset curriculum articulated 6th – 8th grade</td>
<td>Aug 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Review &amp; Refine</td>
<td>Aug 15</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Teachers will participate in on-going PD focused on consistent and nurturing feedback. Faber &amp; Mazlish “How to Talk so Kids Can Learn” will be utilized.</td>
<td>Sept 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Aug 15</td>
<td>Aug 15</td>
<td></td>
</tr>
<tr>
<td>Teachers will attend a one-day PD on the PICA Advisory Program.</td>
<td>Aug 14</td>
<td>Aug 14</td>
</tr>
<tr>
<td>On-going PD and reflection</td>
<td>Aug 15</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Review and refinement</td>
<td>May 14</td>
<td>July 14</td>
</tr>
<tr>
<td>Review school goals and objectives with families (at Family Meeting) and receive feedback for the development of the SSP</td>
<td>Aug 15</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Review school goals and objectives with School Advisory Council (SAC) and receive feedback for the development of the SSP</td>
<td>May 14</td>
<td>July 14</td>
</tr>
<tr>
<td>Review school goals and objectives with all team members and develop School Success Plan (SSP) in alignment with goals and objectives.</td>
<td>Aug 14</td>
<td>Aug 14</td>
</tr>
<tr>
<td>Develop approved internal assessments for goals and objectives that do not have PUC-wide or external assessments.</td>
<td>Aug 15</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Review &amp; Refine</td>
<td>Jan 14</td>
<td>Aug 14</td>
</tr>
<tr>
<td>Develop tracking tools for internal assessments that do not have PUC-wide or external assessments.</td>
<td>Jan 15</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Review &amp; Refine</td>
<td>Sept. 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Conduct internal assessments aligned to goals &amp; objectives</td>
<td>Sept. 15</td>
<td>June 16</td>
</tr>
<tr>
<td>Analyze internal assessment data</td>
<td>Jan. 15</td>
<td>Jan 15</td>
</tr>
<tr>
<td>Jan 15</td>
<td>Jan 15</td>
<td></td>
</tr>
<tr>
<td>Communicate data focused on goals &amp; objectives through multiple means (school newsletter, public posting, at Family Meeting, and at SAC meeting)</td>
<td>Jan 15</td>
<td>Jan 15</td>
</tr>
<tr>
<td>Jan 15</td>
<td>Jan 15</td>
<td></td>
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<tr>
<td>Jan 16</td>
<td>Jan 16</td>
<td></td>
</tr>
<tr>
<td>Jan 16</td>
<td>Jan 16</td>
<td></td>
</tr>
<tr>
<td>Event Description</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Principal trained in implementation of the Teacher Development System (TDS).</td>
<td>May 14</td>
<td>Aug 14</td>
</tr>
<tr>
<td>The Principal will complete certification in the TDS</td>
<td>June 14</td>
<td>July 14</td>
</tr>
<tr>
<td>The teachers will be trained in the TCRP, TDS and effective implementation of The College Ready Teaching Framework.</td>
<td>Aug 14</td>
<td>Aug 14</td>
</tr>
<tr>
<td>Teachers participate in the PUC Teacher Learning Lab to learn about Data Driven Planning and Instruction, Inquiry-Based Instruction, And instructional strategies aligned to the CRTF.</td>
<td>Aug 14</td>
<td>Aug 14</td>
</tr>
<tr>
<td>Teachers participate in the quarterly PUC-Wide minimum day PD’s focused on instructional strategies aligned to the CRTF.</td>
<td>Month TBD 14</td>
<td>Month TBD 15</td>
</tr>
<tr>
<td>Teachers participate in site-based PD focused on high impact inst. strategies to use across the grade level and school.</td>
<td>Sept. 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Teachers participate in on-going site-based PD focused on high impact inst. strategies to use across the grade level and school. During weekly or bi-weekly PD (minimum days)</td>
<td>Sept. 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Teachers will receive professional development on the use of data (daily formative, unit summative, and PUC Benchmark Assessments) to inform instruction.</td>
<td>Aug 14</td>
<td>June 15</td>
</tr>
<tr>
<td>School conducts PUC-Wide Assessments conducted 4 times during the year (Sept., Dec., March, June)</td>
<td>SY 14-15</td>
<td>SY 14-15</td>
</tr>
<tr>
<td>PUC teachers in grade level / content teams review and adjust benchmark “milestones” for external development of PUC Assessments.</td>
<td>May 14</td>
<td>May 14</td>
</tr>
<tr>
<td>Teachers design weekly grade level and / or content team meeting protocol using existing PUC protocols</td>
<td>Sept. 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Task</td>
<td>Start Date</td>
<td>End Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Train ALL PICA team members in PowerSchool and provide yearly update trainings</td>
<td>July 14</td>
<td>July 15</td>
</tr>
<tr>
<td>Train ALL PICA team members in the PUC Intranet and provide yearly update trainings</td>
<td>July 14</td>
<td>July 15</td>
</tr>
<tr>
<td>Train PICA instructional and office staff team members in Data Director, and provide yearly update trainings</td>
<td>Aug 14</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Train PICA instructional and office staff team members in administration of PUC Assessments System, and provide yearly update trainings</td>
<td>Aug 14</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Train PICA instructional team members in BloomBoard, and provide yearly update trainings</td>
<td>Aug 14</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Train PICA instructional and office staff team members in SchoolZilla, and provide yearly update trainings</td>
<td>Aug 14</td>
<td>Aug 15</td>
</tr>
<tr>
<td>Teachers design weekly grade level and / or content team meeting protocol using existing PUC protocols</td>
<td>Sept. 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Develop SY Calendar with targeted PD days</td>
<td>Jan 14</td>
<td>March 15</td>
</tr>
<tr>
<td>Development of PD committee</td>
<td>Jan 15</td>
<td>June 15</td>
</tr>
<tr>
<td>PD Committee: development of PD plan, and support design / implantation of PD</td>
<td>June 15</td>
<td>June 16</td>
</tr>
<tr>
<td>All PICA team members attend yearly retreat</td>
<td>Oct 14</td>
<td>Oct 15</td>
</tr>
<tr>
<td>Teachers attend PUC-Wide twice yearly PD</td>
<td>Oct 14</td>
<td>Mar 15</td>
</tr>
<tr>
<td>Teachers attend PUC-Wide Community of Practice</td>
<td>Feb 15</td>
<td>Feb 15</td>
</tr>
<tr>
<td>Teacher(s) deliver PD at PUC-Wide Community of Practice</td>
<td>Feb 16</td>
<td>Feb 16</td>
</tr>
<tr>
<td>Grade level and content teams during weekly meetings share samples of student work/portfolios,</td>
<td>Sept 14</td>
<td>June 15</td>
</tr>
<tr>
<td>Activity</td>
<td>Date 1</td>
<td>Date 2</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>lesson plans, instructional practices, performance tasks, and assessment results to identify strengths as well as weaknesses in the curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will meet to articulate academic planning for the year</td>
<td>June 14</td>
<td>Aug 14</td>
</tr>
<tr>
<td></td>
<td>June 15</td>
<td>Aug 15</td>
</tr>
<tr>
<td>PICA teachers in grade level and content teams conduct strategic data review (July, January, March)</td>
<td>SY 14-15</td>
<td>SY 14-15</td>
</tr>
<tr>
<td></td>
<td>SY 15-16</td>
<td>SY 15-16</td>
</tr>
<tr>
<td>Teachers participate in PUC-Wide content team collaboration (November and May)</td>
<td>SY 14-15</td>
<td>SY 14-15</td>
</tr>
<tr>
<td></td>
<td>SY 15-16</td>
<td>SY 15-16</td>
</tr>
<tr>
<td>Principal receive instructional and operational leadership training during PUC New Leaders Institute and PUC Leadership Institute</td>
<td>July 14</td>
<td>July 14</td>
</tr>
<tr>
<td></td>
<td>July 15</td>
<td>July 15</td>
</tr>
<tr>
<td>The Regional Director will meet with the Principal weekly to provide mentorship, support, and leadership training in all areas of school leadership.</td>
<td>July 14</td>
<td>June 15</td>
</tr>
<tr>
<td></td>
<td>July 15</td>
<td>June 16</td>
</tr>
<tr>
<td>The Principal will attend weekly leadership training sessions with all other PUC Principals.</td>
<td>July 14</td>
<td>June 15</td>
</tr>
<tr>
<td></td>
<td>July 15</td>
<td>June 16</td>
</tr>
</tbody>
</table>
ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

