PUC MILAGRO CHARTER SCHOOL
A SCHOOL OF
PARTNERSHIPS TO UPLIFT COMMUNITIES
(PUC) LOS ANGELES

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ASSURANCES

Partnership to Uplift Communities Milagro (also referred to herein as “PUC Milagro” and “Charter School”) shall:

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

• Not charge tuition. EC 47605(d)(1)

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

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

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

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

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

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

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

GENERAL INFORMATION

- The contact person for PUC Milagro: Sascha Robinett, Principal
- The contact address for PUC Milagro is: 1855 N. Main St., Los Angeles, Ca. 90031
- The contact phone number for PUC Milagro is: (323) 223-1786
- The proposed address or target community of PUC Milagro is: Northeast Los Angeles specifically the communities of Lincoln Heights and El Sereno which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 2 and Educational Service Center North.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of PUC Milagro is K – 5th
- The number of students in the first year will be: 288
- The grade level(s) of the students in the first year will be K – 5th
- The scheduled opening date of PUC Milagro is: September 2014
- The admission requirements include: No admissions requirements
- The enrollment capacity is: 300 (Enrollment capacity is defined as all students who are enrolled in PUC Milagro regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for PUC Milagro will be: 8:20-3:00
- If space is available, traveling students will have the option to attend. Yes

LOCAL CONTROL AND ACCOUNTABILITY PLAN

PUC Milagro acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that PUC Milagro submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, PUC Milagro shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii),
using the Local Control and Accountability Plan template to be adopted by the State Board of Education. PUC Milagro shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. PUC MILAGRO shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that PUC Milagro “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

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

**TRANSITIONAL KINDERGARTEN**

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

**ENGLISH LEARNERS**

PUC Milagro is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), PUC Milagro shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that PUC Milagro will either adopt and implement LAUSD’s English Learner Master Plan or implement PUC Milagro’s own English Learner Master Plan. If PUC Milagro chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

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

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

PUC Milagro shall administer the CELDT annually in accordance with federal and state requirements.
PUC Milagro shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
PUC Milagro 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 schools inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

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

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

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

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

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

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including charter schools)**
  
  All Students enrolled December 1, 2013.
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout 2012-13 (Including charter schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data from non-SIS schools (Including charter schools)**
Graduation roster from all LAUSD schools (Including charter schools) with 12th grade SWD

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

1.1 Community Need for Charter School

Success for the Innovative Features of the Educational Program

Curriculum and Instruction

“Read the Word”, but also “Read the World” (Paulo Freire). Students at PUC Milagro are encouraged to question, reflect, and draw conclusion about instructional content in order to make personal and world connections. The outcome of this is work is seen both in the student outcome data and in the students themselves. The collaborative relationship between teachers and students allows inquiry and critical thinking to drive instruction. Specific rituals and routines embedded in the daily schedule provide students small group learning opportunities, individual support, and engagement in collaborative tasks to meet their academic needs. Curriculum is designed to allow large blocks of time for students to investigate and read authentic literature, express themselves through the creation of fiction and non-fiction texts, and develop solutions to complex problems.

Identity formation and critical inquiry are the driving forces behind PUC Milagro’s academic program. College attendance and social responsibility is the ultimate goal for all students. Belief in this mission drives the school’s teaching staff to engage in continuous learning and professional inquiry. There are no excuses for underachievement at the school, only constant investigation of the most effective means to close the achievement gaps.

All curriculums are standards based. PUC Milagro has always used both national and state standards to guide its instructional program. In the 2010-11 school year, the school began to implement the California CA Common Core State Standards in kindergarten and first grade, and transitioned second through 5th grade in 2012-13. Currently all grade levels curriculum is based on the new CA Common Core State Standards.

To ensure each student’s academic needs are met, textbooks and company designed programs are not used at PUC Milagro. Students have various academic needs which are not met by a “one size fits all” system. PUC Milagro works to create differentiated instruction that allows each individual child to grow and achieve their personal best based on their academic needs. Each grade level has five curriculum maps revised yearly by administration and the grade level team that outline units for all content areas, the corresponding standards, both formative and summative assessments, and the instructional resources. Teachers collaboratively create weekly lesson plans based on the curriculum maps identified California Common Core Standards and the academic content and performance standards, the resources, and student data.

Instruction is delivered using the “workshop” method. This method of instruction allows teachers to provide students with both small group and individual support. Students are not only taught basic skills, but also critical thinking skills which are necessary for both college and life preparation. Student’s progress is monitored and assessed through work analysis, individual
conferences, and assessments. Teachers use this data to set individual goals for student growth and plan their weekly instruction.

**Differentiation and Intervention**

Our goal is to ensure intervention and enrichment occur during the school day. Every student at PUC Milagro is supported by a team. This team includes the classroom teacher, the inclusion team, and administration. Every week teachers meet with either the inclusion team or administration to discuss student progress and determine methods for providing support.

Because PUC Milagro does not use “programs” or textbooks teachers are able to provide students will the materials and instruction they need to advance. Student who are exceeding grade level expectations are provided reading material at their level and tasks that push them to grow past their current grade level. When students are performing significantly below grade level they are provided more intensive support through small group instruction in and outside the classroom. Individualize support is delivered by a member of the inclusion team both during and after school, and between January and May after school tutoring with their classroom teacher. The RTI model and school level performance data is used to identify all students in need of support.

At PUC Milagro we work hard to not label students. Instead, we focus on giving every child what he or she needs based on data. A child never knows if he or she is in Special Education. Students are taught that everyone has different learning needs. PUC Milagro staff and students understand that “fair” doesn’t mean the same, it means ensuring everyone gets what he or she needs to succeed. Teachers meet every other week with the Inclusion Team to discuss and co-plan for students with an IEP. It is the school’s belief that it is not the child who is failing; rather it is the instruction or school program that is not meeting the student’s academic needs. It is therefore the responsibility of all staff members to support, problem solve, and ensure the success of all students.

**Language Development**

All students who speak two languages at PUC Milagro are considered Bilingual rather than English Learners. Speaking two languages is consider an asset rather than viewed as a deficit. All PUC Milagro teachers are academically fluent in Spanish and English and are qualified to provide Spanish language instruction. Teachers provide 60 minutes of Spanish language instruction a week. Student use what they have learned during reader’s and writer’s workshop, and their language learned at home to read, write, and speak Spanish. More proficient Spanish speaking students support those who are beginners. PUC Milagro’s goal is to have all students appreciate and understand the power of speaking two languages.

PUC Milagro’s goal is to help students identified on the CELDT as English Learners to redesignate and be considered Fluent English Proficient by the end of second grade. To accomplish this, language development is an integral part of all instruction. In all subjects students are taught to read, write, and speak the language of the discipline. Students written and oral language conventions and vocabulary usage are analyzed to determine needed supports and to set individualized goals. Students who struggle with language after general education individualized
support created by the FST, are screened by the school’s speech pathologist to determine if special education intervention is need in order for the students to achieve their personal best.

Assessment
Formative and summative assessments are built into each curriculum unit. Performance based tasks are used at the end of each unit to determine students ability to independently apply learned skills and knowledge. Formative assessments are given during the unit, and range from individual conferences to exit tickets and quizzes. In writing students are given an on-demand writing task at the beginning of the unit to assess their current independent ability in the writing type (narrative, informational, or persuasive) prior to instruction and a post on-demand assessment at the end of the unit to determine their growth. In math students are given a formative assessment mid-way through the unit and culminating tasks that require the independent application of all learned skills and strategies. In social studies and science students work both collaborative and independently on investigations and research based culminating tasks to demonstrate their new learning and gained skills.

Three times a year students are given benchmark assessments. Students are released an hour early for a week, and the teachers individually assess five students a day in reading. Students fluency, accuracy, and comprehension are tested. The reading benchmark levels correspond to the recommended CA Common Core Lexile bands. In second grade and above students take a number sense math benchmark which assesses students’ procedural and conceptual knowledge, and reasoning ability. All data from both assessments are compiled and analyzed using a PUC schools data collection tool. The data is used to support students individual needs, design intervention programs, and uncover schoolwide trends. Families receive the results of these assessments during the Fall Family Conferences and 1st and 2nd semester report cards.

Homework
PUC Milagro believes that a child’s family is their first and most important teacher. In order for a child to succeed in school they must be surrounded by people both inside and outside of school who believe learning is important.

Homework is given Wednesday to Wednesday, as a packet, to provide families with the time to support their child both during the week and if needed the weekend. Homework is assigned 4 days a week to provide student time to practice the basic skills being taught in the classroom. To provide support for family members whose primary language is Spanish, homework directions and worksheets (in lower grades) are provided in both Spanish and English. It is important that a family member reviews and discusses the assignments to help support students in understanding what they have accomplished, and assist him/her with any questions or challenges she/he might have related to the packet. Teachers are always available to provide support with any homework questions.

The most important part of weekly homework is the 20 minutes of reading in kindergarten-second grade and 30 minutes of reading in third-fifth grade. When students read, they are taught to focus not only on reading words, but to think “what is this book about?”, “who are these characters?”, “why did the author write this book?”, “what do I know now that I did not know before I read this book?”, and other similar types of questions in order to comprehend.
Family members who read with their child and talk about the books he/she is reading on a weekly basis help boost their child’s reading level and comprehension.

**Spanish Language Development Program**
Bilingualism is an important asset. All PUC Milagro teachers are academically fluent in Spanish and English and are qualified to provide Spanish language instruction. Teachers provide 60 minutes of Spanish language instruction a week. Student use what they have learned during reader’s and writer’s workshop, and their language learned at home to read, write, and speak Spanish. More proficient Spanish speaking students support those who beginners. PUC Milagro’s goal is to have all students appreciate and understand the power of speaking two languages.

**Arts Program**
PUC Milagro has partnered with the Armory Center for the Arts for the last 8 years to provide our students with a 12 week visual arts program residency. The program’s creation is the result of the combined efforts of the Armory, the artists, classroom teachers, and administration. Each year the program is collaboratively designed to meet both California academic and art standards, and focused on developing students’ critical and creative thinking. The artists in residence help the students approach content in ways that push their thinking about content far beyond the limits of reading and writing. For example, the visual arts have developed our students’ ability to view the world beyond just his/her perspective. We have seen this skill transfer into the classroom and improve the students’ comprehension by developing empathy for characters and understanding author’s purpose for writing the text. These skills are essential in order for students to be prepared for college success.

This type of learning experience is extremely important to the PUC Milagro Families. Every year each family helps to raise the money for the art program which is completely funded through fundraising. Every year the school commits to raise no less than $10,000 to fund the program.

To celebrate everyone’s hard work (the families fundraising and the students learning) the 12 week residency ends in “Art Night.” All of the students’ projects are displayed in a gallery style format throughout the school. People from the community, invited guests, and the families jam the hallways to appreciate the student artistic development. Peoples’ reactions to the students’ work is always positive, and they are amazed that elementary students were the artists.

**College-Ready Culture**
We believe planning for college begins in elementary school. It is an important part of the school’s college preparatory program that students begin to think about and plan for their educational future. Every year students, families, and PUC Milagro staff sign the school’s “College Success Pledge” focusing on each stakeholder’s responsibility in ensuring every PUC Milagro student attends and graduates college. Students are taught the “Habits of a Scholar” (a school developed program) and are referred to as “scholars” rather than “students”. This is done to support students in taking control of their academic lives rather than depending on others to ensure their current and future success. By the end of 5th grade all students will have learned about and visited at least three local college campuses. Families are encouraged to attend all
college fieldtrips, and are provided additional information about attending college during family workshops.

Community Service
Uplifting our community is a commitment that all PUC Milagro students are taught. Social justice is not just a school belief, but a belief PUC Milagro hopes to instill in each of its students. Every year the school engages in at least three community/global service campaigns. In October students participate in a UNICEF fund drive and learn about UNICEF’s work throughout the globe. In November we hold an annual food drive for the Los Angeles Regional Food Bank and students study the importance of giving to those in need in their local community. In the spring a service campaign is selected based on the need of a school community member and the support campaigns have ranged from “Locks of Love” to supporting a woman’s homeless shelter. Students are also encouraged and supported in starting their own give back campaigns. These campaigns have ranged from a letter campaign to save endanger animals to saving energy in the students’ own homes.

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

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

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

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

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

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

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

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

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

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

Success of the School’s Education Program in Meeting Students Needs
PUC Milagro provides the surrounding communities a choice in academic programs, education philosophy and methodologies, and school size. Because of the school’s laser focus on individual student achievement, no child is left behind. PUC Milagro is committed to accomplish its mission of college graduation for all students, thus eventually improving both the economic and living conditions of the communities it serves.

In order to achieve our mission it is necessary for PUC Milagro students to achieve not only above that of the local schools but on par with students throughout the state. PUC Milagro has significantly out scored all resident schools each year of its charter. The school has consistently achieved academic success with all subgroups throughout its 8 years of service. Although the school did not meet its AYP for the last 2 years in ELA, it only missed the target in 2012 by 4 points (74.2) and by 18 (71) points in 2013. During both years, 4th and 5th grade had over a 25% population of students with disabilities and only 4 students taking the CMA. PUC Milagro’s ELA scores still far surpassed the surrounding schools.

<table>
<thead>
<tr>
<th>School</th>
<th>ELA Scores 2012</th>
<th>ELA Scores 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUC Milagro</td>
<td>74.2</td>
<td>71</td>
</tr>
<tr>
<td>Albion</td>
<td>53.6</td>
<td>54.3</td>
</tr>
<tr>
<td>Griffin</td>
<td>43.3</td>
<td>39.6</td>
</tr>
<tr>
<td>Ann St.</td>
<td>43</td>
<td>50</td>
</tr>
</tbody>
</table>

PUC Milagro’s math scores have met the state AYP each year. The school wide proficiency percent has remained above 80% for the last 5 years.

Awards
- California Distinguished School
- California Title 1 Achievement Award
School Wide Academic Achievement

ELA CST 2009-2013

Math CST 2009-2013

Science CST 2009-2013

Special Education
Low Socioeconomics

ELA CST 2009-2013

Math CST 2009-2013

Science CST 2009-2013
API Data

![Graph showing Math CST 2009-2013](image1)

![Graph showing Science CST 2009-2013](image2)

<table>
<thead>
<tr>
<th>School Name</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milagro</td>
<td>856</td>
<td>907</td>
<td>893</td>
<td>912</td>
<td>894</td>
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<td></td>
<td>894</td>
<td>894</td>
<td>894</td>
<td>894</td>
<td>884</td>
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<tr>
<td>Avg. EL API</td>
<td>867</td>
<td>885</td>
<td>867</td>
<td>871</td>
<td></td>
</tr>
<tr>
<td>Avg. Hispanic API</td>
<td>854</td>
<td>903</td>
<td>891</td>
<td>910</td>
<td>891</td>
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<tr>
<td>Avg. IEP API</td>
<td>828</td>
<td>815</td>
<td>796</td>
<td>781</td>
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</tr>
<tr>
<td>Avg. Low SES API</td>
<td>852</td>
<td>900</td>
<td>890</td>
<td>906</td>
<td>890</td>
</tr>
<tr>
<td>PUC Milagro</td>
<td>907</td>
<td>893</td>
<td>912</td>
<td>894</td>
<td>885</td>
</tr>
</tbody>
</table>
API Rankings

![API State Ranking vs API Similar Schools Ranking](image)

AYP Data

### AYP 2008-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Milagro Avg. Number Met</th>
<th>Milagro Avg. Number Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2009</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2010</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2011</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2012</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>2013</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>

LAUSD School Performance Framework

### Last Year's SPF Classification (2011 - 2012)

- Excelling

### This Year's SPF Classification (2012 - 2013)

- Excelling

CELT Results

![CELDT Results Chart](image)
Reclassification

Reclassification Rates

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL (%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>15</td>
<td>16.6</td>
<td>23.5</td>
<td>23.7</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>36.5</td>
<td>35.7</td>
<td>30.5</td>
<td>28.2</td>
</tr>
<tr>
<td>140</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEP (%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>40</td>
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</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>48.7</td>
<td>41.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students RFEP %</td>
<td>125.9</td>
<td>15.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Population to be Served

PUC Milagro serves elementary students in grades Kindergarten through Fifth grade. PUC Milagro will serve no more than 300 students from the surrounding communities within Northeast Los Angeles (Lincoln Heights, Highland Park, Cypress Park, and Glassell Park). While PUC Milagro is open to any child who is eligible under the laws of California for admission to a public school, PUC Milagro expects to continue to serve a population that is representative of Northeast Los Angeles. Given the high percent of Latinos living in the Northeast Los Angeles, it is likely the school will continue to enroll a student population that serves a high percentage of English learners (ELs) Further, because of the low socio-economic status of families in the community, PUC Milagro expects the majority of its population will be facing basic financial, social, and educational challenges.

Each grade level will serve no more than 50 students. In accordance with Education Code Section 47605(d) (2), PUC Milagro admits any student wishing to attend the school. If the number of pupils who wish to attend the school exceeds the capacity, attendance is determined by a public random drawing with preference extended to siblings and pupils who reside in the Los Angeles Unified School District.