“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.” Ed. Code § 47605 (b)(5)(B)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


2.1 Skills and Knowledge Outcomes

PICA expects its graduates to demonstrate a mastery of specific subject matter competencies, as detailed by the Common Core State Standards (CCSS) for Reading/Language Arts and Math, and the California State Content Standards for Science, History/Social Science and Fine Arts. As is described throughout the charter, the entire curriculum is aligned to the CCSS. We have extensive knowledge of the requirements of the state, and believe that we have explained fully that the state content standards serve as the foundation for all curriculum. The goals listed below directly relate to the CCSS and meeting NCLB requirements.

Goal #1: By the time a PICA student graduates, s/he will be a Complex Thinker and Problem Solver:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of PICA students will demonstrate a proficiency in Math by understanding and applying the concepts and skills of number and spatial sense, measurement, probability, and statistics, and function and relationships, and problem-solving, reasoning, and communicating mathematically.</td>
<td>Measured four times during the school year by the PUC Benchmark Assessments (Pre, Benchmark I, Benchmark II, and Post)</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
<tr>
<td>75% of PICA students will be “proficient” at formulating questions, making decisions, and seeking answers using factual information, logical reasoning, and intuitive and creative thinking.</td>
<td>Assessed by teacher daily observations and interaction, various school assessments and projects.</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
<tr>
<td>75% of PICA students will demonstrate proficiency in understanding the connections between content areas, apply knowledge by gathering, analyzing, interpreting, and integrating information</td>
<td>Measured four times during the school year by the PUC Benchmark Assessments (Pre, Benchmark I, Benchmark II, and Post)</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
</tbody>
</table>
Goal #2: By the time a PICA student graduates, s/he will be a Literate student:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of PICA students will demonstrate proficiency in the area of literacy by being able to read, understand, question, and challenge the literal and implied meanings of fictional and non-fictional material.</td>
<td>Measured four times during the school year by the PUC Benchmark Assessments (Pre, Benchmark I, Benchmark II, and Post)</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
<tr>
<td>75% of PICA students will demonstrate proficiency in the area of literacy by being able to recognize when and what information is needed; locate and obtain it from a range of sources; evaluate its use, and share it with others both orally and in written form.</td>
<td>Assessed by teacher daily observations and interaction, on various school assessments and projects.</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
</tbody>
</table>

Objective #3: 75% of PICA students will demonstrate proficiency in the area of literacy by being able to participate in creative activity of her/his own and understand and engage with the artistic, cultural, and intellectual work of others.

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measured by teacher daily observations and interaction, on various school assessments and projects.</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
</tbody>
</table>

Goal #3: By the time a PICA student graduates s/he will be an Effective Communicator.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of PICA students will demonstrate proficiency in understanding and applying the commonly accepted rules and conventions of language and knows when and how to use them.</td>
<td>Measured four times during the school year by the PUC Benchmark Assessments (Pre, Benchmark I, Benchmark II, and Post)</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
<tr>
<td>75% of PICA students will demonstrate proficiency in communicating effectively verbally, non-verbally, graphically, and visually to diverse groups and individuals for a variety of purposes.</td>
<td>Assessed by teacher daily observations and interaction, and on various school assessments and projects.</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
<tr>
<td>75% of PICA students will demonstrate proficiency in understanding the purpose and power of language.</td>
<td>Measured by teacher daily observations and interaction, and on various school assessments and projects.</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
</tbody>
</table>

Goal #4: By the time an PICA student graduates s/he will be a Self-Directed Learner

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of PICA students will demonstrate proficiency in working effectively with others by respecting and appreciating diversity in order to solve conflicts, strive for consensus, and function as both learner and teacher</td>
<td>Measured by teacher daily observations and interaction, on various school assessments and projects.</td>
<td>Each year the 5 percentage point increase in proficiency levels annually</td>
</tr>
</tbody>
</table>
75% of PICA students will demonstrate proficiency in exercising personal responsibility and flexibility; setting and meeting high standards and goals for themselves and others.