1.3 Five Year Enrollment Plan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
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<tr>
<td>Grade 1</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
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<tr>
<td>Grade 2</td>
<td>48</td>
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<td>48</td>
<td>48</td>
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<tr>
<td>Grade 3</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
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<tr>
<td>Grade 4</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
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<tr>
<td>Grade 5</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Total Students</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
</tr>
</tbody>
</table>
## 1.4 Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students tested 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Hispanic</th>
<th>% Asian</th>
<th>% Filipino</th>
<th>2013 Growth API</th>
<th>2012 API Statewide Rank</th>
<th>2012 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUC Milagro Charter</td>
<td>189</td>
<td>92%</td>
<td>18%</td>
<td>17%</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albion</td>
<td>190</td>
<td>47%</td>
<td>10%</td>
<td>37%</td>
<td>75%</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Griffin (0.7 Miles)</td>
<td>376</td>
<td>57%</td>
<td>14%</td>
<td>57%</td>
<td>79%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ann St.</td>
<td>88</td>
<td>77%</td>
<td>18%</td>
<td>33%</td>
<td>95%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gates</td>
<td>501</td>
<td>55%</td>
<td>14%</td>
<td>35%</td>
<td>81%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>LA Leadership Primary (1.3 Miles)</td>
<td>23</td>
<td>100%</td>
<td>4%</td>
<td>61%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabriella Charter School (3.9 Miles)</td>
<td>341</td>
<td>87%</td>
<td>14%</td>
<td>20%</td>
<td>86%</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celerity Octavia Charter (5 Miles)</td>
<td>256</td>
<td>95%</td>
<td>8%</td>
<td>29%</td>
<td>90%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*PUC Milagro Charter School: 1855 N. Main St, Los Angeles, Ca. 90031 – address used to determine 2 mile radius*
Mission and Commitments
PUC Milagro is a safe and supportive learning community dedicated to developing the full potential of all students through high standards of learning and engaging curriculum and instruction.

Through the partnership of teachers, administration, families, and community members, students are empowered to discover their unique gifts and talents.

High levels of achievement and the pursuit of lifelong learning goals is the shared responsibility of all stakeholders

Our mission is to ensure every student graduates high school prepared for college success.

The 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.

School-Wide Vision
Our vision is to provide students with the tools they need to become life-long learners and critical thinkers that will succeed in college, in all areas of life, and inspire others to do the same.

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. The following is a statement about what we aspire to create at PUC Milagro based on our current PUC values, beliefs and goals:

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

- Teachers create a rigorous and engaging curriculum with opportunities for extension and enrichment that motivates students to learn.
- Teachers use a combination of assessment techniques, including traditional methods, performance-based assessments, and self-assessments.
- Administrators provide ongoing professional development that is relevant and pertinent.
- While producing quality work, students use various modes of communication (writing, oral, artistic) to express their understanding of complex ideas and concepts.
- Students are equipped with and utilize the necessary, reading strategies, writing skills, and critical thinking skills to participate in all content areas and begin to be prepared for college level coursework.
- High academic expectations are communicated, demonstrated, and internalized by all (parents, students, teachers, and administrators).
Supportive Learning Community
The PUC Milagro community is focused on an on-going process that develops and supports meaningful relationships between all members (students, parents, teachers, and administrative staff) to ensure that all PUC Milagro students will be prepared for college success.

- PUC Milagro parents are in full support of preparing their child for college and will be enrolled as an active part of their education.
- Students work collaboratively and encourage each other to use their strengths.
- The community develops and exhibits supportive relationships.
- Teachers, students, and parents monitor student progress, both academic and social, to collaboratively develop plans for improvement.
- Teachers work collaboratively across grade levels and play an active role to contribute to the growth and success of the school.

Personal Development
The PUC Milagro community is focused on the personal development of all its members (students, parents, teachers, and administrative staff) to ensure that all PUC Milagro students are prepared for college success.

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

1.6 Educated Person of the 21st Century

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

With the adoption of the CA Common Core State Standards and their implementation, the US and California have shifted to providing our students with 21st century skills that will allow them the ability to develop the essential skills and knowledge which will allow them to be self-directed, self-motivated and self-relevant in an information-based society and economy.
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 mathematical facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting.
- Demonstrate comprehension of a variety of printed materials when reading for pleasure and/or information.
- Demonstrate a general understanding of history in order to perceive the complexities of social, economic, and political problems.
- Demonstrate a general understanding of major concepts and processes that are common to all of the sciences.
- Demonstrate critical thinking and ability to solve problems when making decisions.
- Demonstrate an ability to use technology efficiently to achieve specific goals.
- Demonstrate the ability to evaluate information across a range of media.

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

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.

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

How Learning Occurs Best
The assumptions underlying the PUC Milagro curriculum are that students at the elementary 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 when:

- associated with students’ individual needs, their natural curiosity, and their desire to be challenged
- the ability to think and learn is not based on a fixed aptitude
- learning encourages risk, requires self-examination and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives.
- learning manifests itself in the joy of discovery, the pride of accomplishment and the satisfaction of personal growth.
- learning is fostered by supportive relationships with teachers, administrators, and parents.

PUC Milagro believes:

- learning is a consequence of thinking . . . every day students reading, writing, and talking more than you’ll see the teachers reading, writing, and talking
- children need time to practice what they are being taught . . . every day you’ll see students engaged in workshops with a one-third/two-thirds balance of time: one-third of the time for the teachers to teach and two-thirds of the time for the students to work.
- the gradual release of responsibility instructional model is essential in developing student independence . . . every day you’ll see the teachers modeling just enough to show children how and why, sending the students off to apply new learning, and “catch” the students if and when they need support
- in instilling the spark of agency within students . . . every day you’ll see students working hard, and the teachers asking questions like “How did you figure that out?” and “What did you learn about yourself as a reader today that you will use in the days and weeks to come?”
- every learner needs descriptive feedback to grow and get smarter . . . every day you’ll see the teachers conferring with students individually, looking at the work they create, and often writing notes to give students concrete feedback
- in assessment for learning . . . every day you’ll hear students and teachers reflecting and thinking aloud about where they are going, where they are now, and what they will do to move forward
- in the connections between student ownership and engagement . . . every day you’ll see students making thoughtful choices about what to read, where to read, and with whom.
- that every child deserves a year of growth . . . every day you’ll see all students developing a clear understanding of their goals and working hard to meet them
- in the power of classroom communities and the emotional engagement they offer . . . every day you’ll see students interacting with each other in collaborative, thoughtful, and respectful ways
1.8 How the Goals Enable Self-Motivated, Competent Life-long Learners

School Goals for Enable Self-Motivated, Competent Life-long Learners

Based on the research cited above regarding 21st century skills and our vision, it is imperative that our graduates are self-motivated; self-reliant; literate critical thinkers who are positive participating members of their community. To that end we have set goals that are aligned to achieve this vision.

When a student graduates from PUC Milagro he or she will be:

Goal #1: A complex thinker and problem solver who

- solves problems, reasons, and communicates mathematically. Understands and applies the concepts and skills of number and spatial sense, measurement, and relationships.
- formulates questions, makes decisions, and seeks answers using factual information, logical reasoning, and intuitive and creative thinking.
- understands the connections between content areas and applies knowledge by gathering, analyzing, interpreting, and integrating information.

Goal #2: A literate learner who

- Reads, understands, questions, and challenges the literal and implied meanings of fictional and non-fictional material.
- Recognize when and what information is needed, locates and obtains it from a range of sources, evaluates it use, and shares it with others.
- Participates in creative activity of their own and understands and engages with the artistic, cultural, and intellectual work of others.

Goal #3: An effective communicator who

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

Goal #4: A self-directed learner who:

- Works effectively with others by respecting and appreciating diversity in order to solve conflicts, strive for consensus, and function as both learner and teacher.
- Exercises personal responsibility and flexibility; setting and meeting high standards and goals for themselves and others.
- Monitors own understanding and learning needs, makes effective plans, is aware of and uses necessary resources, transfers learning from one domain to another, is sensitive to feedback, and evaluates the effectiveness of own actions.
- Engages intensely in tasks even when answers or solutions are not immediately apparent, pushes the limits of own knowledge and abilities, generates, trust, and maintains own standards of evaluation, generates new ways of viewing a situation outside the boundaries of standard convention.
In order for our students to achieve the goals above PUC Milagro believes that the following scholarly habits are essential for students’ success in higher education and beyond. Beginning in kindergarten the students are taught and supported in developing these “scholarly habits” in their daily work and lives. Students use the language of the habits to share their success and set specific to help them grow as a scholar.

**Habits of a Scholar**

<table>
<thead>
<tr>
<th>Habit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance</td>
<td>Scholars are motivated to relentlessly pursue and refine their ideas. They accept and overcome road blocks to achieve.</td>
</tr>
<tr>
<td>Risk Taking to Grow</td>
<td>Scholars challenge their minds and constantly force themselves to grow. They are receptive to change. Scholars accept that being uncomfortable is part of the process.</td>
</tr>
<tr>
<td>Resourceful</td>
<td>Scholars have their materials ready and are prepared mentally and physically with whatever is needed to learn. They utilize multiple resources to consider and discuss different views, ideas, and theories.</td>
</tr>
<tr>
<td>Ponder</td>
<td>Scholars think! “Hmmmmm?!?!?!?” Scholars know that quality thoughts take time to develop and take time for reflection.</td>
</tr>
<tr>
<td>Curious</td>
<td>Scholars always wonder and question. Scholars research and discuss information to learn.</td>
</tr>
<tr>
<td>Scholarly Humility</td>
<td>“I still don’t know everything.” True scholars consider themselves only “half full”. Scholars seek to do it better, strive to learn and try new and more things.</td>
</tr>
<tr>
<td>Vision/Goal</td>
<td>Scholars know that SMART goals are keys to success. They understand that without a path there can be no vision. They are mindful of possible challenges.</td>
</tr>
<tr>
<td>Respect</td>
<td>Scholars look outside themselves and see how others see things. They understand that success can be achieved in multiple ways and accept and value differences. Scholars collaborate and build interdependent relationships in order to evolve their thinking.</td>
</tr>
</tbody>
</table>

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

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

Design of the Educational Program
PUC Milagro resists the notion that there is one educational reform panacea. Grounded in the experience of the most effective urban charter schools—schools that have shown strong results in our nation’s cities over the past decade—PUC Milagro recognizes that elevating students’ achievement and transforming their lives requires constant maintenance on a myriad of different elements. Below are the research-based principles for PUC Milagro’s curricular and instructional program.

Research-Based Instructional Program

Data Driven Standards-Based Teaching and Learning
“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).

Integrated, interdisciplinary standard-based curriculum, assessment, and instruction provide equitable and rigorous learning beyond the facts. Rigorous curriculum supports diverse student needs, facilitates deep understanding, and the transfer of knowledge. PUC Milagro aims to emulate the very strongest schools in expecting its students to work for and achieve the most rigorous academic standards. The school is founded on the belief that students rise to meet the high bar that is set for them. It hires teachers and staff who share that belief and work ceaselessly to encourage its students and their parents to own that belief as well.

The charter schools with the most impressive results in elevating student achievement use assessment to diagnose student needs and the effectiveness of their teaching strategies to meet those needs. Teacher analysis of the assessment allows for a pattern of continuous reflection and improvement; a key element contributing to the success of the schools that have a similar population as PUC Milagro. Established practices for data collection and analysis and consistent school-wide assessments allow teachers to provide the individual support each student needs to achieve grade level standards and prepare for college success.

Language-Based Learning
Understanding how language works, using language to produce and present ideas, and utilizing language to understand the world is essential for success in and beyond formal schooling. Speaking several languages develops cognitive, academic, and emotional intelligence and increases one’s understanding of self and others. Research shows that when a second (or third or fourth) language is learned in addition to, instead of as a replacement of, one’s first language, a person’s ability to think flexibly and creatively is enhanced. Biliteracy is valued and promoted at PUC Milagro English learners are viewed as having strong cognitive skills because of their

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ability to process and utilize two languages. Consistent assessment and monitoring of all students (monolingual or bilingual) language abilities are an essential element of PUC Milagro’s instructional program across content areas.

*Inquiry-Based Instruction*
Thinking critically and creatively to answer questions and solve problems are essential skills for the 21st century work force. Inquiry-based learning develops students’ ability to question, transfer their learning across content areas, and apply their understanding to real world contexts. The process of inquiry transfers the focus of learning from “what we know” to “how we come to know.”

To go beyond memorization or the simple regurgitating information, students must independently discover, experiment, and question academic content. Students at PUC Milagro are encouraged and supported in developing metacognitive skills within each content area. Thinking about what they are learning ensures they will be able to make connections within and beyond the content they are studying. Our ultimate goal is to develop lifelong learners that know that understanding their world is essential for achieving success.
(Vygostsky, 1962, 1978; Freire, 1985; Ferreiro & Gomez Palacio, 1986; Smith, 1995)

*Learner Centered Community*
Each and every learner, regardless of her/his age, ability, language, and cultural background, family makeup, history, and social conditions are capable of achieving. Diverse learning styles and abilities are supported and celebrated. Difference is not viewed as a deficit, but rather an asset for learning. Fun, joy, and rigor are incorporated into all learning experiences to support the cognitive and emotional growth of all learners.

PUC Milagro has high expectations for all students. A school that sets a higher bar has an even greater responsibility to work toward moving all students over that bar. One accomplishes this not by lowering the standard, but by giving students every possible chance to learn. Rather than placing students into lower or higher groupings we provide all students the same rigorous content. Individual learning needs are supported through scaffolding, individual conferences, and small group guided instruction. Students’ progress is constantly monitored by the classroom teacher, the inclusion team, administration, and parents. Student success is not the responsibility of one individual teacher, but the entire school community.

One of the great lessons of the charter school movement is that small schools work. When all of the teachers know all of the students, there is a heightened sense of responsibility, accountability, and fellowship that children miss in large urban schools. “An extensive amount of research indicates that there may be many benefits from smaller learning communities." (Supovitz & Christman, 2005; Howley, et al., 2000) The most important benefits include:

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

The temptation of a charter school applicant is to increase the volume of students to generate revenue. The school size will not exceed 24 students per classroom.

**Instructional Design**

The goal for every PUC Milagro student is to have them achieve their “personal best.” Each student is an individual and therefore has individual academic needs. PUC Milagro’s student population is a mix of students ranging from high achieving to those who have come to the school two and three years behind their peers. Considering that students learn at their own pace and that development can be quick for some and a lengthy process for others it is a challenge to meet the needs of such a diverse group of students in one classroom.

To meet this challenge, instruction at PUC Milagro is delivered using the workshop model. This method of instruction allows time for teachers to work with students whole class, in small groups, and individually. It also requires teachers to plan their instruction based on data rather than a pre-scripted program.

By focusing on students rather than a script, the goal of this type of instruction is to ensure every student is supported and no student falls through the “cracks.” High achievement for all students in both language arts and math is the ultimate goal of this instructional practice.

**Workshop**

All teachers follow the same sequential structure to deliver instruction. Teachers begin their instruction by delivering a “crafting” lesson which explores and then expands on students’ prior knowledge of a concept or skill. During “composing” students are then assigned to either collaborative or individual tasks to apply what was learned during the mini-lesson. Students may engage in open-ended tasks that are part of the content workshop, i.e. independent reading, the writing process, problem solving, journal writing, etc. These tasks allow students to engage at their own ability level and push themselves to meet their individual academic goals.

While students engage in these tasks, teachers work with students in small groups or with individual students. It enables teachers to provide instructional support based on need rather on a pre-determined program. Teachers can engage students based on the students’ interest, academic challenges/strengths, and/or the students’ determined goals. It also allows teachers to better understand each student’s thinking process, while also allotting time to ask questions that assess learned concepts and skills for each student.

The last component of the workshop model is the “reflection.” This is an important component because it allows both students and teachers time to reflect, share, and celebrate. Students reflect in collaborative groups, as a whole class, or individually. The Students also share their work with their peers and receive both “warm” and “cool” feedback in order to grow and improve their work based on their personal goals and/or the learning target.
**Assessment**

Teachers gather data using multiple methods. To capture students’ individual thinking and observational data, each teacher has a system for taking and utilizing anecdotal notes. Anecdotal notes are taken during both individual conferences and small group instruction.

Teachers work individually and cross-grade level groups to review assessment data and student work. For example, teachers assess students on a school wide reading benchmark and process the data both individually and with a teacher from another grade level. Together they determine the students’ strengths, challenges, and instructional goals. This data is then used to determine students “just right” books and need intervention.

Time in professional development workshops is set aside to provide time for data analysis. The administration provides the staff with school wide data so that trends and patterns of achievement or instructional gaps can be determine. For example, after reviewing school-wide benchmark reading data, it was determined that more time needed to be provided for independent student reading and less time on teacher guided reading instruction. As a result of this change, students’ independent reading scores have consistently risen and school-wide last year 70% of students meet the CA Common Core benchmark reading goal.

**Intervention**

Teachers work with students in small groups based on data and the school’s RTI plan. Groups are flexible and change based on the needs of the students. Student needs are determined by observations, analysis of student work, individual conferences, and assessments. Small group instruction can focus on the re-teaching of skills or strategies and/or the closing identified academic gaps.

**Collaborative Grade Level Planning**

Each grade level works as a collaborative team to plan weekly instruction based on the grade level’s curriculum map. The teachers’ planning is guided by student data and their scaffolded learning goals for the unit. Instructional plans include all components of the workshop model and standards-based learning targets. Administration reviews plans each week, provides feedback, and/or co-plans lessons to provide support.

**1.11 Curriculum**

The following are curriculum descriptions for each subject that PUC Milagro will serve.

**Language Arts Curriculum Overview**

All students are immersed in a scientifically-research based, comprehensive, California Common Core standards-based language arts program in which curriculum and instruction are differentiated according to assessed needs. Teachers develop students’ independent usage of essential language arts skills and strategies through a variety of instructional strategies (i.e., whole group modeling/demonstration, collaborative learning, small group learning, individual conferencing, etc.)
Instruction is delivered through Word and Language Study, Reader’s and Writer’s Workshop. Within these routines students are provided direct instruction through mini-lessons, provided lots of time to apply their understanding and practice basic skills during independent workshop, and reflect and share new knowledge learned during the closing ritual. Students receive both small group instruction, and individual conferences during the independent workshop period.

The curriculum is based on California Common Core standards. Each year grade level curriculum maps are revised based on the previous year’s data to better support students’ needs. Beginning in 2012, all grade levels language arts curriculum units have been based on the CA Common Core standards. The scope and sequence of each unit modified throughout the year based on students’ academic needs determined through constant data analysis of student work and assessments.

Each grade level engages in approximately five units of study:
- Establishing Reader’s and Writer’s Workshop
- Two unit on Narrative Reading and Writing
- Two units on Informational Reading and Informational/Opinion Writing

Integration of CA Common Core Standards
- All Science and Social Studies units integrate both reading, writing, and listening and speaking CA Common Core standards
- Science and Social Studies units are aligned with either the writing and/or reading unit

The goal of all instruction is to support and develop students’ ability:
- To demonstrate independence and self-directed learning
- To respond to the varying demands of audience, task, purpose, and discipline
- To comprehend as well as critique
- To value evidence
- To use technology and digital media strategically and capably
- To come to understand others perspective and culture

Curriculum and instruction support the four major strands of the CA Common Core English Language Arts and Literacy in History/Social Studies and Technical Subjects:
- Reading (Narrative and Informational)
- Writing (Opinion, Informational, and Narrative)
- Listening and Speaking
- Language

Assessment
Students at PUC Milagro are assessed at strategic points (before, during, after instruction) to assist teachers in determining what to teach, how much the students are learning, and whether the students have achieved mastery of grade level standards. This ongoing assessment of student performance is closely linked to standards-based instruction and curriculum tasks. Indicators of critical skills and strategies are used to identify students at risk and in need of specialized instruction. Both summative (performance tasks, individual reading assessments) and formative
assessments (student work analysis, conferences, etc) are used to document and track student performance.

Sample Assessments Methods:

Summative:

- Individual Benchmark Reading Exams (accuracy, fluency, and comprehension) aligned to CA Common Core Lexile Grade Level Expectations Fall, Winter, Spring (Reading and Writing Portfolio by Pearson)
- Kindergarten and First Grade: Letters, Sounds, Sight Words Individual Assessments (Reading and Writing Portfolio by Pearson)
- Reading and Writing Project Literature and Informational Reading Continuums (pre and post for every unit) (CA Common Core Standards Based by Reading and Writing Project)
- On-demand Writing: Narrative, Opinion, and Informational (pre and post for every unit) and Analysis (CA Common Core based grade level writing rubric by Lucy Calkins Units of Study)
- CA Common Core Standard-Based Unit Culminating Performance Assessments

Formative:

- Formative Running Records
- Individual Student Writing Conferences using Grade Level CA Common Core Writing “Checklist” (Units of Study by Lucy Calkins)
- Individual Student Reading Conferences using Curriculum Map Content Goals (Based on CA Common Core Standards, Comprehension Strategies (Mosaic of Thought by Ellin Keene, Outcomes of Understanding by Ellin Keene, and Comprehension Toolkit by Harvey and Goudvis)
- Individual Student Growth Goals
- Anecdotal, and Observational Records
- Spelling Inventory (Words Their Way by Bear)
- Individual Sight Word Quizzes (Kindergarten and First Grade)
**Sample Language Arts Units**

**Kindergarten**

**Standards**

- Reader’s Workshop
- And Independent Reading

**CA Common Core: Reading Foundations**

- Fluency - 4
- Phonics and Word Recognition - c
- Reading
- Key Ideas and Details Anchor 2 and 3
- Integration of Knowledge and Ideas Anchor 7
- Range of Reading Anchor 10
- Foundational Skills 1- a,b,c
- Listening and Speaking Comprehension and Collaboration Anchor 1 a,b,c

**Content**

**Know:**
- Concept of “Building a Reading Life” (building curiosity, love of reading, engagement (meaning making), reading skills, and stamina)
- Concept of Schema and how it can help us read and grow (i.e. using what we know to understand – “What do I know about myself as a reader?” “What do I know about the books I am reading?”)
- Concept of Perseverance, Curiosity, and Pondering in relation to pushing and growing as readers (How hard am I willing to work to learn to read this book?)
- Structure of a Narrative Text – setting, characters, major events, beginning, middle, and end (who are the characters in this story, where does the story take place, what happen in the beginning, middle, and end, what were the most important events in the story)
- Pictures in books help to tell the story and can give clues about words in the text (anchor 7)
- All letters make sounds and you can use these sounds to read words
- High frequency words are words we can easily read and identify in text
- Actively listening to the teacher and our friends is important skill for learning
- Purpose and importance of sharing thinking
- Purpose of “Star” Books, Leveled Books (pattern books), book bins in the library for “building our reading life”

**Able to:**
- Be able to “read” by
  - following patterns,
  - retelling story using pictures and acting out characters (using schema about narrative story structure)
  - sharing interesting details with a partner,
  - re-reading shared reading texts, using knowledge of high frequency words, and letter sounds to sound out words (emergent readers)
- Use their schema before, during, and after they read to learn more about themselves as readers and about the books they are reading

**Resources**

- Readers Read, Think, and Talk About Emergent Storybooks and Familiar Shared Texts
- Bend One – Readers Can Tell the Story Across the Pages
- Bend Two – Readers Read and Talk About Emergent Story Books with a Partner—and Notice Connections Between Texts
- Bend Three – Readers Are Swept Along by the Stories and the Language in Books
- Bend Four – Readers Reread Their Books and Invent Fun Things to Do with Stories They Know Really Well
- Emergent Storybooks – Star Books
- Leveled Library – pattern books
- Thinking Text (Text read aloud by the teacher)

**Assessment**

- Formative: Reading conferences
  - Surface Structure (concepts of print, tracking, pattern recognition) (DOK 2)
  - Deep Structure (thinking about themselves as a reader – what strategies do they use, what helps them understand the text, what do they need to do to grow as a reader) (DOK 3)
  - Observations (individual, student pair sharing, and whole class) (DOK 2/3)
• Be able to use schema to think about and share during reflection -
  “What did I do today that helped me grow stronger as a reader?”
• Reading for a sustained period independently using surface
  strategies (patterns, pictures, sounds, etc.) and following classroom
  norms
• Actively listen during crafting and share thinking during turn and
  talk.
• Read with a buddy and a whisper phone

Using Class Anchor Charts/Criteria:
• Read print throughout the classroom (reading the walls) to support
  independent learning during composing
• Actively participate in shared reading and demonstrate knowledge
  by independently rereading text using pointers

Understand – Becoming Metacognitive
• Readers purposefully use a variety of strategies to read and
  understand text, and practice these strategies every time they read to
  become better readers.
• The only way readers become better readers is to read every day
  and think (reflect) about what they are doing to grow as a reader
  (metacognition)

Dimensions of Understanding:
Readers can describe our progress as readers -- we can describe
their own processes, preferences and progress as a reader – we can
describe, for example, how we used a comprehension strategy and
how such use improved our understanding -- we define and describe
how our thinking has changed and can ascribe those changes to the
use of comprehension strategies or other factors

Know:
• All sounds and movements for alphabet cards
• How to use sound card placemat to read and write words

Able to:
• Use alphabet place mat to identify sounds and use as a resource
• Use knowledge of sounds to sound out the initial consonant of
  words
• Use placemat to write words

Understand:
• That words are composed of sounds and by knowing the letter
  sounds you can write and read words.

Resources for Names: Words
Their Way 4-18 to 4-19 (pp.
118-119)/Phonics Lessons K-
ELC 1 (p. 71), ELC 2 (p. 75)

Concept of Word: Words
Their Way 4-14 (p.116) 4-
32/Phonics Lessons PA5-PA6
(pp.121-128)

Letter/Sound Relationships:
Beginning Sounds and
Ending Sounds: Words Their
Way Adapt 4-28 to 4-31
(pp.123-125), 5-6 to 5-8

Word Study
CA Common Core:
Foundational Skills
3 – a and b

Summative:
• Letter knowledge and
  letter sound test (both vowel sounds) (DOK
1)
Formative:
• Identification of
  beginning and ending
  sounds of words
  (DOK 2)
• Whole group, small
  group and individual
  conferences on sound
Know:
- Purpose of Informational Books (books that teach)
- Process of Writing:
  - “What we think, we can say”
  - “What we say, we can write”
  - “What we write, we can read”
- How to form a question
- Asking questions helps us understand our world (reading, math, new learning, curiosities, etc.)
- How to figure out an answer to a question
- Purpose of listening and observing to answer and ask questions (thinking like a scientist)
- Purpose of shared writing (exemplars and teacher modeling) to understand the craft of writing
- Purpose of a label
- Purpose of a question mark and period (the difference between a statement and a question)
- How to use a pattern to write
- Concept of an opinion
- Purpose of observing and listening to understand (thinking like a scientist)
- Purpose of actively listening
- How to use criteria and exemplars to support their independent writing

Able to Do:
Skills:
- Listen and observe to seek answers and ask questions
- Identify a question from a statement in order to seek information
- Use knowledge of letter sounds to label images within own writing
- Read labels written by themselves, class, or teacher
- Use labeling and pictures to answers questions posed by the teacher, partners, or themselves
- Use labeling and images to ask questions
- Use labels and images to write up hypothesis and learned information
- Use patterns to create books that “teach” (fiction or non-fiction) – cards (DOK 1/2)

Looking Closely: Observing, Labeling, and Listing Like Scientists - Bends 1-4 (3-4 weeks) (If ...then..)
- Bend 1: Living Like Writers, Living Like Scientists
- Bend 2: Making Books just like the Ones We Read: Studying Mentor Texts and Making Reading/Writing Connections
- Bend 3: Writing More: Adding Details and Information and Writing Phrase or Sentences
- Bend 4: Becoming Researchers: Scientist, Make Connections, Predict, Have Ideas, and Compare and Contrast

Writing Pattern Books to Read, Write, and Teach – Bends 1-3 (3 weeks)
(combine bend 4 from “looking closely” and bend 1 of “writing pattern books to read”)
- Bend 1: Writing Pattern Books
- Bend 2: Writing Fancier Pattern Books
- Bend 3: Writing Pattern Books with an Opinion

Kindergarten writing checklist
Informational Kinder rubric
Kinder information exemplars

Summative: On-demand
Informational Pre and Post (DOK 3)

Performance Assessment: Published Information Book (teach books) (student choice) (DOK 3)

Formative:
- Individual conferences and goal achievement (DOK 2/3)
- Weekly analysis of student writing (DOK 3)
linked to pattern reading in reader’s workshop

Thinking: Deep Structures (during Science and Writing)

- Identify purpose (why am I reading/listening to this book?) for reading when listening and “reading” independently
- Ask questions before, during, and after read alouds based on reading purpose
- Ask questions
  - to clarify meaning
  - speculate about text yet to be read
  - focus attention on specific components of the text
  - locate specific answer in the text
- Ask questions of and respond to peers questions in whole group, small group, and pairs to expand thinking and learn new ideas
- Write questions and/or answers about text read aloud, independently, or with a partner based on reading purpose or curiosity (responding)

Outcomes of Understanding:
1. Learners imagine themselves in real world situations, immersed in ideas. We have compelling questions. We take on the role of scientist, social scientist, mathematician. We:
   - begin to understand thought leadership – we explore and seek to understand the lives of those who have made significant contributions to a field and begin to imagine how we might make contributions
   - understand the problems that led to discoveries and new solutions in the scientific, technological or social scientific world – we have a sense of the elements that make a situation problematic and some sense of the steps to be taken to solve the problem

Understand:
- Readers spontaneously and purposefully generate questions before, during, and after reading depending on their purpose in reading
- Asking and answering question allows them to interpret and communicate their understanding of their world
- Process of questioning is used in all areas of their lives, both personal and academic
- Process of questioning is used in other areas of their lives, both personal and academic
- Hearing other’s questions inspires new ones of their own, likewise,

(in conjunction with science unit – see resources)

Permit students to pursue science interest – pull all non-fiction text dealing with life, earth, physical science and place in bins for students to access and use for “research”

This unit students will be “researching” (reading) and writing during the same workshop

Use science workshop to conduct experiments
listening to others’ answers can also inspire new thinking
Writing and Questioning (writing process)

- Writers ask questions of other writers in order to confirm their choices and make revisions.
- Writer’s questions lead to revision in their own pieces and in the pieces to which they respond for other writers.

Researcher:
- Researchers ask questions to clarify meaning and purpose
- Researchers ask themselves
  - Do I have enough information?
  - What more do I need?
  - Does it make sense?
  - Have I told enough?

It is interesting and original thinking and does my writing have voice

**Know:**
- Concept of audience
- Concept of high frequency words
- Purpose of interactive writing
- Difference between upper and lower case letters

**Able to Do:**
- Participate in interactive writing sessions (as both as a participant and a volunteer)
- Use known high frequency words to express ideas
- Begin to use capitals and lower case appropriately

**Understand:**
- We write for an audience (to have other people see our thinking, teach them new information, and tell stories) and it is our job to make our writing readable by using our letter sounds, the formation of our letters, the space between our words, and our organization

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**Language Study**

**CA Common Core:**

Reading Foundations

**Concepts of Print**

1.- a-d

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**Resources for Letter Names and Fonts:**

- *Words Their Way* – 4-18 to 4-26 (pp.118-123) 4-32 to 4-36 (pp.125-128)/Phonics Lessons K LK1-LK7 (pp.221-238)

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**Formative:**

- Analysis of writing (DOK 2)
- Observation of writing decisions (where to label, what to label, spacing, etc.) (DOK 2)
- Conferencing (DOK 2/3)
## Fifth Grade

### Standards

**Reader’s Workshop**
- CA Common Core
- Key Ideas and Details
- Anchor 1
- Anchor 3
- Integration of Knowledge and Ideas
- Narrative
- Anchor 9
- Craft and Structure
- Narrative Anchor 5
- Reading Foundation Skills
  - 4. –a and c
- Speaking and Listening
- Comprehension and Collaboration Anchor 1: a-d

### Know:
- **Memoir structure** and elements (linked to writers workshop)
- Schema on a narrative structure and elements (linked to writers and related to second half of unit)
- Definition of a **character trait** (anchor chart -examples)
- Concept of “want” and “conflict/trouble” (anchor chart – examples)
- Concept of foreshadowing (anchor chart)
- Words that describe feelings and emotions
- Concept of empathy (possible anchor chart in relation to the outcomes of understanding)
- Definition of a **theme and/or lesson** (“Big Ideas” in text) (anchor chart)
- Concept of figurative language, simile, metaphor (recognize in text – will go deeper later in word study)
- Concept of comparing and contrasting in relation to drawing conclusion (inferences) about characters across text and/or themes and lessons (anchor chart – Venn diagram – for character example for theme or lesson example)
- Definition of **schema** and **inference** (schema + text) in relation to developing understanding and monitoring meaning (anchor chart for each thinking strategy)
- Know the importance of schema and inferring to connect, understand, and expand thinking about text
- Concept of “point of view” (in reference to sharing and understanding personal perspective vs. author or group members and in understanding different characters perspectives – protagonist vs. the antagonist)
- Concept of **reading with a purpose** (character analysis or theme/lesson analysis)
- Importance of making thinking visible in order to become a better reader
- Importance of collaborative discussions to expand thinking (anchor chart for collaborative discussions)

### Able to:
- **Surface Structures**:
  - Be able to independently read “just right text” for a sustained period
- **Following Characters into Meaning: Synthesize, Infer, and Interpret**
  - **Bend One** – Building Theories about Characters
  - **Bend Two** – Theme (from Inference toward Interpretation)
  - **Bend Three** – Reading across Books and Characters: Seeing Similarities and Differences and Growing Bigger Theories

### Resources
- **Additional Resources**
  - “Thinking Text” – for crafting
  - Comprehension Toolkit
  - Literature Continuum

### Assessment
- **Professional Resources**:
  - Mosaic of Thought
  - Strategies that Work
  - Literature Circles

### Book Sets:
- **First** – Memoir – stories from Woman of Hollering Creek and Baseball in April (to support writing unit)
- Second – Character development over time - Roald Dahl Book Clubs
- Homework Book: One City One Book (plus author talk at Glendale Library)

### Icons:
- Big ideas (themes/lessons)
- Details (text support)
- Multiple perspective (points of view)
of time

- Apply learned decoding strategies to figure out own known words
- Reread when meaning has broken down