Measured by teacher daily observations and interaction, on various school assessments and projects.

Each year the 5 percentage point increase in proficiency levels annually.

75% of PICA students will demonstrate proficiency in monitoring his/her own understanding and learning needs; make effective plans; be aware of and use necessary resources; transfer learning from one domain to another; be sensitive to feedback and evaluate the effectiveness of his/her own actions.

Measured by teacher daily observations and interaction, on various school assessments and projects.

5 percentage point increase in proficiency levels annually.

75% of PICA students will demonstrate proficiency in engaging 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.

Measured by teacher daily observations and interaction, on various school assessments and projects.

5 percentage point increase in proficiency levels annually.

Goal #5: By the time an PICA student graduates s/he will be of service to their community.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of PICA students will demonstrate proficiency in communicating their awareness of, purpose for, and link between community service and the schools mission, vision, and values</td>
<td>Measured by written or verbal assessment twice a year.</td>
<td>5 percentage point increase in proficiency levels annually</td>
</tr>
<tr>
<td>75% of PICA students will participate in a community service needs assessment.</td>
<td>Measured by completion of a group project once a year.</td>
<td>5 percentage point increase in the percentage of students participating in a community service annually</td>
</tr>
<tr>
<td>75% of PICA students will complete 10 hours of community service</td>
<td>Measured using the community service tracking form and through Advisory twice a year.</td>
<td>5 percentage point increase in the percentage of students completing 10 hours of community service</td>
</tr>
</tbody>
</table>
2.2 Specific, Measurable, and Realistic Student Achievement Targets

PICA will follow PUC Schools and LAUSD achievement targets. LAUSD has developed an accountability tool to evaluate a school’s performance. PUC Schools believes this is an effective framework and has adopted the SPF as a measure of school success. The School Performance Framework (SPF) is used to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related. The overall goal of the SPF is to:

- Support and improve overall student learning and achievement;
- Provide the most complete and comprehensive picture of how schools in LAUSD are performing; and
- Assist school site leaders, teachers and families in setting school goals (PUC Schools School Success Plan).

The targets listed are based on the LAUSD 2012-13 percentages, the target percentage for PICA will always be in the 3 - 4 point range. For ELA and MATH FBB & BB Status Metric the target will always be in the 4 point range. These targets apply for the initial year for all status metrics except for Algebra I, we will not have any 8th grade students until year 3 of operation. Once we have an 8th grade class, these metrics will be met.

### LAUSD School Performance Framework: Status Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Target (2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA CST % Proficient or Advanced</td>
<td>&gt; 52%</td>
</tr>
<tr>
<td>ELA CST % FBB or BB</td>
<td>&lt; 13%</td>
</tr>
<tr>
<td>MATH CST % Proficient or Advanced</td>
<td>&gt; 45%</td>
</tr>
<tr>
<td>MATH CST % FBB or BB</td>
<td>&lt; 19%</td>
</tr>
<tr>
<td>ALGEBRA I CST % Proficient or Advanced</td>
<td>&gt; 54%</td>
</tr>
<tr>
<td>ALGEBRA I CST % FBB or BB</td>
<td>&lt; 23%</td>
</tr>
<tr>
<td>Reclassification Rate (To Be Determined)</td>
<td></td>
</tr>
<tr>
<td>AMAO (To Be Determined)</td>
<td></td>
</tr>
<tr>
<td>Percentage of SPED students in Inclusion</td>
<td></td>
</tr>
</tbody>
</table>

### LAUSD School Performance Framework: Growth Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA AGT 3 – Year Average</td>
<td>Above Predicted</td>
</tr>
<tr>
<td>MATH AGT 3 – Year Average</td>
<td>Above Predicted</td>
</tr>
</tbody>
</table>

The SPF will help us determine how much students benefit from our school program. The SPF is also designed to be a tool for families to effectively understand the quality of our school. Under the SPF, each school receives a final performance classification. The following are the five classifications (also known as tiers). Each school obtains one of the five classifications as a result of their performance. PICA’s goal is to annually obtain at least a classification of “Achieving”
In addition to the LAUSD School Performance Framework, PICA will achieve the following goals in alignment with PUC Schools goals.

<table>
<thead>
<tr>
<th>PUC Schools: Status Metric</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance (ADA)</td>
<td>&gt; 96%</td>
</tr>
<tr>
<td>Academic Performance Index (Baseline)</td>
<td>&gt; 725</td>
</tr>
<tr>
<td>Academic Performance Index (Target)</td>
<td>Met 3 / 5 years</td>
</tr>
<tr>
<td>Academic Performance Index (Median Score for Comparison Schools)</td>
<td>Greater Than</td>
</tr>
<tr>
<td>Academic Performance Index (Year 5 of Charter)</td>
<td>&lt; 800</td>
</tr>
<tr>
<td>Adequate Yearly Progress</td>
<td>Met</td>
</tr>
<tr>
<td>% of Students Meeting Grade Level Lexile Levels</td>
<td>&gt;75%</td>
</tr>
</tbody>
</table>

2.3 When and How Often Pupil Outcomes will be Assessed

PICA 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 PICA 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 PICA take responsibility for student achievement. PICA 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 PICA/PUC Assessment system. The following report types provide teachers and leaders with
actionable data that drives quality instruction.

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

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

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

Ed. Code § 47605 (b)(5)(C)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


3.1 Methods for Assessing Attainment of Student Outcomes

PICA 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. PICA 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)

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, PICA 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”).

- 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 PICA teachers as intellectual architects.

- **Standardized Tests**: Norm-reference and criteria-reference tests, such as the STAR 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 PICA 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. PICA 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. PICA 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.