**Deep Structures:**

- Use rereading and clues from the text and pictures to uncover the meaning of unknown words (inference) (supported by an anchor chart)
- Read with the purpose of analyzing characters and identifying theme/lesson within the story
- Identify the main characters wants/troubles and drawn conclusions about their traits in relation to their actions or revealed feelings
- Determine characters motives by analyzing their actions and revealed feelings and support conclusions using details from the text
- Identify foreshadowing clues in the text to determine future actions of the characters and to make predictions throughout the text about upcoming events
- Determine the setting and use schema and text to analyze the settings effects on the characters and plot
- Explain connections to a character based on the characters wants/feelings/motives/actions (Schema text response) – and if applicable explain how their feeling changed from the beginning to the end of the book and or explain why they feel the way they do using their schema and details from the text
- Identify the theme/lesson in the text and support with examples (details from the text)
- Compare and contrast characters, events, settings to support text conclusions (inferences) about characters relationships, changes overtime, impact of setting on characters, and analysis of texts “big ideas”

**Process**

- Follow book club reading schedule, annotate text, and complete the task of assigned role (if applicable)
- Read with a purpose – character analysis or theme/lesson analysis
- Use knowledge of text structure to support text analysis process
- Discuss character or/theme or lesson analysis with a partner or small group using text details to support point of view
- Actively read by making connections (schema) and drawing inferences before, during, and after reading to draw conclusions, form opinions, and expand thinking based on their reading purpose
- Changes over time (related to character development)

**Possible Response Charts**

- My Inferences/Supporting Details
- My connections/how this helped me think about the character/conflict/event
- Now, Now, Now Sheet
- Text responses about personal feelings about the character with textual evidence to support reasons or better express ideas
- Venn Diagram (compare and contrast)
- Reflection how did using my schema and/or inferring help me understand the characters traits or motives or the theme/lesson of the story

**Possible mini-lessons (in addition to the unit):**

- how and why readers make connections
- how and why readers draw inferences
- how to read with a purpose
- How to support my inferences with details from the text
- How to use clues from the text to infer the meaning of unknown words
- How to infer when answers to questions aren’t directly in the text
- How to use prior knowledge
• Distinguish between connections and inferences that are meaningful and relevant and those that aren’t based on reading purpose
• Adapt their schema and inferences as they read and revise to incorporate new information from the text and new interpretations
• Adapt their schema/inference in response to the shared understanding of other readers
• Revise thinking and predictions about characters throughout reading process

Outcomes of Understanding
• Readers **experience empathy** – we sense that we are somehow *in the book*. Empathy can include:
  • **Character empathy** in which we feel we know the characters, experience the same emotions, stand by them in their trials
  • **Setting empathy** in which we feel a part of the setting,
  • **Conflict empathy** in which we experience the internal and external conflict as if first-hand

Readers **advocate and evaluate** – we may follow one character or plot element more intensively and may have the sense of ‘being “behind”’ the character(s) or narrator – we want events to evolve in a particular way

Readers **recognize patterns and symbols** – we may experience a moment of insight or begin to use our knowledge of literary tools to recognize themes

Readers **ponder** – we feel a desire to **pause and dwell** in new facets and twists in the text – we may want to reread in order to think more about certain ideas

**Understand:**
• Talking is thinking. We are smarter together—conversation is an art that broadens our horizons, helps us connect to other people and the world, and makes our lives richer.
• Active readers understand that inferring deepens their comprehension Active readers use their prior knowledge and textual clues to draw conclusions, determine themes and big ideas, and form unique interpretations of text.
• Active readers build, change, and revise their schema and inferences when they encounter new information in text, engage in conversations with other and gain personal experience
• Active readers make connections between reading and their lives, between and across, texts, and from their reading to the world
• Active readers use their schema to construct meaning, enhance and textual clues to draw conclusions and form unique interpretations of text

• how to make connections across texts to help me compare and contrast a character across text and/or a theme/lesson
• how schema can change overtime as we learn more
• how to use schema about text structure and elements can support predictions about text
• how to have an effective book talk
• how to identify foreshadowing clues
• how to identify how the setting effects characters

**Book Talk Guiding Questions** (Miller):
• Does what I have to say connect to the question or topic? Can I connect what I have to say to what someone else has said?
• Can I support what I have to say? What evidence in the text supports my thinking?
• Has someone else already said what I am about to say?
• If I am speaking to disagree, can I repeat what I heard the other person say, and explain in a nice way how and why my thinking is different?
• Does what I want to say
understanding, and engage with the text and they know the difference between connections that are relevant and meaningful and those that are not

- Active readers determine meanings of unknown words by using their schema, paying attention to textual and picture clues, rereading, and engaging in conversations with others.

Know:
- Strategies for using context to define meaning of unknown words
- Decoding strategies to read unknown words (using syllables, read known parts of words, etc.)

Able to:
- Determine meaning of word based on analysis of affixes and/or root
- Use text clues, schema, and word knowledge to understand unknown words

Understand:
- English language is derived from other languages
- Using knowledge of affixes and/or root can uncover the meaning to unknown words
- Importance of word meaning when reading to understand

Intervention:
*Intervention Reading – Comprehension Intervention – Monitor Meaning and Inferences*
10 minutes small group set-up and 20 minutes intervention group

Intervention: Small Group Intervention
- Monitor meaning
- Inference
- Just right Short text

Create tasks based on student differentiated needs (group students by needs and provide word sorts and tasks related to needs – Use word sorts to support understand and personal conclusions

Goal: to understand unknown words and the importance of getting their meaning in order to comprehend (part of literal comprehension Anchor 1)

take the conversation deeper?

The purpose of this unit is intervention – to dig deep into word level reading skills to boost reading ability
Continue of building meaning of root words, suffixes and prefixes as needed for expanding vocabulary

Word Work Resource: *Words their Way*

Additional Resource: *Affixes and Roots*

- [http://www.readwritethink.org/classroom-resources/lesson-plans/spEL-word-prefix-without-399.html](http://www.readwritethink.org/classroom-resources/lesson-plans/spEL-word-prefix-without-399.html)

Improve Comprehension: A word game using Root Words and Affixes


Formative:

- Reading Conference to determine word level reading skills (DOK 1 – decoding and DOK 2 – word meaning using context and resources)
- Knowledge of root words/affixes and how to use them to read and spell words (DOK 2)
**Know:**
- Concept of an Opinion
- Structure and elements of a memoir
- Purpose of studying mentor authors craft
- Concept of a small moment
- Concept of “big idea” to define oneself
- Concept of foreshadowing
- Purpose and function of transition phrases

**Able to:**
- write an idea about his/her life and use the same idea to write multiple stories to show how that idea is true
- create a text has a beginning that introduces an idea about my his/her and includes a beginning that might foreshadow what the memoir will be about or just clearly state the idea
- use transitional phrases in two ways:
  1. To connect examples and life stories to the idea he/she has about his/her life (for instance, one reason, but the most important reason, an example, consequently, specifically).
  2. To show the passage of time within the small moments he/she tells. May show things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning or three hours later).
- write a conclusion that connects back to what the memoir is mainly about. He/she may end with reflection, restating his/her idea or coming to a new realization. He/she also might have ended with story, with the character saying, doing, or realizing something that connects back to the main message of the piece and leaves the reader with a sense of closure or understanding

**Outcomes of Understanding**
Readers experience empathy (and writers create empathy) – we sense that we are somehow in the book. Empathy can include:
- **Character empathy** in which we feel we know the characters, experience the same emotions, stand by them in their trials
- **Setting empathy** in which we feel a part of the setting,
- **Conflict empathy** in which we experience the internal and external conflict as if first-hand

**Shaping Texts: From Essay and Narrative to Memoir**
**BEND I ♦ Generating Ideas about Our Lives and Finding Depth in the Moments We Choose**
**BEND II ♦ Structuring, Drafting, and Revising a Memoir**
**BEND III ♦ A Second Memoir**
- Checklist (memoir specific checklist on disk in unit resources
- Opinion grade level rubric
- Exemplars (see disks for specific unit examples)

**Authors Craft Resources:**
- Woman of Hollering Creek
- Baseball in April
- Boy by Roald Dahl (to become read aloud during breakfast)

**Summative Assessment:**
- on-demand writing – opinion continuum (pre and post) (DOK 3)
- Published memoir (DOK 3)

**Formative:**
- Writing conferences (DOK 2)
- Student work analysis (DOK 2/3)
- Observation of students’ writing habits (DOK 2)
- Student usage of feedback in writing (DOK 3)
- Observation of student’s ability to self-revise using criteria/anchors/exemplars (DOK 3)
Readers are evaluate the author’s intentions, values and claims – we actively study the author’s style and may choose to replicate it in our writing; we are aware of how he/she manipulates our thinking with tools such as diction, foreshadowing and metaphor; we sometimes argue with the author; we discern and evaluate the author’s success in making the book credible and we are attuned to ways in which he/she affirms or changes our beliefs, values and opinions.

Readers remember – we develop a sense of permanence that comes with deeply understanding something – we know that we’ll be able to use a concept we understand in a new situation

**Understand:**
- Importance of showing rather than telling to help the readers connect, infer meaning and draw conclusions about the characters and plot
- Importance of sequence and character development in creating a believable, interesting, and understandable plot
- Writing is a process that relies on schema, creativity, reflection and evaluation, and multiple attempts (i.e. multiple drafts of different stories and revisions based on feedback) to create a story worth publishing

**Language Study**

**CA Common Core:**
- Language
- Anchor 3: a
- Production and Distribution of Writing
- Anchor 4
- Anchor 5

**Know:**
- How to apply word study learning to spelling
- Purpose and structure of a paragraph and why they are used as structure for communicating ideas
- Purpose and function of commas
- The importance of word choice and sentence organization in communicating meaning and ideas to an audience

**Able to:**
- Correctly spell words -including the appropriate suffix and tense in relation to purpose of communication
- Use knowledge of paragraph structure to organize and communicate ideas, opinions, and stories
- Apply commas when needed based on communication needs and sentence structure
- Revise sentences to make communication/story telling for clarity and meaning

**Understand:**
- Conventions and organization allows your audience to understand your ideas, opinions, and stories.

Use invitational groups to work on specific convention needs

Whole group lessons: work on paragraph writing (when students are not working in small group they can work on their paragraph organization skills

Focus on crafting sessions during language study and hold students accountable for implementing new learning’s and meeting goals during writers workshop

**Resources:**
- Spelling: Words their Way
- Paragraphs, Commas and Sentences: Jeff Anderson
- Books on Grammar

**Formative:**
- Analysis of student use of conventions in writing
- Individual conferences to determine understand and function of conventions in his/her writing
Mathematics Curriculum Overview
Milagro’s math curriculum is based on the CA Common Core math standards. The kindergarten and first grade’s math curriculum and instruction has been based on the CA Common Core standards since the 2010-11 school year. Grades second through fifth grade began to integrate the CA Common Core standards with the California Math Standards beginning in 2011-12. Currently all grade levels only focus on mastering the CA Common Core math standards.

“By the time they begin school; most children have already developed a sophisticated, informal understanding of basic mathematical concepts and problem solving strategies. Too often, however, the mathematics instruction we impose upon them in the classroom fails to connect with this informal knowledge” (Carpenter et al., 1999). The 8 Standards of Mathematical Practices (SMP) are at the forefront of every mathematics lessons and the driving factor of how students learn.

i p. Problem-based tasks are the vehicle through which the CA Common Core math standards are taught. Student learning is an outcome of the problem-solving process and the result of teaching within context Reason for focusing on problem solving rather than procedural single problems is because:
• Problem solving focuses students’ attention on ideas and sense making
• Problem solving develops the belief in students that they are capable of doing the mathematics and that mathematics makes sense
• Problem solving provides ongoing assessment data
• Problem solving is an excellent method for attending to a breadth of abilities
• Problem solving engages students so that there are few discipline problems
• Problem solving develops “mathematical power”
(Van de Walle 3-5 pg. 15 and 16)

Instruction is delivered using the workshop structure. Teachers demonstrate, model, and “think aloud” using simpler version of the problems and ensure students understand the task and learning goals. Collaborative and independent work time is provide for the students to grapple with mathematical concepts, discuss their reasoning, and record their thinking. Teachers meet with small groups and conduct individual conferences to assess and support students understanding. At the end of the workshop period students are asked to share their strategies and justify their reasoning with a partner, small group, and/or the whole class. Exit tickets are used in the upper grades when independent formative data is needed.

To support student understanding teachers use the following strategies and resources:
• Manipulatives: Teachers use manipulatives to provide models and support students in selecting the models that best support and demonstrate their thinking.
• Questioning: Teachers use opened-ended questions, white boards, and wait time to support and develop students thinking. Students are encouraged to collaborate before answering, justify their responses and are encouraged to ask their own questions.
• Number Talks: Teachers act as the facilitator and listen and learn from students mathematical thinking. Students discuss whether answers are accurate, and are expected to think through all solutions and strategies carefully.
• Games: Problem based games help students become reflective about new or developing relationships between mathematical concepts. Games cause students to wrestle with emerging and demonstrate strategic thinking.

• Journaling: student journal entries demonstrate the students thinking processes and enables teachers to monitor student progress. Having the students put their thoughts into words helps them to clarify and solidify their thinking. Writing and talking about math topics is a daily practice.

Assessment
Assessment in mathematics is a balance between computational and procedural skills, conceptual understandings, and problem solving. Student understanding is monitored using observations, individual conferencing, quizzes, and culminating performance tasks. Teachers use the data provided from these assessments to plan curriculum and instruction.

Sample Assessment Methods:
Summative
• Delaware Number Sense Assessment Fall, Winter, and Spring Benchmark (2nd-5th grade)
• Culminating Unit Performance Assessments (minimum of 1 per unit)
Formative
• FAL Unit Assessments (Formative Assessments for Learning)
• Unit Quizzes
• Student Work Analysis and Observations
• Individual Conferences
### Sample Curriculum Units

#### Kindergarten

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Common Core:</td>
<td></td>
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<tr>
<td>Counting and Cardinality</td>
<td></td>
</tr>
<tr>
<td>Know number names and the count sequence: 1-3</td>
<td></td>
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<tr>
<td>Count to tell the number of objects: 4a-c</td>
<td></td>
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<tr>
<td>Classify objects and count the number of objects in each category: 3</td>
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<tr>
<td>Geometry: 1</td>
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</tr>
</tbody>
</table>

**Math Practice:**

1. Students make sense of problems involving rote counting, recognizing counting patterns, and identifying quantities of items.
2. Students demonstrate abstract reasoning by writing numerals to represent an amount of objects counted, creating a set of objects to match a given number, and selecting the correct number card to continue a counting sequence.
3. Students begin to develop the ability to reason and analyze situations by considering questions such as, “How do you know you counted correctly?”, and by asking classmates to explain how they found their answer.
4. Students use objects, numbers, and drawings to represent quantities of objects and counting sequence.
5. Students will use counters, connecting cubes, ten frames, and technological materials (illuminations 5- and 10-frames) to explore counting and cardinality.
6. Students will build their mathematical vocabulary by expressing their ideas and explaining their reasoning using words with regard to quantity and cardinality.
7. Students will begin to look for patterns and structure in the number system by working with dot cards, number cards, and ten frames.
8. Students will recognize repetitive actions in counting by realizing that when joining one more object to a pile, the new amount is the next number in the count sequence (4 cubes and 1 more cube is 5 cubes).

**Able to:**

- begin to count by ones and tens to 100 (rote count)
- continue count sequence when beginning from a number greater than 1
- subitize quantity up to 5
- count objects to 20
- sequence numbers to 20
- understand one to one correspondence
- identify a number quantity for numerals and words
- represent numbers with numerals, pictures and words
- understand numbers and the relationships between quantities
- understand positional and ordinal words
- understand the concept of “more” and “less”

**Assessment**

- Unit 2 – Georgia Math Counting with Friends
- Investigations Unit 1 (as needed)

**Resources**

- Counting collections
- CGI Math (teacher resource book)
- Teaching Student-centered mathematics K-2 – chapter 8
- Developing Early Number Concepts and Number Sense (also has lessons and assessments)

**Support resources:**

- Formative
- FAL Assessment: “Counting Dots” (DOK 2)
- Individual conferences, count, sorting solving problems and reasoning (DOK 2/3)
- Invitational group observations, counting, sorting (DOK 2/3)

**Culminating/Performance Task:**

- “Find the 5th Tower” (DOK 3)
**Understand:**
- numbers, ways of representing numbers, relationships among numbers, and number systems.
- Count with understanding and recognize “how many” in a set of objects.
- a sense of whole numbers and represent and use them in flexible ways.
- the relative magnitude and position of whole numbers.
- How to use multiple models to develop initial understandings of the base-ten number system.
- How to Connect number words and numerals to the quantities they represent, using various physical models and representation
- Counting tells how many things are in a set.
- The last number word, when counting, names the quantity in a set.
- A number can be represented by a set of objects, then by a word, and finally by a numeral.
- Numbers are related to each other through a variety of relationships. For example, 6 is one more than 5, and is 4 less than 10.
- Counting can be a way to gather information.

*(Adapted from Georgia Department of Education Unit 2 resources)*

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### Fifth Grade

#### Standards

- **CA Common Core:**
  - Number and Operations in Base Ten
  - Understand the place value system. 1, 3a-b, 4, 7

#### Math Practice:

1. Students solve problems by applying and extending their understanding of addition and subtraction to decimals. Students seek the meaning of a problem and look for efficient ways to solve it. They determine situations when decimal numbers should be rounded and when they need to be exact.
2. Students demonstrate abstract reasoning to connect decimal quantities to fractions, and to compare relative values of decimal numbers. Students round decimal numbers using place value concepts.
3. Students construct arguments using concrete referents, such as objects, pictures, and drawings. They explain calculations with decimals based upon models and rules that generate patterns. They explain their thinking to others and respond to others’ thinking.
4. Students use base ten blocks, drawings, number lines, and equations to represent decimal place value, addition, and subtraction. They determine which models are most efficient for solving problems.
5. Students select and use tools such as graph paper, base ten blocks, and number lines to accurately solve problems with decimals.

#### Content

- Georgia Department of Education Unit 2: Decimals
- Investigations (as needed)

#### Resources

- CGI Math (teacher resource book)
- Teaching Student-centered mathematics 3-5

#### Assessment

- Formative:
  - Decimal Garden – performance task (DOK 3)
  - “Batter Up!” – performance task (DOK 3)
  - Analysis of student math task (DOK 2/3)
  - Individual conferencing to make thinking process visible and gauge understanding (DOK 2/3)

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Support Resources:
- Analysis of student math task (DOK 2/3)
7. Students use clear and precise language, (math talk) in their discussions with others and in their own reasoning. Students use appropriate terminology when referring to decimal place value and use decimal points correctly.

8. Students use properties of operations as strategies to add and subtract with decimals. Students utilize patterns in place value and powers of ten and relate them to rules and graphical representations. Students also use structure to read, write, and compare decimals.

9. Students use repeated reasoning to understand algorithms and make generalizations about patterns. Students connect place value and properties of operations to fluently add and subtract decimals.

**Able to:**
Students should demonstrate a conceptual understanding of operations with decimals as opposed to a purely procedural knowledge. Students should also know to round to the nearest whole number and estimate sums or differences, using the estimate to determine the reasonableness of an answer, rather than only knowing to align the decimal points to add or subtract.
- understand place value relationships to the thousandths
- compare decimals
- order, add, and subtract one, two, and three digit decimals.
- compare decimals and express their relationships using the symbols, >, <, or =
- place decimals on a number line
- represent decimal addition and subtraction on a number line
- use decimals to solve problems

**Understand:**
- that like whole numbers, the location of a digit in decimal numbers determines the value of the digit.
- rounding decimals should be “sensible” for the context of the problem.
- decimal numbers can be represented with models.
- addition and subtraction with decimals are based on the fundamental concept of adding and subtracting the numbers in like position values.

(Adapted from Georgia Department of Education Unit 2 Decimals)
Social Studies Curriculum Overview

CA Common Core Language Arts Standards are integrated into every Social Studies unit. Integration of the standards began during the 2011-12 school year.

The primary purpose of the Social Studies curriculum is to teach history, cultural heritage and geography 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. PUC Milagro seeks to nurture each student’s enjoyment of history; teach a body of knowledge; develop skills in 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.

Curriculum and instruction in Social Studies will center around three categories and correlating strands identified by the California History—Social Science Framework

- Knowledge and Cultural Understanding
- Democratic Understanding and Civic Values
- Skills Attainment and Social Participation

All curriculum and instruction is aligned to the state content standards. Grade level curriculum maps outline the major concepts and key components within the social studies content standards. Student’s understanding of these concepts is linked to their prior knowledge and other content areas through the teachers’ development of big ideas and guiding questions.

Students are engaged and motivated through the use of the arts, primary and secondary resources, historic literature (expository and fictional), and project based learning. In the primary grades students begin by understanding themselves in relation to their immediate surroundings and advance to an understanding of themselves in relation to communities throughout history. In upper elementary, students focus their studies on the development of California and then apply this understanding to study the development of the United States.

Assessment

Assessment in social studies supports students in constructing their own knowledge of major concepts and key components of the state standards. Students demonstrate their understanding in multiple ways. Teachers evaluate student projects and presentations in three categories: content knowledge, usage of conventions and forms, and effectiveness of presentation.
Sample Social Units

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies:</td>
<td>Know:</td>
<td>Job chart</td>
<td>Formative Observations:</td>
</tr>
<tr>
<td>K.3. K.1 1-2</td>
<td>- Concept of norms and their purpose</td>
<td>Ashlars lessons and books</td>
<td>- Students ability to take care</td>
</tr>
<tr>
<td>CA Common Core:</td>
<td>- Concept of being a “good citizen” and its relationship to the classroom</td>
<td>Habits of a scholar</td>
<td>of personal and other tools and</td>
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<tr>
<td>Speaking and</td>
<td>- Concept of collaboration and sharing</td>
<td>Growth mindset lessons</td>
<td>resources</td>
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<tr>
<td>Listening</td>
<td>- Trust, Tone (during workshop, recess, warehouse, bathroom, etc)</td>
<td>(how our brain grows and</td>
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<tr>
<td>Anchor 1 a-b</td>
<td>- Growth Mindset (in relationship to habits)</td>
<td>develops)</td>
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<tr>
<td></td>
<td>- Meaning of each habit of a scholar</td>
<td>Class norms</td>
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<td></td>
<td>- Meaning of trust and tone during each component of the workshop</td>
<td>Color chart</td>
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<td>- Meaning of each color of the “color chart” in relationship to</td>
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<td>established class norms, habits, and routine/ritual expectations</td>
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<td>- Expectations for organizing and maintaining all tools and resources</td>
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<td>- Roles (jobs) with in classroom</td>
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<td></td>
<td>- Purpose of Routines and rituals expectations within those routines</td>
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<td></td>
<td>- Names and jobs of school staff</td>
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<tr>
<td>Able to:</td>
<td>- Demonstrate trust and tone during workshop</td>
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<td></td>
<td>- Create personal “definitions” of each habit</td>
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<td>- Participate in creating and revising classroom norms based on the concept</td>
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<td>of trust, tone, and the habits</td>
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<td></td>
<td>- Fulfill classroom job roles to work as a collaborative team</td>
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<td>- Demonstrate expectations within classroom and school management</td>
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<td>routines (lining-up, sitting on the carpet, taking care of materials,</td>
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<td>stopping with whistle is blown, etc...)</td>
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<td></td>
<td>- Create a personal definition of what it means to be both a citizen and</td>
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<td>scholar in the classroom and school</td>
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<tr>
<td>Understand:</td>
<td>- Importance of working together as a community to learn and grow as a</td>
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<td>scholars</td>
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Jobs Unit: [http://www.history.ctaponline.org/center/sscm/index.cfm?Page_Key=1397](http://www.history.ctaponline.org/center/sscm/index.cfm?Page_Key=1397)
### Fifth Grade Standards, Content, Resources, Assessment

<table>
<thead>
<tr>
<th>Standards</th>
<th>Content</th>
<th>Resources</th>
<th>Assessment</th>
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</table>
| 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. | Know: Geography  
- 7 continents (name and location on the map)  
- the “America’s”  
- West coast, Midwest, southwest, and east coast (United States) and its climate difference (general)  
- Familiar with names and location of the 50 states  
- Major oceans (trade routes)  
People  
- Familiar with the major indigenous tribes across the “America’s”  
- Familiar with the Europeans - Spain, Britain, Portugal, France, Netherlands, Russia  
Economics  
- Familiar with the Trade Routes in relation to goods (including slavery)  
- Early Colonization of the “America’s” and its impact | Different Ways of Knowing – choice, change  
Maps – world and America  
Joy H. (books)  
Cobblestone | Formative:  
- Identify 7 continents (DOK 1)  
- Identify 50 states (DOK 1)  
- Able to synthesize understanding of the perspective of explorers and indigenous tribes (DOK 3) |
| 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas. | Able to:  
- Use knowledge of world geography to explain purpose of exploration and trade routes  
- Analyze colonization from multiple perspectives to draw conclusions from both that of the “exploring” countries and the indigenous populations of the “America’s” | Performance Assessment (DOK 4)  
Present their opinion of exploration and beginnings of colonization using a claim and facts (can be visual, oral, or in writing) – propaganda (use opinion writing resources to support – checklist and examples) |

**CA Common Core Listening and Speaking Presentation of Knowledge and Ideas**  
Anchor 4  
Anchor 5  
Anchor 6  
Comprehension and Collaboration  
Anchor 1  
Anchor 2  
Research to Build and Present Knowledge  
Anchor 7  
Anchor 8  
Anchor 9

**Icons:**  
- Changes over time  
- Multiple perspectives  
- Big ideas

**Know:**  
- Different Ways of Knowing – choice, change  
- Maps – world and America  
- Joy H. (books)  
- Cobblestone
Science Curriculum Overview
CA Common Core Math and/or Language Arts Standards are integrated into every Science unit. Integration of the standards began during the 2012-13 school year.

Science is an active enterprise, made active by our human capacity to think. Because scientific knowledge is generated when scientists think about objects and events, test their ideas in meaningful ways, and develop thoughtful explanations that integrate the results, the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think well, is to engage them directly in situations in which they actively construct ideas through their own explorations, investigations, and analysis.

Curriculum and instruction is a balance between the teaching of investigation and experimentation skills along with direct instruction and reading. Multiple instructional strategies (modeling, demonstration, investigation, experimentation, technology, etc.) are implemented to both engage and provide access for all learners. Teachers link content through big ideas to develop students’ understanding of both the nature of science and the methods of scientific inquiry.

The newly adopted Next Generation Standards will be implemented during the 2014-15 school year. Units will be based on the three disciplinary core ideas of life, earth and space, and physical science and the identified grade level topics The CA Common Core Language Arts and Mathematic Standards will continue to be integrated into the units to support and develop research, reasoning, problem solving, and presentation skills.

Assessment
Assessment is embedded within learning units to provide formative and summative assessments of student progress. Students demonstrate their understanding in both presentation and project formats.
### Sample Science Units

**Kindergarten**

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<th>Standards</th>
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<tr>
<td><strong>Physical: a-c</strong>&lt;br&gt;<strong>Earth: a</strong>&lt;br&gt;<strong>CA Common Core:</strong>&lt;br&gt;<strong>Math</strong>&lt;br&gt;Classify objects and count the number of objects in each category: 3&lt;br&gt;<strong>ELA</strong>&lt;br&gt;<strong>Writing</strong>&lt;br&gt;<strong>Anchor 2, 7, 8</strong>&lt;br&gt;<strong>Reading</strong>&lt;br&gt;<strong>Anchor 3, 9</strong>&lt;br&gt;(informational)</td>
<td><strong>Know:</strong>&lt;br&gt;• Concept of “physical properties”&lt;br&gt;• Difference between a liquid and a solid&lt;br&gt;• Know wood comes from trees&lt;br&gt;• Concept of natural resources&lt;br&gt;• Know that people make paper from wood that comes from trees&lt;br&gt;• Difference between manmade and nature made objects&lt;br&gt;• Concepts of recycling and conservation&lt;br&gt;• Materials that can be recycled&lt;br&gt;• Ways that people can conserve natural resources&lt;br&gt;<strong>Language of the Discipline:</strong>&lt;br&gt;• Words that describe physical properties (color, shape, size, texture, etc.)&lt;br&gt;<strong>How to think like a scientist:</strong>&lt;br&gt;• Who is a scientist and what do they do&lt;br&gt;• What you need to do to observe (behavior and actions)&lt;br&gt;• Purpose of creating a hypothesis</td>
<td><strong>Able to:</strong>&lt;br&gt;• Can use language of discipline/unit to describe properties&lt;br&gt;• Can draw and label observations of materials being studied&lt;br&gt;• Identify ways they can help their planet through conservation and recycling and create a personal action plan (for themselves, their family, the school/classroom)&lt;br&gt;• Ask questions before, during, and after reading and or experiments to develop their understanding&lt;br&gt;• Show how their schema has been changed or expanded through partner sharing and responding in their reader’s or science notebook (responding)&lt;br&gt;• Ask questions related to purpose of experiment or read aloud</td>
<td><strong>Resource:</strong> Foss Kit – wood and paper&lt;br&gt;<strong>Internet kit support:</strong> <a href="http://www.fossweb.com/CA/modulesK-2/WoodandPaper/index.html">http://www.fossweb.com/CA/modulesK-2/WoodandPaper/index.html</a>&lt;br&gt;<strong>Book Resources</strong> (touchstone unit texts)</td>
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**Outcomes of Understanding:**
1. Learners **imagine themselves in real world situations, immersed in ideas.** We have compelling questions. We take on the role of scientist, social scientist, mathematician.

- **understand the problems that led to discoveries and new solutions** in the scientific, technological or social scientific world – we have a sense of the elements that make a situation problematic and some sense of the steps to be taken to solve the problem
Researcher:
- Researchers ask questions to clarify meaning and purpose
- Researchers ask themselves
  - Do I have enough information?
  - What more do I need?
  - Does it make sense?
  - Have I told enough?
- It is interesting and original thinking and does my writing have voice?

Fifth Grade

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Understand

- Elements and all their combinations account for all the varied types of matter in the world
- Researchers use their prior knowledge and experience to launch investigations and ask questions
- Researchers consider what they already know to decide what they need to find out and researchers self-evaluate according to background knowledge of what quality products look like
Physical & Health Education Curriculum Overview

The goal of the PUC Milagro physical and health education program is to instill in students a life-long pursuit of healthy living. Students participate in workshop style classes that introduce them to health and fitness concepts and techniques. Each workshop concentrates on a specific area including cardiovascular endurance, strength, nutrition & health and flexibility. PUC Milagro believes the workshop approach, allows students choice and broader participation than traditional models of physical education classes within the school day. Research demonstrates that the majority of students spend only 8% of their P.E. 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). The program is guided by the Physical Education California State Standards and the Health Framework for California Public Schools.

The physical education curriculum and instruction focuses on the development of fundamental locomotor, nonlocomotor, and manipulative skills. Students practice the fundamental locomotor, nonlocomotor, and manipulative skills in a variety of age-appropriate activities, including dance and game play. Students are provided a variety of age-appropriate equipment so that they have multiple opportunities to practice learned skills.

The health education curriculum and instruction is provided through physical education workshops, embedded in classroom content learning, and emphasized during the breakfast and lunch programs. Students learn about healthy food choices and are encouraged to try a variety of foods. Additional support is provided by the school’s food program partner through nutrition cards, activity sheets, and family nutrition newsletters.

Assessment

In accordance with Education Code Section 60800, all 5th grade students participate in FITNESSGRAM®. This assessment supports the school in evaluating student fitness in order to best assist students in developing habits to become active and fit as children and adults.

Students are assessed through observations, written reflection, and physical fitness ability tests. The two major goals assessed and monitored throughout the year determine students’ level of participation in developing physical fitness and their ability to cooperate with others to develop locomotor skills and games.

Sample Lesson Plans

| Unit: Hockey |
|------------------|------------------|
| **Purpose**     |                  |
| - Introduce students to the rules and techniques of hockey |
| - Teach students the basics of proper use and care |
| - Begin with drills to teach coordination |
| **Crafting:**   |                  |
| Students begin with regular warm-ups and stretches. |
| **Composing:**  |                  |
| Students will be given an introduction of the equipment to hockey. Students are to be told that sticks are always to remain on the floor. To begin, students will be divided into six teams were they will be given a hockey stick and will have to control a ball across to the cones and back to the next person. Students will practice for 15 to 20 minutes. |
| **Reflection:** |                  |
| Ask students what are the most important rules of hockey. |
Crafting: Students begin with regular warm-ups and stretches.
Composing: Students will be given an introduction of the equipment to hockey. Students are to be told that sticks are always to remain on the floor. To begin, students will be divided into six teams were they will be given a hockey stick and will have to control a ball across to the cones and back to the next person. Students will practice for 15 to 20 minutes.
Reflection: Ask students what are the most important rules of hockey.

<table>
<thead>
<tr>
<th>Unit: Volleyball</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>• Students will be introduced to Volleyball</td>
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<tr>
<td>• Students will understand the main concepts and basic rules of Volleyball</td>
</tr>
<tr>
<td>• Students will practice basic moves and skills order to play Volleyball effective and safely</td>
</tr>
</tbody>
</table>

Crafting: Students begin with regular warm-ups and stretches.
Composing: Students will be given the basic concept and rules of the game of volleyball. For grades Kinder through Second, students will begin by playing Clean my Room with the addition of the net so students will get an understanding of the height of the volleyball net. For grades Third through Fifth grade, students will practice throwing and catching the ball across the net.
Reflection: Ask students how Clean My Room relates to Volleyball.

Crafting: Students begin with regular warm-ups and stretches.
Composing: Depending on student understanding and grasp of volleyball concepts, students will either do Clean My Room again or use the handballs to practice. Students can pick three to four students on the opposite side of the net to pass the ball to and will rotate. There will be about five to six balls and students will be designated a spot on the net where they can practice with a group of students.
Reflection: Ask students what parts of our bodies we use when we play Volleyball

**Visual and Performing Arts Curriculum Overview**

Students learn in and through the arts to deepen their understanding of concepts and skills, demonstrate understanding, and connect learning experiences. Curriculum and instruction in the visual and performing arts help students learn the basic elements of the art forms allowing them to develop along the arts continuum from natural to creative to artistic expression. Learning through the arts provides access, engages, and motivates all learners in all content areas.

Specific skills in the arts are developed through integrated mini-lessons within the process of learning across content areas. Further instruction is provided through partnerships with outside institutions through Artist-In Residence programs that develop standards-based units that integrate with specific grade level content area units. For the past eight years the school has been in partnership with The Armory Center for the Arts.