### Guided Reading Assessments

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Purpose</th>
<th>Grades Administered</th>
<th>When Administered</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>Assessment</td>
<td>Description</td>
<td>Age</td>
<td>Schedule</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
<td>-------------------------------</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 PICA will be scrutinized to ensure they:

- Are in alignment with standards set forth by the NYS Common Core Learning 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.
3.2 Additional “In House” Benchmark Assessments

At PICA, 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). This benchmark system is intended to fill in the gap between the California Standardized Test (CST) (or the English Language Arts and Mathematics MAPP assessments that will be ready for CA to administer during the 2014-15 school year), which is summative and the teacher-made assessments that are clearly unique to the teacher. 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, 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 PICA/PUC Assessment System we will have comprehensive data beyond the CST to illustrate our success in reversing the achievement gap for our students.

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

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

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

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

- **Grading**: PICA teachers will use the same grading structure as the other PUC middle schools in the Northeast San Fernando Valley. Student passing grades will consist of A through C-, any grade below a C- will be considered an 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.

### 3.3 Assure that State Mandated Assessments are Administered

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as Charter School.

### 3.4 How Assessment Data will be Used

The Principal oversees the evaluation and monitoring program components through strategies that are directly linked to measurable goals and benchmarks. Specifically, the evaluation plan calls for the administration of assessment instructions and the collection and analysis of data to evaluate changes 1) in academic performance of each individual child based on results completed by the student, collected and analyzed by the teacher, monitored by the site administrator and shared with the parents no less than four (4) times per year and 2) entire class based on normal curve equivalent score gains on various subject matters and results of periodic assessments to include quizzes, tests, benchmarks and projects.

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

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

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

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

**ANALYSIS**

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

PICA 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 PICA/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.

PICA 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 PICA 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 DataDirector software system is properly used. Using the DataDirector 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 PICA’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-Valley 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 PICA achievement to that of schools in the district and state.
• To make informed decisions regarding the instructional and curricular practices that are 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

Data will also provide the CMO with the information needed to drive school-wide improvement. The CMO will use data:
• To guide teacher’s changes to pedagogy and curriculum with the aim of driving improvement at the school-level the following year.
• 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

PICA students will be trained to value assessment. Students will become advocates of their own success as PICA 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. Parents shall be informed regarding progress of students through student led and parent/teacher/student conferences, monthly progress reports, graded report cards, and sharing of internal and external assessments. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts. In addition, PICA will provide parent workshops and education classes, some of which may address data analysis.

3.5 District Required Language: Standardized Testing

Standardized Testing

Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as Charter School.
PUC INSPIRE CHARTER ACADEMY

ELEMENT 4 - GOVERNANCE

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

4.1 A Non-Profit Public Benefit Corporation

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

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

4.2 Governance Structure

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

In addition, the specific responsibilities of the Board are:

- **Oversight of the school.** The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other 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.

- **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 senior leader of the school.

• **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 language learners,
  - ethics,
  - transportation,
  - student food services,
  - student health services,
  - communication with students’ families,
  - communication with governmental and regulatory agencies,
  - public relations and outreach, and
  - hearing complaints
  - all or more particularly set forth in the By-Laws of the School.

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

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

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

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

Dr. John Biroc, Board President  
Dr. Ref Rodriguez, Board Treasurer  
Dr. Jacqueline Elliot, Board Secretary  
Dr. Jeanne Adams  
Gerard Montero

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

**School Advisory Council**
The School Advisory Council consists of parents, students, community members, teachers and school site administrators. Each school’s council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns. The school site
PUC INSPIRE CHARTER ACADEMY

The administrator will be responsible for communicating all Council policy meeting notes and policy recommendations to the PUC-Valley Board of Trustees. The Advisory Councils meet at least once per month and reports from the meetings and policy recommendations from the Site Advisory Councils are forwarded to the PUC–Valley Board of Trustees. School Advisory Council members are encouraged to attend the Board meetings.

4.2.1 Board Meetings

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

4.2.2 Process for Board Selection

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

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

The Bylaws were drafted by the law firm of Precio, Cory, Hargreaves & Savitch LLP, San Diego, CA.

4.2.3 Board Communication

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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 CEOs, 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-Valley website and at every PUC-Valley school site (in locations where it is visible to parents, visitors, students, and staff).
- An E-mail is sent to “All PUC-Valley125”, Board Members, and the Charter Schools Division with the agenda attached.
- As soon as it is available, a complete board packet with all documents related to the board meeting is mailed via U.S. Mail and/or emailed to the board members.
The specific procedure for calling a Special Board meeting is outlined in Sections 10 and 11 of the Bylaws and is in compliance with the Brown Act

4.3 Organizational Chart

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

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

PUC National Support Services
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, and other general administrative assistance.

4.4 Resumes and Questionnaires (see Section 9)
4.5 Brown Act Compliance

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

4.6 Ensuring Parental Involvement

PICA believes that parent involvement translates into increased student achievement. The philosophy of PICA is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.

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

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

Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. 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 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.

**4.7 Compliance with Federal and State Laws**

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

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

**4.8 District Required Language: Governance and Audit**

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

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that PICA does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.
Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


LEGAL AND POLICY COMPLIANCE

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

RESPONDING TO INQUIRIES

PICA, 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. PICA, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

NOTIFICATION OF THE DISTRICT

PICA 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 PICA. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

TRANSFER OF STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

PICA 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 PICA will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles.

PICA will select its own staff and will not discriminate against any employee on the basis of race, color, age, gender, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition (cancer-related), physical disability or in retaliation. To best meet families’ needs and the school’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

How Hiring will Occur
The PUC-VALLEY Human Resources Department and the Principal of PICA will recruit potential employees. A personnel committee will be formed each year and will have the responsibility of interviewing and making a recommendation to the principal and executive director on hiring employees for any vacant positions. The executive director is ultimately responsible for hiring employees on behalf of the school’s board of trustees.

PICA will require each employee to submit to a criminal background check as required by Education Code Section 44237. PICA will adhere to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. PICA agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The school director and/or administrative designee will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and Federal laws, for all PICA employees.
All personnel will be hired by at will contracts. Contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. The PICA employee handbook will be developed in a collaborative process including members of the Board of Trustees, administrative staff, certificated staff, classified staff and community members with expertise in human resources law and personnel evaluation. The expectations outlined in the evaluation process will be designed to support the mission and vision of the school and to comply with applicable state and federal laws.

**Evaluation**

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

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

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

- **Student Growth (30% Teacher Level + 10% School Level)** PUC uses Student Growth Percentile (SGP), a value added measure.
- **Teaching Showcase (20%)** This formal observation occurs each spring for returning teachers, fall and spring for new teachers.
- **Planning Review (10%)**: Three times each year the teacher and site leader rate the teacher’s planning documents.
- **Growth Goals (10%)**: The teacher and site leader collaboratively select three focus indicators from the CRTF. To show growth, data is collected from six informal observations during the
year.

- Student Feedback (10%): A student survey that captures key dimensions of classroom life and teaching practices as students experience them.
- Professional Contributions (10%): These measures include: peer survey data; ratings from leader; and school-level family survey data.

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

PUC Principals including the PCA Principal will be evaluated through the PUC Leadership Development System. This system mirrors the TDS and is currently being piloted (school year 2013-14). It is expected that the system will be refined and fully implemented beginning school year 2014-15.

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

**5.1 Job Descriptions and Qualifications**

All employees of PICA 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.

**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 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 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 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 New York teaching credential or be enrolled in a credentialing/internship program at a college/university

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

Special Education Teachers

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

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

Qualifications:
• Bachelor's degree
• Master's degree is preferred
• CBEST
• Candidate must possess a current California credential in Special Education 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 Schools.
• 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 the Home Office by week prior to week due. Schedule for reports due will be given to each school site.
• Responsible for count, call-in, counting money, making list, and keying lunch counts.
• Assist teachers with photocopying and appointment set-up with parents.
• Oversee all fundraising funds collection including student store (if applicable).
• Responsible for checking school voicemail periodically on a daily basis.

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

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

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

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

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

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

**Skills:**
- Must possess great customer service and communication skills.
- Bilingual in Spanish is highly preferred.

**After School Coordinator**

**Planning and Instruction**
- Develop and implement all components of the Afterschool Program
- Responsible for coordinating the three components of the program: academic tutorial, homework and enrichment recreation
- Review, assist in developing and maintaining Tutors’ lesson plans
- Manage the tutors as they work with the principal and instructional leaders and content level teachers to implement teaching strategies directed towards meeting and surpassing the standards.
- Develop and utilize assessments and data to help the tutors drive instruction.
- Fosters a safe and nurturing learning environment.
- Assists the tutors with organizing classroom systems/procedures and managing student behavior to ensure all students are in attendance and fully engaged in learning.
- Help create an effective classroom environment conducive to learning and student achievement.
- Collaborate with the resource specialist and other professionals to meet the diverse needs of all students.
- Utilize and execute school wide common practices.
- Create and implement enrichment activities (i.e. athletics, arts)

**Culture**
- Communicates effectively and appropriately with all stakeholders (parents, students, staff, community)
- Builds strong relationships with students, parents, and school staff.
- Demonstrates support and knowledge of school's vision and mission.

**Professional Educator and Leadership**
- Continuously builds professional knowledge.
- Attends professional development training and applies learning to curriculum and instruction as requested by principal and Instructional leader.
- Reflects on teaching practice, assessing professional progress and identifying developmental opportunities to professional growth.

**Student Achievement**
- Demonstrates student achievement growth and or provides evidence of student learning.

**Operations: Time Management, SIS, and Attendance**
- Sets and communicates to all stakeholders academic and behavioral expectations.
- Demonstrates a capacity for time management in regards to preparation for class and personal time off
Is detail oriented and manages time appropriately when tracking students' grades, attendance, etc. (comments, intervention, behavior, phone calls home)

Attends and participates in school-based meetings and activities

Capture daily attendance

Adhere to safety policies to ensure a safe and organized program for all students

Additional Duties

- Work with Administrators, Tutors and Teachers as duties are assigned
- Maintain professional attitude and relationships with students, faculty, and staff
- Perform other duties as assigned

Qualifications:

- Bachelor's degree attained or in-progress.
- 3+ years of experience with program management
- 1-3 years of experience managing others
- 1-3 years of classroom experience
- Ability to align classroom and school culture
- Ability to analyze qualitative and quantitative student data
- Bilingual in Spanish is required

Skills:

- Must be very organized and detail-oriented
- Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Ability to work cooperatively with teachers and other staff personnel
- Ability to communicate effectively (verbal and written)
- Ability to connect and build relationships with students

After School Tutor

Essential Duties and Responsibilities:

- Supervise and foster a safe and nurturing learning environment
- Provide support to students with their homework
- Implement enrichment activities such as clubs and sports
- Prepare instructional, display, and work materials
- Prepare and supervise after school activities
- Participate in professional development training, if necessary
- Perform other related duties as assigned
- Establish good relations with individual students and groups

Qualifications:

- Willingness to learn with patience and detail oriented
- Must have prior experience working with students in a learning environment, or be an education student working towards a teaching credential
- Strong math skills (must be proficient in Algebra I & II and Geometry)
- Communicate and relate effectively with students, teachers, and parents
- Must be enrolled in or graduated from a college or university

Skills:
Bilingual in Spanish preferred
Intermediate proficiency in Microsoft Word, Excel, and Outlook
Must be flexible and team-oriented
Enforce safety and disciplinary procedures and rules
Must have excellent management and organizational skills and a positive attitude

5.2 NCLB and Credentialing Requirements

NCLB AND CREDENTIALING REQUIREMENTS

PICA shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

At PICA, all requirements for employment set forth in applicable provisions of the law will be met.

PICA will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. This documentation will be monitored by the PUC-Valley Director of Human Resources, school administrator and appropriate designees. The school director or designee will ensure that credentials are in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind, will be kept at the school.

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

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

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

PICA will take a very aggressive approach to teacher recruitment of highly qualified teachers in order to insure the minimization of the use of teachers holding Emergency Permits. This will be accomplished through an ongoing recruitment process that will be supported by the PUC-VALLEY Human Resources Department.

5.3 Record Keeping

PICA will maintain current copies of all teacher credentials and they shall be readily available for inspection.