Curriculum and instruction is designed to develop students’ abilities in the five areas outline by the state framework and content standards:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, Applications
Assessment
Student use the arts to demonstrate their understanding across content areas. Specific criteria are given for culminating tasks and performance assessments that require students to include specific art elements into their presentations and projects. Students’ progress in the arts is monitored through the following assessment categories:

- Content: accuracy of content knowledge in curriculum areas and understanding of concepts and skills
- Development: evidence of research; integration of concepts into a thoughtful whole
- Presentation of Performance: integration of skills and techniques; craftsmanship; organization; expressive qualities
- Collaboration: individual contributions and responsibility; group cooperation; work habits
- Self-assessment: journals; checklists; portfolio


Sample Visual Arts Lesson Plan Sequence
(Related to 2nd Grade Social Studies Unit and Math Reasoning Skills with Patterns and Problem Solving)
Review of Line Quality Using Sumi Ink and Brush: “Drawing What We See.”
Art making Activities:
Drawing Patterns and Rhythm in Folk Art
Art making Activities:
1. Collaborative Drawing exercise using oil pastel and construction paper “Four Quadrants.” (Pattern Blocks and quilt design)

Build Personal Iconography using signs and symbols; recognize and interpret symbols looking at folk art (quilts and carpets from various cultures); reinforce printmaking skills.
Art making Activities:
1. “Researching” symbols from my collection, copying and designing own versions 2. Creating rubberstamps with personalized symbols, 3. Printing rubber stamps; 4. Creating patterns with papers and cutting out printed block designs to create a collage; looking at quilt and rug designs/pattern blocks.
Creating Personal Timelines and family color-code.
Art making Activities:
1. Bead strings based on timeline; 2. secret code “decoder” based on family and friends using colored pencil on paper.

Spanish Language Development Curriculum Overview
Understanding how language works, using language to produce and present ideas, and utilizing language to understand the world is essential for success in and beyond formal schooling. Speaking several languages develops cognitive, academic, and emotional intelligence and increases one’s understanding of self and others. Research shows that when a second (or third or fourth) language is learned in addition to, instead of as a replacement of, one’s first language, a person’s ability to think flexibly and creatively is enhanced.
Our goal is to provide a systematic teaching model that implements research-based and field-tested learning strategies that make language learning fun and challenging for the students. We aim to inspire in students the desire to learn Spanish; the confidence to move toward fluency; and awareness of; and respect for, cultural diversity, while providing them with a solid knowledge of the Spanish language.

Adopted TESOL (Teaching English to Speakers of Other Languages) GOALS:

Goal 1: To use Spanish to communicate in social settings.

<table>
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<tr>
<th>Standard 1</th>
<th>Standard 3</th>
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<tr>
<td>Students will use Spanish to participate in social interactions.</td>
<td>Students will use learning strategies to extend their communicative competence.</td>
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Goal 2: To use Spanish to achieve academically in all content areas.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 3</th>
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<td>Students will use Spanish to interact in the classrooms.</td>
<td>Students will use appropriate learning strategies to construct and apply academic knowledge.</td>
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Goal 3: To use Spanish in socially and culturally appropriate ways.

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<thead>
<tr>
<th>Standard 1</th>
<th>Standard 3</th>
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<td>Students will use the appropriate language variety, register and genre according to audience, purpose and setting.</td>
<td>Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.</td>
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Assessment

Students will be assessed using unit assessment resources individually, in small groups, and as a whole class.
- Pre and Post Unit Assessment
- Benchmark Evaluation Chart
- Observations and anecdotal notes

Sample Scope and Sequence

Beginning Proficiency Level

Students will develop the ability to be able to:
- Comprehend high-frequency words and basic phrases in immediate physical, concrete surroundings
- Produce learned words and phrases
- Interact with frequently used Spanish print at a beginning level
- Demonstrate initial Spanish awareness
- Write familiar words and phrases
- Demonstrate understanding of familiar words, phrases and questions drawn from the content areas
- Follow classroom routines and schedules
- Express basic personal and safety needs
- Respond to questions with one-or/and two-word answers
- Demonstrate and use basic social conventions

Early Intermediate Proficiency Level
Students will develop the ability to be able to:
- Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations
- Produce basic statements
- Ask questions in direct informational exchanges on familiar and routine subjects
- Interact with a variety of familiar items in print as part of a group
- Recognize words and phrase from previously learned material
- Write basic personal information and short responses with structures contexts
- Use high-frequency vocabulary drawn from other content areas
- Express basic personal and safety needs
- Respond to questions and simple phrases
- Participate in simple face-to-face conversations with peers and others

Intermediate Proficiency Level
Students will develop the ability to be able to:
- Comprehend information on familiar topics in contextualized settings
- Produce sustained conversation with others on a variety of general topics
- Interact independently with a variety of simplified print examples
- Write basic information and expand responses in contextualized settings
- Comprehend main ideas and basic concepts in content areas
- Express a variety of personal and safety needs
- Respond to questions using short sentences
- Initiate simple conversations with Spanish speakers outside school

Early Advanced Proficiency Level
Students will develop the ability to be able to:
- Comprehend detailed information with fewer contextual clues on unfamiliar topics
- Produce, initiate and sustain spontaneous language interactions using circumlocution when necessary
- Interact with increasingly complex written material while relying on context and prior knowledge to obtain meaning from print
- Write to satisfy limited social and academic needs through the recombination of learned vocabulary and structures
- Participate actively in all content areas
- Express more complex feelings, needs and opinions using extended oral and written production

Selection of Curriculum, Materials and Instructional Tools
The selection of curriculum, materials and instructional tools are based on educational research, California standards, and internal data. Critical and higher order thinking and authentic application is the goal of each unit. Rather than use textbooks or packaged curriculum, students read selected “just right text” based on their reading purpose and genre study, participate in hands-on problem solving and experimentation, conduct “research” using media, articles, and primary resources, and apply their knowledge of the different writing types to express their creativity, understanding, and reasoning across the content areas.
Multiple resources are used to develop and support student in mastering the CA Common Core Standards. The following are the list of instructional resources that are used to support learning in each content area:

<table>
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<tr>
<th>Subject</th>
<th>Instructional Resources</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>1. Units of Study in Opinion, Informational and Narrative Writing (Lucy Calkins)</td>
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<td>2. Reading Curricular Calendars (Lucy Calkins)</td>
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<td>3. Classroom Libraries (Leveled and Genre Specific Fiction and Nonfiction)</td>
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<td>4. Mosaic of Thought (Keene and</td>
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<td>5. To Understand (Keene)</td>
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<td>6. Strategies That Work, Teaching Comprehension to Enhance Understanding (Harvey and</td>
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<td>Goudvis)</td>
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<td>7. Reading with Meaning (editions 1 and 2) (Debbie Miller)</td>
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<td>8. Time for Kids (magazine)</td>
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<td>9. National Geographic for Kids (magazine)</td>
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<td>10. Click, Ladybug, Cobblestone, Ask (Cobblestone Publishing – magazines)</td>
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<td>11. Creating Dynamic Learning Environments Through Feedback (Peter Johnston)</td>
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<td>12. Conferencing with Purpose (Patrick Allen)</td>
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<td>13. Interactive Writing and Interactive (Swartz, Shook, and Klein)</td>
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<td>14. Reading Process and Practice 3rd Edition (Constance Weaver)</td>
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<td>15. Conversations (Regie Routman)</td>
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<td>16. The Art of Teaching Writing (Lucy Calkins)</td>
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<td>17. The Art of Teaching Reading (Lucy Calkins)</td>
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<td>18. Authors in the Classroom (Alma Flor Ada and F. Isabel Campoy)</td>
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<td>19. Words Their Way (Bear, Invernizzi, Templeton, and Jonston)</td>
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<td>20. The Primary Comprehension Toolkit (Harvey and Goudvis)</td>
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<td>21. The Comprehension Toolkit Grades 3-5 (Harvey and Goudvis)</td>
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<td>22. Toolkit Texts (Harvey and Goudvis)</td>
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<td>23. Phonics and Word Study Lessons K-3 (Pinnell and Fountas)</td>
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<td>24. Interactive Writing (Pinnell and Fountas)</td>
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<td>25. Pathways to the Common Core (Lucy Calkins)</td>
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<td>26. Mechanically Inclined: Building Grammar, Usage, and Style into Writer’s Workshop (</td>
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<td>Jeff Anderson)</td>
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<td></td>
<td>27. Everyday Editing (Jeff Anderson)</td>
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<td>28. That Workshop Book (Samantha Bennett)</td>
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<tr>
<td>Mathematics</td>
<td>1. Teaching Student-Centered Mathematics (Volume 1 and 2) K-2 and 3-5 (Van de Walle and</td>
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<td>Lovin 2013)</td>
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<td>2. Georgia State Department of Education CA Common Core Math Units</td>
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<td><a href="https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx">https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx</a></td>
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<td>3. Illuminations <a href="http://illuminations.nctm.org/">http://illuminations.nctm.org/</a></td>
</tr>
<tr>
<td></td>
<td>4. North Carolina Department of Public Instruction Instructional Support Tools for</td>
</tr>
<tr>
<td></td>
<td>Achieving New Standards: Grade Level CA Common Core Unpacked Content</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking">http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</a></td>
</tr>
<tr>
<td></td>
<td>5. CGI Professional Books and UCLA Center X Training Materials (Thomas Carpenter et.</td>
</tr>
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<td>al)</td>
</tr>
<tr>
<td></td>
<td>6. Investigations (Scotts Foresman, 2008)</td>
</tr>
<tr>
<td></td>
<td>7. Math Solutions (Marilyn Burns) Professional Book</td>
</tr>
<tr>
<td>Social Science</td>
<td>1. California History-Social Science Models <a href="http://www.history.ctaponline.org/center/">http://www.history.ctaponline.org/center/</a></td>
</tr>
<tr>
<td></td>
<td>2. Different Ways of Knowing Teachers Guided and Classroom Library Sets (Galef Institute)</td>
</tr>
<tr>
<td></td>
<td>3. Social Studies Library Sets (Sets are based on resources needed for curriculum units)</td>
</tr>
<tr>
<td></td>
<td>4. Web Resources for Student Research</td>
</tr>
<tr>
<td></td>
<td>5. Primary Resources</td>
</tr>
<tr>
<td>Science</td>
<td>1. FOSS Kits (Delta Science)</td>
</tr>
<tr>
<td></td>
<td>2. Science Library Sets (Sets are based on resources needed for curriculum units)</td>
</tr>
<tr>
<td></td>
<td>3. Web Resources for Student Research</td>
</tr>
</tbody>
</table>
1.13 Instructional Methodologies and Strategies

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

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

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

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

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

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

**Gradual Release Model**

The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task … to a situation in which the students assume all of the responsibility.”(Pearson and Gallagher, 1983) The model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. First, the teacher models his or her thinking and understanding of the content for students. Then, during guided practice, the teacher prompts, questions, and facilitates as students engage in tasks that increase their understanding. To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as group research projects, ensure that students practice and apply their learning while interacting with their peers.

**Collaborative Learning**

“Thinking well together leads to thinking well alone.” Peter Johnston

Students process information and derive knowledge through discussing course-related issues and topics with other 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).

Small groups students work together to solve a problem or complete a task. Collaborative 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). 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).
Making Thinking Visible
Teaching children how to use a variety of open-ended responses helps them remember their thinking as they read, reasoning, critique, problem solve and create heightens their awareness of their learning goals, and lets both the teacher and the student know how they are growing and what they are understanding.

Teachers show students how and when to use variety responses to make their thinking visible. The Gradual Release Model is used so that students will independently select their own response method for solving problems and processing new information.

Looking closely at children’s responses, conferring, listening carefully, and taking notes about what students have to say throughout the day gives the teachers a clear indication of where they are as learners, both independently and as a group. Teachers learn which children need more individual or small-group support, and which ones are ready to move forward to more challenging inquiries, texts, or problems.

Examples of Responses
- Sticky notes
- Notebook entries
- Exit tickets
- Two-column notes
- Venn diagrams
- Webs
- Story maps
- Stellar Problem Solving (math reasoning)

Inquiry Based Learning
Thinking critically and creatively to answer questions and solve problems are essential skills for the 21st century work force. Inquiry-based learning develops students’ ability to question, transfer their learning across content areas, and apply their understanding to real world contexts. The process of inquiry transfers the focus of learning from “what we know” to “how we come to know.” Students are taught specific “Thinking Strategies” (Pearson) (i.e. visualizing, making connections, questioning, determining importance, synthesizing, and drawing inferences) to support their ability to independently comprehend new information and effectively communicate their understanding across all content areas.

Teachers organize instruction to engage and challenge all students to ask and answer complex questions about both content and concepts across subject areas. Students are supported in making connections across content areas and to larger issues outside classroom learning.

Technology and classroom text sets are used in all social studies and science units to conduct and share research. Students are taught to not only access these resources, but also evaluate and seek multiple viewpoints prior to drawing conclusion and stating opinions.

Independent thinking and reflection is the goal of all instruction. Students are taught to plan, monitor, reflect, and evaluate their own learning in all content areas. Teachers provide students
support and develop students ability for this type of independence by providing clear learning targets, teacher/student created criteria, and constant timely and specific feedback.

*Improving Instruction Based on Data*

PUC Milagro teachers are expected to consistently modify and re-design lessons based on the effectiveness of instruction as shown through the school wide assessment program and student work analysis. Teachers are responsible for collecting anecdotal records daily through individual student conferences across content areas and small group instruction. It is expected that teachers analyze student work individually and with their grade level partner to determine instruction. Teachers develop classroom assessments, administer the language arts and math benchmark assessments, and review data received from external state assessments to ensure scaffolded support and rigor are at the core of their instructional program. Data is also used to determine the effectiveness of resources, the strategies used for instruction, the scheduling of instruction, and professional development. It is PUC Milagro’s philosophy that change is necessary if we are not producing the achievement we expect.

*Intervention*

At PUC Milagro we work hard to not label students. Instead, we focus on giving every child what he or she needs based on data. A child never knows if he or she is in Special Education or an English Learner. Students are taught that everyone has different learning needs. PUC Milagro staff and students understand that “fair” doesn’t mean the same, it means ensuring everyone gets what he or she needs to succeed. It is our belief that it is not the child who is failing, rather it is the instruction or school program that is not meeting the student’s academic needs. It is therefore the responsibility of all staff members to support, problem solve, and ensure the success of all students.
### PUC Milagro’s RtI Model

<table>
<thead>
<tr>
<th>Elements</th>
<th>Tier 1: Core Curriculum and Instruction</th>
<th>Tier 2: Supplemental Instruction</th>
<th>Tier 3: Increased Levels of Supplemental Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td>• Tier 1 is for every student in a <em>general education</em> setting. • Tier 1 should meet the needs of 80% - 90% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom.</td>
<td>• Tier 2 offers support in addition to the Core Instructional Program. • Tier 2 instruction will occur in small group settings at the student’s instructional level. Tier 2 should have no more than 5 – 15% of students.</td>
<td>• Tier 3 offers a high level of instructional intensity. • Tier 3 in a smaller group of 1:1 – 1:3. Tier 3 is typically reserved for approximately 1 – 5% of students in a class who will receive more intensive instruction in addition to their core instruction.</td>
</tr>
<tr>
<td><strong>Who (Student)</strong></td>
<td>• Whole class grouping • Small-group • Individual</td>
<td>• Small group instruction (3-5 students)</td>
<td>• Individualized or small group instruction (1-2 students)</td>
</tr>
<tr>
<td><strong>Who (Teacher)</strong></td>
<td>• General Ed Teacher • Inclusion Team</td>
<td>• General Ed Teacher • Inclusion Team</td>
<td>• Inclusion Team</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>• Workshop • After School Tutoring • Reading Lab</td>
<td>• Workshop • After School Tutoring • Reading Lab</td>
<td>• Pull-Out</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>• Flexible grouping options are offered in the general education setting that will include whole group activities as well as, peer support, invitational groups, peer collaboration/support, and conferencing. All settings must be included.</td>
<td>• Tier 2 occurs in small group homogenous settings of 3-5 students. This supplemental instructional intervention is <strong>provided in addition to</strong>, and not in place of, Tier 1. Students should receive core instruction plus 20-30 minutes of supplemental interventions 1-3 days per week (based on need and/or intervention cycle).</td>
<td>• This tier provides greater individualized instruction in a small group setting (1-2 students at a time) anywhere from 30 to 60 minutes a week (or more if needed).</td>
</tr>
</tbody>
</table>
### Sample Reading Intervention Plan

#### Tier 1

<table>
<thead>
<tr>
<th>Fall Benchmark Levels</th>
<th>Winter Benchmark Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder: Benchmark N/A (based on letter identification/sounds/show me book)</td>
<td>Kinder: 2 and above</td>
</tr>
<tr>
<td>First Grade: 3 and above</td>
<td>First Grade: 4 and above</td>
</tr>
<tr>
<td>Second Grade: 6 and above (if low accuracy on 6 – tier 2)</td>
<td>Second Grade: 7 and above</td>
</tr>
<tr>
<td>Third Grade: 8A and above (if low accuracy on 8A – tier 2)</td>
<td>Third Grade: 9 and above</td>
</tr>
<tr>
<td>Fourth Grade: 10 and above</td>
<td>Fourth Grade: 11 and above</td>
</tr>
<tr>
<td>Fifth Grade: 12 and above</td>
<td>Fifth Grade: 13 and above</td>
</tr>
</tbody>
</table>

**Monitoring/Support**
- Reading Continuum (pre and post unit)
- Running Records (accuracy and fluency)
- Conferencing – specific student goals
- Data-Driven Invitational Groups
- Reading Log/Book Selection/Bag
- Reading Behaviors (stamina, number of pages read, book discussion engagement, etc.)

#### Tier 2

<table>
<thead>
<tr>
<th>Fall Benchmark Levels</th>
<th>Winter Benchmark Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder: No letter/sound recognition – low Show Me Book Score</td>
<td>Kinder: 1-1B</td>
</tr>
<tr>
<td>First Grade: 2-2B (group 1) and 1-1B (group 2)</td>
<td>First Grade: 2B-3B</td>
</tr>
<tr>
<td>Second Grade: 4-5 (group 1) and 5A-6 (group 2)</td>
<td>Second Grade: 6-8B</td>
</tr>
<tr>
<td>Third Grade: 7B-8A</td>
<td>Third Grade: 8A-8B</td>
</tr>
<tr>
<td>Fourth Grade: 9-9B</td>
<td>Fourth Grade: 10-10B</td>
</tr>
<tr>
<td>Fifth Grade: 10-11B</td>
<td>Fifth Grade: 11-12B</td>
</tr>
</tbody>
</table>

**Classroom Intervention Cycle**: 8 weeks (pre, monitoring, and post assessment)

**When**: Word/Language Study – 3 days a week

**Resources**:
- Catching Readers
- Word Callers
- Small Group Intervention – Comprehension Toolkit

**Reading Lab**: Lowest students of each intervention group with specific identified needs

- Fall (October – January): Decoding and Fluency/Word Meaning (monitoring meaning)
- Winter (February-May): Monitoring Meaning and Close Reading

**Resource**: Based on determined need of group

**Conferencing with IEP Students**: Inclusion Team – once a week to monitor/support students specific IEP goal development

#### Tier 3

- Students with an IEP (or soon to be identified) who fall 2 or more grade levels below
- Pull-out Intervention Cycle: 8 Weeks
- Specific Measurable Goals will be set, monitor and post-assessed after 8 weeks

**When**: Inclusion Schedule – 30 minutes to 2 hours per week

**Resource**: Based on determined need
1.14 Student Mastery of the CA CCSS and other State Content Standards

PUC Milagro adopted the CA Common Core State standards in Kindergarten and First Grade during the 2010-11 school year and full adoption Kindergarten-Fifth grade began during the 2011-12 school year.

Previously curriculum and instruction at PUC Milagro was based on not only the California state standards, but National Standards for Language Arts and the Curricular “Focal Points” from NCTM (National Council of Teachers of Mathematics) Due to this incorporation of standards the shift to the CA Common Core Standards has been a welcomed transition. For example:

- Our classroom libraries (leveled and content specific) already represented a 50/50 split of fiction and informational text
- Our reading benchmark was already similarly aligned to the CA Common Core Lexile levels of complexity
- Reading and writing have always been integrated across content areas
- Teachers have received multiple years of training in conceptual based mathematics and problem solving (on site and with UCLA Center X)
- Critical and creative thinking have always been the instructional goal for all teachers. Teachers have received extensive training both on site and from outside experts in the field

To support the implementation of the CA Common Core standards:

- Teachers have been trained to understand the language arts “Anchor Standards” and deconstruct not only their grade levels specific standard, but the grade level below and above to help scaffold instruction and ensure mastery of the grade level expectations
- Teachers have been trained to deconstruct the CA Common Core math standards by understanding the specific “Domains” and standards within each “Cluster”
- All newly designed curriculum map units are based on the CA Common Core Standards. The standards are also incorporated in the social studies and science units.
- Instructional tasks and assessments are aligned to Webb’s Domains of Knowledge (DOK)
- Instructional resources developed specifically to support the CA Common Core standards are used (i.e. Georgia Department of Education Common Core Math Units, Units of Study in Opinion, Informational, and Narrative Writing by Lucy Calkins, etc.) to support daily instruction.

Current Implementation Supports and Training:

- Students work and thinking are constantly being analyzed by teachers and measured against exemplars and benchmark grade level targets to ensure students are not only meeting grade level standards, but also what instruction must be changed or modified to ensure the rigor of the CA Common Core expectations.
- Benchmark data is being analyzed school wide to identify patterns and trends that will help improve instruction and students’ academic performance.
- Teachers were trained during the summer and fall (and will receive more training this winter) in understanding how to best support and develop students independence and critical thinking skills.

Research is currently being conducted by lead teachers and administration on how best to incorporate technology as a learning tool. This year all teachers received interactive projectors
and document cameras in their classroom. New laptops and iPads were also purchased to support students learning. Beginning in January teachers and students will be investigating technology based assessments to prepare for the spring pilot and the 2014-15 implementation of the California Assessment of Student Performance and Progress (CAASPP) test.

Future Implementation Plans:

- Beginning next year, science units will be redeveloped in order to fully implement the Next Generation Science Standards. Administration is currently researching the framework, standards, and possible instructional resources to train the teachers and develop the new curriculum.
- Technology integration and assessment will continue to be a focus of action research. Students will be intensely studied during classroom technology based instruction, assessment and during the spring pilot test to determine how to best support student usage of technology.

1.15 Development of Technology Related Skills

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

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

- The use of technology at PUC Milagro will not be viewed as a separate curricular area but as a tool used daily to support the existing curriculum.
- It is essential to keep children’s needs at the center of technology implementation.
- Ongoing staff development will be crucial to the successful implementation of the Technology Use Plan and effective technology integration.
- Ongoing parent education about the applications and use of technology at PUC Milagro will be a critical component to student success.
- Equitable hands-on experience with instructional technologies will be provided for all students at all grade levels.
Computers are a dynamic learning tool, used for information processing, skill development, artistic expression, writing and composition, research, and other numerous applications for daily life and learning.

The writing and editing process is enhanced by the use of computer applications.

Students will access an infinite source of visual information from an abundance of sources world-wide continually available to all learners to enhance and reinforce their learning experiences.

Communication with students who are geographically and culturally different will be enhanced by the use of telecommunications.

Teachers will collaboratively acquire, adapt and develop ideas that incorporate using technology in the learning process.

Teachers at every level and in all subject areas will recognize and take advantage of instructional technologies as powerful and concrete devices for teaching critical-thinking and problem-solving skills.

Teachers will integrate technology into the curriculum while facilitating the learning process for students through modeling, coaching and monitoring.

Teachers will use a school-wide communication device to allow constant and promote collegial interaction.

Teachers will use the computer as an effective instructional tool for preparing materials and presenting lessons.

Teachers will be the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.

Students will prepare for computer based testing through practice tests, computer-based research, academic-based game and tasks.

1.16 Transitional Kindergarten

PUC Milagro has a class size of 24 to 1 and there are two teachers at every grade level. The school offers a combination program of both Transitional Kindergarten and Kindergarten in the same classroom. Each year the school is able to accept 8 Transitional Kindergarten students. The other 40 spaces are reserved for eligible kindergartners whose birthday falls before September 1. All applicants are required to fill out a space request and participate in the annual school lottery held in the spring.

Students in the Transitional Kindergarten Program will receive a modified curriculum, unless assessment data determines that they are capable of handling the general kindergarten curriculum. Transitional kindergarteners will also participate in the extended day kindergarten program, unless it is determined that a modified schedule will best fit his or her needs. All Transitional kindergarten students will have the option of moving to the 1st grade if they demonstrate mastery of the kindergarten standards.
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.

1.17 Academic Calendar

PUC Milagro operates on a traditional 176-day instructional calendar divided into semesters. Teachers and selected staff will be required to participate in 5 - 10 additional days during the summer to prepare for the upcoming school year in addition to 6-10 professional development days during the year

Sample General School Calendar Information (2013-2014)

| School Schedule | ▪ First Day of School: September 4th  
▪ Last Day of School: June 20th |
| --- | --- |
| School Hours | ▪ Monday, Wednesday, Thursday, Friday: 8:20am-3:00pm  
▪ Tuesday: 8:20am – 2:00pm  
▪ Bell will ring every morning at 8:15am |

Students are not to be dropped off at school before 7:45am and all students (unless parentally supervised) are to be off campus by 3:10pm. Because there is no adult supervision before or after these times, there can be no exceptions.

| Vacation | ▪ November 28th-29th (Thanksgiving)  
▪ December 23rd – January 10th (Winter)  
▪ April 14th – April 18th (Spring) |
| --- | --- |
| National Holidays | ▪ November 11th: Veteran’s Day  
▪ January 20th: Martin Luther King Jr. Day  
▪ February 17th: President’s Day  
▪ March 31st: Cesar Chavez Day  
▪ May 26th: Memorial Day |
| Professional Development/Holiday for Students | ▪ February 6th and 7th  
▪ February 18th  
▪ March 28th  
▪ June 9th |
| Assessment Weeks Dismissal 1:00pm | ▪ September 30th – October 4th  
▪ January 27th - 31st  
▪ June 2nd – 6th |
| Minimum Days Dismissal 1:00pm | ▪ November 27th  
▪ December 20th  
▪ February 14th  
▪ April 11th  
▪ May 23rd  
▪ June 20th |
# Early Dismissal Days

**Dismissal 2:00pm**
- Every Tuesday
- October 24th
- December 19th
- April 10th

## 1.18 Daily Schedules

### BREAKFAST/MORNING RITUALS

**MONDAY - FRIDAY**

<table>
<thead>
<tr>
<th>Breakfast/Morning Rituals</th>
<th>Class Pick-up – 8:15AM</th>
<th>Breakfast - 8:20-8:35AM</th>
<th>Attendance to Office: No later than 8:45AM</th>
</tr>
</thead>
</table>

### RECESS

**KINDERGARTEN/ FIRST GRADE**

- 9:45-10:00AM

**KINDERGARTEN**

- 1:45-2:00PM (Snack Break/Choice Time)

**SECOND/THIRD GRADE**

- 10:00-10:15AM

**FOURTH/FIFTH GRADE**

- 10:15-10:30AM

### LUNCH

**KINDERGARTEN/ FIRST GRADE**

- 11:30-12:15PM

**SECOND/THIRD GRADE**

- 12:00-12:45PM

**FOURTH/FIFTH GRADE**

- 12:30-1:15PM

### PHYSICAL EDUCATION

**MONDAY/WEDNESDAY/FRIDAY**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>8:30-9:20AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Grade</td>
<td>9:25-10:15AM</td>
</tr>
<tr>
<td>First Grade</td>
<td>10:35-11:25AM</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>11:35-12:25PM</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:25-1:10PM</td>
</tr>
<tr>
<td>Second Grade</td>
<td>1:10-2:00PM</td>
</tr>
<tr>
<td>Third Grade</td>
<td>2:05-2:55PM</td>
</tr>
</tbody>
</table>

### DISMISSAL

**MONDAY, WEDNESDAY - FRIDAY **

**TUESDAY**

- 3:00PM

### MINIMUM DAY SCHEDULE

<table>
<thead>
<tr>
<th>Hours</th>
<th>8:20AM – 1:00PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Schedule</td>
<td>Kindergarten/First Grade: 11:20 -11:50</td>
</tr>
<tr>
<td></td>
<td>Second/Third Grade: 11:45 – 12:15</td>
</tr>
<tr>
<td></td>
<td>Fourth/Fifth Grade: 12:10 – 12:40</td>
</tr>
<tr>
<td>P.E. Schedule (30 MIN)</td>
<td>Kindergarten: 8:20-8:50</td>
</tr>
<tr>
<td></td>
<td>Second: 8:55-9:25</td>
</tr>
<tr>
<td></td>
<td>Third: 9:30-10:00</td>
</tr>
<tr>
<td></td>
<td>First: 10:05-10:35</td>
</tr>
<tr>
<td></td>
<td>Fourth: 10:40-11:10</td>
</tr>
<tr>
<td></td>
<td>Fifth: 11:15-11:45</td>
</tr>
</tbody>
</table>

### Kindergarten

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15</td>
<td>Attendance/Calendar</td>
<td>Breakfast/Morning Rituals</td>
<td>Attendance/Calendar</td>
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# PUC Milagro Charter School

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Submitted: 1/16/14  Page 75
### PUC MILAGRO CHARTER SCHOOL

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### 1.20 Teacher Recruitment

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

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

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

- National and regional websites specializing in education such as teacher.jobs, Idealist.org, careerjet.com, indeed.com and careerbuilder.com.
- Attending the regional college education fairs.
- Advertising via Linked-In, Facebook and other appropriate social media outlets.
- Sustaining PUC’s existing mutually beneficial relationships with educator preparation programs at institutions serving the region (i.e. California State Northridge, University of California Los Angeles, University of Southern California, and Claremont College)
• Sustaining PUC’s existing relationship with Teach for America (TFA).
• Advertising in schools of education at universities across the State for candidates who may be interested in moving to Los Angeles and working for a highly successful CMO.
• Teach for America’s alumni network specifically targeting former corps members who grew up in the region and are interested in returning.
• Hosting regular school open houses for the community.

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

1. Review of resume
2. Phone interview conducted by PUC National HR team.
3. Distribution of questionnaire.
4. Review of questionnaire responses by personnel committee and administration.
5. Demo Lesson that includes debrief from Principal or team that may consist of (Regional Director, other school Principals, HR team members, PUC teachers) and a Spanish Writing Sample
6. Panel Interview

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

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

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

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

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

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

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

### 1.21 Professional Development

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

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

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

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

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

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

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

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

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

1. **College Readiness** means having the knowledge, skills and attributes to succeed in college including:
   a. Key cognitive strategies – such as intellectual openness, inquisitiveness, analysis, reasoning, interpretation, precision and accuracy, and problem solving.
   b. Key academic knowledge and skills – such as writing and research skills and strong foundations in the A-G requirement courses.
   c. Academic behaviors – such as self-monitoring and study skills.
d.
e. 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</td>
</tr>
<tr>
<td>objectives and assessments</td>
</tr>
<tr>
<td>1.2 Organize instructional plans to promote</td>
</tr>
<tr>
<td>standards-based, cognitively engaging learning for students</td>
</tr>
<tr>
<td>1.3 Use student data to guide planning</td>
</tr>
<tr>
<td>Indicator</td>
</tr>
<tr>
<td>A) Selection of learning objectives</td>
</tr>
<tr>
<td>B) Measurability of learning objectives</td>
</tr>
<tr>
<td>A) Designing and sequencing of learning</td>
</tr>
<tr>
<td>experiences</td>
</tr>
<tr>
<td>B) Creating cognitively engaging learning</td>
</tr>
<tr>
<td>experiences for students</td>
</tr>
<tr>
<td>A) Lesson design guided by data</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

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

Whatever their current level, the language of the CRTF can help teachers understand what the next level of performance looks like and inspire them to take the necessary steps to attain that
level of performance in their classrooms. After all, highly effective teachers are critical to preparing PUC Milagro 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.
- 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.
  - Seven site specific PD days during the summer
  - 6 days during the school year
- New Teacher Summer Institute: New teachers attend a one week professional development institute that combines theory and practice
- PUC-Wide Professional Development (Full Days)
  - A PUC-Wide Kick Off to celebrate the start of every school year.
  - 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 meetings of the whole staff: Weekly whole staff meeting provides time for necessary communication and whole staff discussion. The time ranges from 20 minutes to 1 hour and may be used to address school needs based on data (e.g., EL strategies, special education, inquiry, and school culture).
- Grade Level Team Collaboration: Teachers have time twice a week that they use for collaboration. Teachers work to support one another by co-developing the weekly lesson plans, researching resources, analyzing student data, and providing consultancy on challenging students or classroom issues.
- Bi-Weekly Coaching: PUC Milagro 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, observations, 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 continue to be trained in the analysis of student data. The school’s goal is to ensure that the teachers will become experts at conducting data.
analysis through ongoing analysis of school-wide assessments and the creation and analysis of their own internal assessments. 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.

### 1.22 Meeting the Needs of English Learners

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

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

#### Identification

In the event that a student enters PUC Milagro 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 the CELDT to determine their English proficiency.

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

Finally, PUC Milagro will ensure that EL students will not be classified as special education students solely on the basis of limited English proficiency by providing culturally and
linguistically sensitive assessment and instructional methods.

**Use of CELDT Data for Instruction of ELs**

Teachers and administration use CELDT, CAASPP and benchmark data to identify their students’ strengths and areas for targeted support in English. Analyzing the strand scores helps teachers to plan strategic, individualized support in reading, writing, speaking, and listening for students classified as English learners.

**Internal Benchmark Assessments**

A benchmark assessment system is used to assess student progress throughout the school year. Contrary to the snapshot data that standardized tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002). Both summative and formative assessments are used to monitor and create individual goals for students. Summative benchmark assessments are given three times a year on both an individual and small group basis. All summative benchmark assessments are research-based and tied to the California CA Common Core standards. Teachers work with their grade level partner and administration to analyze and disaggregate the data in order to develop specific instructional plans for each student based on his/her identified academic needs. Data is analyzed and disaggregated by administration to determine patterns and trends over time to improve instruction through professional development and coaching, and to ensure the success of all students. Results of all summative benchmark assessments are communicated to parents through individual conferences and report cards.

**Instruction to Develop Cognitive Academic Language Proficiency and Content Expertise**

Achieving proficiency in English includes far more than mere fluency in oral conversation -- it means that English Learners know English well enough to be academically competitive with their native English-speaking peers. For both native English speakers and second language learners, learning academic language is a lifelong endeavor. Any time we enter a new field or domain, there are new areas of academic language to master. Though much vocabulary and syntax may be acquired through informal interaction, academic language and linguistic structures, such as analyzing, synthesizing, composing, interpreting, reading charts, solving word problems, and inferring information from texts, should not be left to chance or osmosis. These academic and linguistic skills must be continuously developed and explicitly taught across all subject areas.