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)

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

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

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

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

When a suspected abuse/neglect report is made, the individual who observed or has knowledge of the abuse makes the report in two parts: 1) a telephone report; and 2) a written report. The telephone report must be made immediately or as soon as practically

6.1 Facility

PICA plans to be located at 919 Eighth St San Fernando, CA 91340. The facility has been utilized as a PUC-VALLEY school site for the past nine years.

6.2 Compliance

The school will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

6.3 Certificate of Occupancy

The school will have a Certificate of Occupancy, issued by the applicable permitting agency, on file with the District.

6.4 Safety Plan

**HEALTH, SAFETY AND EMERGENCY PLAN**

PICA 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. PICA shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

6.5 District Required Language

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**ELEMENT 7 – RACIAL AND ETHNIC BALANCE**

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

**COURT-ORDERED INTEGRATION**

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.
**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

The District and PICA are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). PICA 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 PICA shall have the right to continue attending PICA until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to PICA shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

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

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at PICA under the NCLB-PSC program increases in subsequent years, PICA agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, PICA 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. PICA understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. PICA 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

• PICA also understands that as part of its oversight of Charter School, 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. PICA is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the Charter School.

7.2 Outreach Methods

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

• Strategic information handouts in businesses frequented by local community members that are racially diverse.

• Letters sent to existing PUC families.

• Outreach to all local elementary schools.

• Community outreach efforts including working with local council members’ field offices, local public libraries, park and recreation centers, community based organizations, churches
and synagogues.

- Developing and maintaining a web site with current information about the school
- All outreach efforts will be completed in both English and Spanish.

### 7.3 Targeted Geographic Areas

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

### 7.4 Outreach Languages

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

### 7.5 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.

PICA 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)

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

8.1 Admit All Pupils Who Wish to Attend

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

8.2 Specific Admission Requirements

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

NON-DISCRIMINATION

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

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

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.
8.3 Recruit Academically Low-Achieving, Economically Disadvantaged Students, and Students with Disabilities

The following efforts will be employed by PICA 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 announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed).
- Flyers will be distributed to local community agencies, six weeks prior to the closing of the enrollment period and the implementation of the public lottery (if needed).
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to PICA.

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 to determine enrollment for the impacted grade level(s), with the exception of existing students of PICA, who are guaranteed enrollment in the following school year.

The random public drawing shall be conducted as follows:

a. 6\textsuperscript{th} grade lottery will be conducted first following the preferences listed below (8.4.5).

b. In grades 7 and 8, should there be spaces available; theses will be filled through a lottery following the preferences listed below (8.4.5).

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

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

8.4.3 Enrollment and Lottery Timelines
The enrollment period will be advertised in the Northeast San Fernando Valley during the months of November and December utilizing the methods listed above. The enrollment period will take place during January 1st through February 15th, during which time 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. Application to PICA 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 materials in the admissions process will not be used as a factor of admission, but the requirement helps assure that parents and students are seriously interested in attending PICA.

8.4.4 Lottery Location, Date, and Time
Parents and students will be informed of the date, time and location of the public random drawing at the time they fill out a “space request” 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.

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

- Children of current employees and developers of PICA, not to exceed 10% of the school population.
- Siblings of students currently enrolled, or wards of their parents
- Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)
- Students living in California
8.4.6 Procedure for Determining Wait List Priorities

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

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

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

8.4.7 Means by Which the School will Contact the Parents/Guardians of Wait Listed Students

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

a. The student is accepted into the Charter School as space becomes available and enrolls in the Charter School.

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

c. The end of the current school year.

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

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

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

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

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

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

d. If the school does not receive a response within 48 hours, the school will deem the parent to have declined the available slot and remove the student from the wait-list.

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

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

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

### 8.4.8 Lottery and Admissions Documentation

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

- Agenda(s) from information sessions.
- Completed space requests remain on site for one school year
- List of students chosen in the lottery will be documented and stored on the PUC Schools Intranet
- Completed enrollment packets are filed in each individual student’s local file
- Agenda(s) from admission / orientation meeting(s) will be on file in the office
- Sign-in sheets from admission / orientation meeting(s) will be on file in the office
ELEMENT 9 – FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

The District may charge for the actual costs of supervisor oversight of PICA not to exceed 1% of the charter school’s revenue. Notwithstanding the foregoing, the District may charge the maximum supervisor oversight fee allowed under the law as it may change from time to time.

9.1 Annual Independent Financial Audit

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

PICA will retain the services of an independent auditor/CPA 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-VALLEY Chief Financial Officer, in collaboration with the PUC National President will be responsible for contracting and overseeing the independent financial audit.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, PICA will send a copy its annual audited financial report to the chief financial officer of the Los Angeles Unified School District, LA County and the California Department of Education by December 15 of each year.

9.2 Resolving Audit Expectations and Deficiencies

The school's audit committee will review any audit exceptions or deficiencies and report to the school's Board of Directors with recommendations on how to resolve them. The Board will report to the charter-granting agency 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 District.

9.3 Plans and Systems Preparing for Independent Audit

In accordance with California charter law and LAUSD requirements, an independent financial audit will be conducted at PICA annually.

The PUC Valley Board of Trustees will be responsible for approving the selection of the auditor each year.

PICA staff will:

• Be fully prepared for the audit process.
• Provide all requested items in a timely manner.
• Provide a suitable work area for the auditors.
• Communicate any difficulties or issues encountered during the audit process promptly to either the audit manager or partner.
• Provide a central contact to the audit team.
• Work cooperatively with the audit team in order to ensure that the audit is completed and forwarded to the state of California by the December 15th deadline each year.

9.4 Reporting Timelines

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

PICA and (PUC-Valley) shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding and inquiries. Furthermore, PICA and PUC-Valley will provide any financial information requested by LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within the time lines specified by LAUSD each year.
ELEMENT 10 – STUDENT EXPULSIONS

Governing Law: The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605 (b)(5)(J)

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 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.

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

At the time of enrollment in PICA, 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. PACS 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.
### Must Recommend Expulsion (Mandatory)

*Education Code (EC) 48915(c)*

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

1. **Firearm**
   - 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.
   - Selling or otherwise furnishing a firearm.
2. **Brandishing a knife at another person.**
3. **Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.**
4. **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.**
5. **Possession of an explosive.**

Adapted from San Diego City Schools, Zero Tolerance Graduated Sanctions Student Discipline Guidelines, January 2001

### Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)

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

*EC Section 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 oneavoirdupois ounce of marijuana other than concentrated cannabis.**
4. **Robbery or extortion.** *EC Section 48915 (a)(4).*
5. **Assault or battery, or threat of, on a school employee.**

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of

### May Recommend Expulsion (Discretionary)

Acts committed at school or school activity or on the way to and from school or school activity.

- Inflicted physical injury†
- Possessed dangerous objects
c. Possessed drugs or alcohol (policy determines which offense)
d. Sold look alike substance representing drugs or alcohol
e. Committed robbery/extortion
f. Caused damage to property‡
g. Committed theft
h. Used tobacco (policy determines which offense)
i. Committed obscenity/profanity/vulgarity
j. Possessed or sold drug paraphernalia
k. Disrupted or defied school staff
l. Received stolen property
m. Possessed imitation firearm
n. Committed sexual harassment
o. Harassed, threatened or intimidated a student witness
p. Sold prescription drug Soma
q. Committed hazing
r. Engaged in an act of bullying, including, but not limited to, bullying committed by
<table>
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<th>the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</th>
<th>means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.</th>
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<td>The recommendation for expulsion shall be based on one or both of the following:</td>
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<td>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</td>
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<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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<td>† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <em>Penal Code</em> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</td>
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<td>‡ Section 48900 (t) &quot;school property&quot; includes, but is not limited to, electronic files and databases.</td>
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10.2 General Discipline Policies

PICA 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.

Parents will be asked to participate in the Family Support Team process if a student's behavior is not improving. Members of the Family Support Team include the school administrator, school counselor, at least one of the student’s teachers, one or both of the student’s parents (or guardian) and the student. Appropriate modifications and intervention strategies will be developed by the Family Support Team and the site principal. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended. The policies outlined herein will be adapted to conform to federal law regarding students with exceptional needs. At all times students will be accorded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be removed from the campus but at all times will be afforded due process.

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.

A pupil identified as an individual with disabilities or for whom PICA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the rehabilitation Act of 1973 (Section 504) is subject to same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. PICA will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom PICA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

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 notified in writing upon enrollment of all policies and procedures for pupil conduct and discipline. All policies and procedures for pupil conduct and discipline shall be available upon request in the main office of the school.
No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above (non-discretionary offenses). 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. PICA 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, community members) adopts them as their own.

At PICA, we believe “high, clear, and consistent expectations support students’ self-confidence, their belief that their efforts will lead to success, and their engagement in school” (Eccles et al. (1983); Gambone, Klem, Summers, and Akey (2004); Wigfield and Harold (1992)). A substantial body of evidence demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). PICA 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, PICA takes a targeted approach to behavior management and discipline. Below is a visual to illustrate our three tiered prevention continuum of positive behavior support.

PICA’s foundational beliefs and practices align with the district’s Discipline Foundation Policy requiring every school in the district to adopt and implement a school-wide positive behavior support discipline plan. Under the new policy, “all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.” All schools must align their discipline plans with the “Guiding Principles for the School Community” identified by the district, which
require all students and school staff to model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion and defending the rights of others.

10.4 Suspension and Expulsion Procedures

Suspension Procedures

Suspension from Class: A teacher generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Executive Director. The pupil will be sent to an administrator 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 PICA employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice may also state the date and time when the pupil may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
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 to the student and parent or guardian 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 executive director in writing within three weeks of the date of the suspension.

2. The principal will gather information from the site principal, student, parent or guardian to determine whether or not the principal suspended the student properly and followed all applicable procedures. The executive director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

3. Based on the information submitted or requested, the executive 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 principal will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed to the school principal.

Authority to Expel

A pupil may be expelled by the PUC-Valley Board of Trustees or designees following a hearing. The Board of Trustees or designees may recommend expulsion of any pupil found to have committed an expellable offense. The student will return to the charter school if not expelled.
Expulsion Procedures

Upon recommendation of expulsion by the principal, the pupil and pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations: (1) the pupil’s presence will be disruptive to the education process or (2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the principal determines that the pupil has committed an expellable offense. The school will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

1. The expulsion hearing will be presided over by the Board of Trustees or appointed designees that will comprise an administrative panel. In the event an administrative panel hears the case, it will make a recommendation to the PUC- VALLEY Board of Trustees for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

2. Written notice of the hearing shall be forwarded to the pupil and the pupil’s parent/guardian at least ten (5) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
   a. The date and place of the expulsion hearing
   b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
   c. A copy of PICA disciplinary rules which relate to the alleged violation
   d. Notification of the pupil’s or parent/guardian’s obligation provide information about the pupil’s status at the school to any other school district or school to which the pupil seeks enrollment.
   e. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
   f. The right to inspect and obtain copies of all documents to be used at the hearing.
   g. The opportunity to confront and question all witnesses who testify at the hearing.
   h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil’s behalf including witnesses.

Recording of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Board of Trustees to expel must be supported by substantial evidence that the pupil committed the expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the PUC-Valley Board of Trustees or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The principal’s recommendation to expel a student shall be made in the form of a written recommendation to the PUC-Valley Board of Trustees, who will make a final decision regarding the expulsion. The final decision by the PICA Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing.

Notification of Expulsion

The principal, following a decision of the PUC-Valley Board of Trustees or designees to expel shall send written notice of expulsion, including the Board’s findings of fact, to the pupil or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the pupil.
2. Notice that the pupil may have 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 PICA.
4. Effective date of expulsion.
5. Date the student to be reviewed for readmission.

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 49068 (a) and (b).

**Expulsion Appeal Process**

To initiate an appeal, the student or parent or guardian must contact the executive director in writing within three weeks of the date of the suspension.

The principal will gather information from the site principal, student, parent or guardian to determine whether or not the principal suspended the student properly and followed all applicable procedures. The executive director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

Based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.

1. Uphold the suspension
2. 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.
3. Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The principal will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed to the school principal.
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)

**Interim Placement**

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.

If a student is under an expulsion order from another school district (LEA), all information must be provided to the PUC-VALLEY Board of Trustees for review. The PUC-VALLEY Board of Trustees will determine if enrollment will be granted.

**10.5 Students with Disabilities**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.
In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**10.6 Due Process**

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.

**10.7 Rehabilitation, Readmission, and Interim Placement**

**Rehabilitation Plans**

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

**Readmission**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil; unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of PICA’s governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of PICA at the time the pupil seeks readmission.

**RESTATEMENT**

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

**GUN FREE SCHOOLS ACT**

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

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

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

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

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

The PUC-VALLEY Director Of Human Resources and PUC National President will be responsible for ensuring that appropriate arrangements for the coverage listed below have been made.

Collective Bargaining Rights
PICA is the exclusive public school employer for purposes of collective bargaining. Any District union employee who is offered employment and chooses to work for PICA will not be covered by his or her collective unit bargaining agreement. PICA may extend the same protections and benefits in individual contracts or as part of a collective agreement with the School.

Employee Benefits
PICA will offer salary and benefits that comparable to employees of the Los Angeles Unified School District. Benefits will include health, dental, vision, and life insurance. Employees will be eligible to receive Worker’s Compensation Insurance, unemployment insurance, and Medicare as applicable, with PICA and the employee contributing appropriate amounts.

Prior to any changes in retirement benefit packages, PICA agrees to provide written notification to all employees. PICA must notify the Charter School Office of Los Angeles Unified School District of any proposed changes. PICA’s charter will be amended to reflect any changes in retirement benefit options being offered to employees of the charter school.
**Element 12 – Attendance Alternatives**

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

**12.1 Attendance Alternatives and Rights**

The parent (s) or guardian(s) of each pupil enrolled in PICA shall be informed that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

If space is available, traveling students will have the option to attend.

**12.2 Attendance Alternatives for Students**

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

**Element 13 – Employee Rights**

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

Employees who opt to leave PICA may return to the charter school after an opportunity leave for up to 24 months, should a vacancy be available. This does not apply to any District employee who already had been granted the maximum amount of personal leave pursuant to their respective collective bargaining agreement.

All employees are entitled to work in an environment free from harassment and discrimination, and all employees are required to maintain such an environment for all co-workers. All employees will follow State and Federal law regarding alleged improprieties.

Any employee who seeks to complain about an improper action by an employee of PICA may bring a complaint to the site principal or executive director for informal discussion with the goal of resolving the issue. If the discussion and related action fail to resolve the problem, and the employee wishes to seek further action, the following procedures will be adhered to:

- Employee brings a verbal warning or written complaint to the site principal to seek resolution. Throughout this process, each party has the right to representation. The site principal is responsible for documenting and reviewing all allegations and complaints made. The site principal shall provide fair judgment based on the merits of the case within 10 working days. The employee will be provided information on the process to appeal the
judgment.

• If the employee is not satisfied with the resolution, the employee submits a written appeal to the office of Co-Chief Executive Officers of PUC-Valley within 5 working days of the judgment.

• The Co-Chief Executive Officers made a determination within 10 days of receipt of written complaint. The employee will be provided information on the process to appeal the determination.

• If the employee is not satisfied with the resolution, s/he may exercise on of the following two options: (1) The matter is then brought to the attention of the Executive Committee of the Board of Trustees for PUC-Valley. A fair hearing and mediation will be made available to all parties. (2) Entering a binding arbitration to be administered by Judicial Arbitration and Mediation Services (J.A.M.S.).

• Under option 1, within 45 days of the original written complaint, the Executive Committee will determine further actions to be taken. Parties to incident will be notified in writing of the Executive Committee’s decision. The Executive Committee’s decision is final upon the closing of the Board Meeting, unless a two-thirds majority of Board members present at the Board Meeting vote to review an take action on the matter.

• Under Option 2, the determination of J.A.M.S. is final and will be followed in accordance with the laws of the State of California.

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

Former District employees must consult with the District to determine their eligibility for leave.

**Element 14 – Dispute Resolution**

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

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

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written
Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: PUC Inspire Charter Academy c/o School Director
To Director of Charter Schools: Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

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

PICA is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16 – PROCEDURE IF CHARTER SCHOOL CLOSES

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

PICA must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires. At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether PICA will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

REVOCATION OF THE CHARTER

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

- PICA committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- PICA failed to meet or pursue any of the pupil outcomes identified in the Charter.
- PICA failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- PICA 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 PICA in writing of the specific violation, and give PICA 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.


**Closure Action**

The decision to close PICA, either by the governing board of PICA 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 PICA votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by California *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to PICA, 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 PICA or the LAUSD Board of Education, the governing board of PICA shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how PICA will fund these activities.

**Notification of Closure Action**

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

1. The CSD, if the Closing Action is an act of PICA. 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 PICA within 72 hours of the Closure Action. PICA shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). PICA shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELP) in which the school participates. PICA shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, PICA shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). [Charter] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

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

8. All school employees and vendors within 72 hours of the Closure Action. PICAs shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

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

**School and Student Records Retention and Transfer**

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

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for
secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

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

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. PICAmust organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

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

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. PICA shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.
PICA shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by PICA will be the responsibility of PICA and not LAUSD. PICA understands and acknowledges that PICA will cover the outstanding debts or liabilities of PICA. Any unused monies at the time of the audit will be returned to the appropriate funding source. PICA 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 PICApaticipates, and other categorical funds will be returned to the source of funds.

PICA shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:
1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:
1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

PICA shall retain sufficient staff, as deemed appropriate by the PICAgoverning board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.
PICA’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).
e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end PICA’s right to operate as a charter school or cause PICA to cease operation. PICA and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

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

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
  - **(i) Pro Rata Share:** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **(ii) Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - **(i) Co-Location:** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) Sole Occupant: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

**Occupancy of the Site**: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.
Pest Management: Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

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

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.
**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Internal Fiscal Controls

[Charter School] will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)