PUC Milagro students are predominantly longtime residents of the United States and are fluent in Basic Interpersonal Communication Skills (BICS). The focus of language development is therefore CALP, the Cognitive Academic Language Proficiency needed for success in all content areas. The graphic on the next page summarizes our three-pronged approach to developing language and content expertise. As the graphic suggests, teachers get students to personally identify with their learning and also provide cognitively challenging curriculum. With these two necessary conditions as a base, they then utilize instructional strategies and approaches that will enable English learners to master content and the level of academic language needed for proficiency.

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Maximize Identity Investment
Teachers strive to affirm students’ cultural, linguistic, and personal identities in order to create classroom conditions that foster student self-confidence. When students feel that their teachers respect them and appreciate their experiences and talents, they are more likely to engage in learning. To invest in learning new information, students must also understand the purpose of the skill, concept, or content in relation to their own lives and the world. When students see the benefits of learning in the context of their own lives, they become intrinsically motivated. This identity investment is further developed by providing multiple opportunities for students to discuss and challenge ideas and transform their original thinking.

Maximize Cognitive Engagement
To truly engage in their learning, students must be challenged to think at high levels and use sophisticated skills. Cognitive engagement is developed by helping students contextualize new content and academic language and build on relevant prior knowledge. Once students are able to connect to new information, they are supported in critical thinking skills to process and apply new learning.

Use Effective Instructional Techniques
With the necessary conditions of maximum identity investment and cognitive engagement established, teachers use instructional techniques proven to be effective in helping English learners develop both content and language expertise. We have classified these techniques into 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 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 metaphoric use of language.

- **Facilitating interaction with content and academic language:** Interacting with their peers about both content and academic language helps students to reflect on and deepen their learning. Through active learning strategies, collaborative group work, small group discussions, and the use of the workshop instructional model, 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 EL learning opportunities and EL tutoring.
Planning for English Learners
PUC Milagro teachers design units of study using a backwards design approach that supports a range of language needs. Teachers begin the design process by breaking CA Common Core standards into more specific learning targets and considering the language skills inherent in each target. Teachers plan summative assessments, including performance tasks such as essays, presentations, and lab reports, and design individualized scaffolding to support all students in being successful on the summative. A heavy emphasis is placed in all units across the curriculum on teaching academic vocabulary and increasing reading and writing skills, and summative assessments in all subjects usually include a strong literacy component.

After planning assessments, the next step in the backwards design process is to outline learning experiences. Lessons are carefully tailored to the individual needs of the students in their classes, including language acquisition needs. Throughout the units, teachers develop English language skills in each class through Specially Designed Academic Instruction in English (SDAIE) strategies. This set of strategies includes, but is not limited to, strategies such as scaffolding from contextualized experiences, visual and auditory cues, kinesthetic activities, music, drama and support with de-contextualized input. Use of pair and group work allows EL students an opportunity to speak in English about core content, and frequent informal student presentations throughout the units help students to hone their spoken academic English skills.

Daily Instruction
Daily instruction is designed to incorporate best practices for English learners. PUC Milagro teachers include the following components in daily lesson cycles in order to ensure that students develop academic and linguistic expertise:

Learning Targets
Lesson planning begins with breaking down California CA Common Core state standards into specific content-based learning targets that can be assessed after each lesson. In designing these targets, teachers consider the language needs of their students and plan necessary scaffolds to help students who are English learners reach those targets.

PUC Milagro recognizes that if teachers are to design effective instruction for English Learners, they must analyze academic language in terms of the forms, functions and fluency features and address these in the planning process. Thus, lesson planning also includes language-based learning targets derived from a variety of sources, such as the California ELD standards. When doing their daily planning, teachers analyze the linguistic demands of their instruction and assignments. In all subjects, teachers go beyond analyzing only the curricular content of the
standards and skills to carefully analyze the function language plays in specific lessons. Content lesson design includes strategies for introducing and reinforcing the specific language forms, structures, and vocabulary needed for each academic task.

**Accessing Prior Knowledge**
A key component of ensuring comprehensible input for English learners is helping students to tap into their prior knowledge, or schema. Each lesson begins with activities designed to help students establish a mental set for the day, making connections between their experiences and knowledge and the new learning.

**Crafting**
During this step of the workshop model, teachers engage students in activities to acquire new information, skills, or concepts. These lessons incorporate vocabulary development and opportunities for students to use the language of the discipline. Teachers analyze academic language in terms of the forms, functions, and fluency features and specifically address the vocabulary needed for the academic tasks.

**Composing**
Students have the opportunity to practice new skills. There is explicit support for students to use the language of the discipline and general scholarly language as they apply new learning. Summative assessments in the form of exit tickets or other application tasks allow teachers to determine how to adjust instruction for the next day to ensure that all students have met the learning targets.

**Reflection**
The final step in each day’s lesson is an opportunity for students to reflect on what they have learned. This step is essential in maintaining identity investment, helping students to articulate the value of their learning.

**Intervention**
English Learners and RFEP who have yet to achieve proficiency on the English section of the California Standardized Test (CST) are identified for intervention. Interventions vary and are targeted for the individual.

Every student receives individual support through individual conferencing and small group instruction. Students receive targeted intervention through specifically designed small group lessons created by the teacher, individual and small group support from the Inclusion Team (the Inclusion Team serves both students with identified IEP plans and those who have been identified as having specific language learning needs.), and if needed, before school reading support (“Reading Lab”) is provided by the RSP teachers (both bilingual and CLAD certified). Teachers also provide small group afterschool tutoring for students who demonstrate the most academic needs based on both summative and formative data analysis.

Teachers meet bi-monthly with both the Inclusion team and administration to review student data and develop specific plans for supporting both pre-identified students (students who performed basic and below on school-wide assessments and state tests, students who are intermediate and
below on the CELDT, and students with IEPs) and currently struggling students. Student progress is monitored by the classroom teacher and administration.

**Professional Development and Support**
Supporting teachers as they refine their teaching craft is a priority. PUC schools are committed to strengthening and expanding our English Language Development instruction through ongoing professional development, data analysis and research. Professional development and support activities include the following:

- **Individualized coaching:** Instructional leaders and induction support providers work one-on-one with teachers to set and support the achievement of performance goals. These goals will be based on individual teachers’ skills and the needs of their students. Coaching includes (but is not limited to) observation and feedback, co-planning, and co-teaching.
- **Professional development sessions:** Administrators will facilitate various professional development opportunities focused on developing CALP and using instructional strategies that have been proven to be highly effective for English learners.
- **Data analysis:** Teachers will also engage in regular analysis of student achievement data, including CELDT data.
- **PUC has developed an online database of professional development modules and artifacts to support school leaders in designing professional development. The modules provide teachers with the opportunity to read ELD research, analyze anchor videos of teachers using best practices, read about and practice new techniques for developing academic and language expertise, and apply their learning to upcoming lessons.**

**Where and by Who the above services will be Implemented**
The above services will be implemented at the individual PUC school sites by classroom teachers, the Inclusion Team, and administration. The school leaders will guide implementation of the program through classroom observations, data collection and analysis related to students’ needs and progress, gathering and dissemination of resources, and provision of professional development.

**Evaluation of Program Effectiveness**
The effectiveness of the program will be evaluated through analysis of student achievement on the CELDT, benchmark tests, and the California Assessment of Student Performance and Progress (CAASPP) (previously CST). In response to the results achieved on these assessments we will identify program areas needing improvement. These areas will be addressed through professional development provided during leadership and teacher institutes, professional development at school sites, and through one to one teacher coaching. Individual student needs will be identified as a result of these assessments and will be addressed through targeted intervention.
Availability of Materials
PUC Milagro will meet all requirements of federal and state law, relative to equal access, to the curriculum for English learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. PUC Milagro will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

Reclassification Process
English Learners (EL) take the California English Language Development Test (CELDT) annually to determine each student’s English language proficiency level. The CELDT is also administered to all new students with a home language other than English (as indicated on the Home Language Survey). The progress of each student identified as an English Learner is monitored by teachers for academic progress and performance in school activities, with the goal to help each EL reclassify to RFEP status.

The Reclassification criteria are as follows:

- CELDT scores: overall proficiency of advanced or early advanced, with no strand scores lower than intermediate
- State Test scores and School-wide Reading and Writing Benchmarks: Score of Basic or above
- Grades: Grades of 2 or 3 in Reading and Writing
- Teacher recommendation
- Parent approval

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

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

PUC Milagro teachers 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 is also facilitated through flexible groupings and regrouping of students for different tasks. The groupings are based on need, interest, and ability. In addition, teachers offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers use advanced learning opportunities that allow students to participate in out-of-grade-level activities using and selecting resources beyond grade level when appropriate. The teachers also adjust the time needed to learn, noting that some students learn more quickly than others. Lastly, PUC Milagro believes that the family connection is important to the success of the gifted student. Parents collaborate with school leaders, teachers and children in order to present and develop the individualized plan that best meets their child’s needs.

**Identification and Monitoring**

Both the benchmark summative data and state testing are used, alongside teacher and administrator recommendations, to identify gifted students. Students must show constant above grade level performance and thinking over at least two years. Once students are identified, they are monitored through benchmark assessments, state test, and class performance tasks by both the classroom teacher and administration. Family members will be informed both orally and in writing during their child’s annual conference and/or a scheduled FST meeting.

### 1.24 Meeting the Needs of Students Achieving Below Grade Level

The PUC Milagro program has been designed to provide a personalized learning environment in which students work for, and achieve, the most rigorous academic standards while discovering and cultivating their unique gifts and talents. Our entire school community collaborates to ensure that student outcomes are met. Further, PUC Milagro 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 10 year experience with our current population, PUC Milagro is prepared to enroll a large number of students who are struggling and likely have one or more of the following: low levels of literacy, lack of a solid foundation in mathematics, inability to organize themselves or to maintain focus, and/or disengagement from learning. To meet the needs of all students – but, in particular, those who have been traditionally academically low achieving – PUC Milagro adheres to all legal requirements and mandates under the No Child Left Behind Act, and maintains compliance with the Response to Intervention (RtI) model guidelines. PUC Milagro faculty and staff 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 are regularly monitored to determine progress. This diagnostic approach shapes instruction and inform decisions about interventions and eligibility for special education programs. PUC Milagro teachers do whatever it takes to meet the needs of struggling students. The teachers use many resources, including each other, their leaders, and both online and hard copy resources.
It is also likely that PUC Milagro will continue to enroll students who have not yet been identified as having a special need. Accordingly, PUC Milagro will follow child-find procedures to identify all students who may require assessment to consider special education eligibility, as well as special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. As discussed above, PUC Milagro will utilize a three-tier Response-to-Intervention (RtI) model that will help identify students who may require special education and related services.

Determining and Identifying Students Who Are Struggling
We expect students will continue to enter PUC Milagro 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 implements a data-driven approach beginning immediately and continued on an ongoing, regular basis. Staff uses assessment results to identify areas of concern and growth, to identify learning gaps, and to inform methods/strategies used to deliver instruction and interventions. In the case that a student is not progressing in a manner consistent with academic success, PUC Milagro rapidly differentiates instructional methods (including delivery and tools) within the general education classroom to address the students’ specific needs and begins to track interventions to best determine how to ensure the student’s success in meeting academic expectations.

PUC Milagro implements a three-tiered early prevention system model. PUC Milagro implementation of it RtI model that has proven to be successful and includes PUC’s Family Support Team model. PUC Milagro uses the term FST to emphasize the collaborative aspects of the team, and the fact that it is not only the student, but also the family, that needs support. The FST is a positive school-wide identification and intervention process.

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

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

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

- The educational program will enable pupils to become self-motivated, confident, and lifelong learners.
- Pupils will master the basic and augmented skills in context, develop concepts, and become critical thinkers and problem solvers.
- Pupils will receive an enriched curriculum in language arts, mathematics, science, social studies, technology, health, physical education, and performing and visual arts.
- Pupils will develop an attitude of self-respect, respect for others, and an appreciation for the strength of diversity.
- Pupils will demonstrate cooperative pro-social behavior with a sense of responsibility to their school, home, and community. Students will display this sense of responsibility by being of service to their school and community.
- Pupils will be exposed to career and post-secondary opportunities to develop personal and professional life goals.
- Pupils will begin to establish long-term, post-secondary goals and identify strategies, resources and support to help them achieve these goals.

Strategies, Programs, and Resources

As stated previously, the PUC Milagro 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 CA Common Core Standards, the curriculum is designed to ensure that all students, including those with and without special needs, are provided with the same rigorous content. PUC Milagro’s vision of high expectations will drive curricular decisions, as research provides “compelling evidence that when children of color are given a challenging academic curriculum and supported by high expectations, they can and do achieve at high levels” (Education Trust. (2006). Yes We Can: Telling Truths and Dispelling Myths about Race and Education in America. Washington, DC: Author.). PUC Milagro will work tirelessly toward its goal of moving each student over the high bar.

Staff and Faculty

PUC Milagro believes in the strength of its staff and faculty to facilitate school achievement.
PUC Milagro hires culturally responsive staff and given the anticipated of a continued high population of English learner (EL) students the school will continue 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**
- Daily Learning Targets
- Teacher/Student Developed Criteria
- Differentiate instruction
- Present information in multiple formats (visual, graphic organizer, auditory, etc.)
- Cooperative learning strategies with clearly defined roles (ex. Think-Pair-Share)
- Individual conferencing
- Small group instruction

**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
- Anchor Charts (visual supports)
- 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:
- 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:
- Self-monitoring behavior charts based on individual goals
- Behavior contracts
• Communication between home and school (email, phone, communication journal, planner, etc.)

**Organization**
• School wide rituals, routines, and behavioral norms
• Extended time on classroom tests, quizzes, and assignments
• Individualized and small group support
• Weekly organization (supported or independent) of materials and resources

**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)
• Redirection
• Provide options and choices (i.e. where to complete work in the room)
• Preferential seating
• Cooperative learning with clearly defined role in group work

### 1.25 Meeting the Needs of Socioeconomically Disadvantaged Students

Approximately 95% of PUC Milagro’s population for the last 10 years have qualified for free or reduced-priced lunch and are considered to have low socio-economic status. Hence, the academic program in this proposal was designed to meet these student needs. Ruby Payne (Educational Leadership, 2008) specifies powerful practices that have shown to address the needs of students with low socio-economic status. One of these strategies includes assessing each student’s resources in order for the school to accommodate for any gaps. The school will use the California Healthy Kids Survey (CHKS), “a comprehensive, youth risk behavior and resilience data collection service available to all California local education agencies, and is funded by the California Department of Education.” The following are some of the resources that a student may not have and specific steps the school will take to meet their needs:

- **Financial Resources:** If a student does not have the financial resources for specific materials such as mandatory uniforms, the school will provide them.
- **Physical Health:** School’s counselors will service students that need mental health support. In addition, the school will provide resources and information to support the family in obtaining the necessary health care.
- **Support systems:** Our staff will work with parents to create support systems outside of school. In addition, students that don’t have academic support will be provided time and a place to work on their academics (homework) before and/or after school. These students will also have free tutoring and intervention programs available at the school.
- **Knowledge of unspoken rules:** Our school’s advisory program will teach students the hidden rules of school and those of norms and habits of a group. This will ensure that students will be confident to work in any environment intermingled with any social group.
Pathways to College: Parents will be provided with educational workshops throughout all grades related to how socio-economic status does not have to be an obstacle in the child’s path to college.

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

**Effective Professional Development**
Effective implementation of the PUC Milagro model demands professional development (PD), value added collaboration and ongoing supervision. PUC Milagro shall take appropriate steps to ensure that staff has the knowledge and skills necessary to implement a response to intervention program. Following is a brief description of the professional development topics PUC Milagro offers 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.

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

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

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

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

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

A priority at PUC Milagro is supporting teachers as they refine their teaching craft. PUC Milagro staff shall participate in training relating to special education by PUC Milagro and/or PUC National Instructional team members. Prior to the start of the school year, PUC Milagro will provide training on various topics regarding provision of services and interventions for special education students to all teachers. 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, professional development and coaching will be provided to all teachers on various special education topics as needed. The school leader, with the input of staff who serves students with special needs will identify potential issues on which to provide development and will provide professional development accordingly.

1.27 Typical Day

A visitor to PUC Milagro would witness a community of learners where students, parents, teachers, and administrators consistently ask how they can improve to achieve more.

On a typical day, students enter the classroom at 8:15am and immediately engaged in the morning rituals of breakfast and attendance.

After the morning rituals, all students would be seen engaged in a workshop session. Students would be seated on the carpet ready for the teacher to demonstrate, model, or share her/his
thinking. Students would be engaged in the lesson through questioning, pair-share, and/or written response. Following the mini-lesson the visitor would see students working on independent writing or inquiry projects, reading their “just right book”, completing a collaborative group task, receiving small group guided support with a teacher, or engaged in an individual conference. At the conclusion of the work period the observer would watch the students engage in reflective conversations, writing, or sharing and setting goals for growth.

The “Habits of a Scholar” would be both seen and heard. The visitor would hear all faculty addressing all students as scholars (rather than “just students”). They would hear scholars discuss their goals with peers and name the habits they thought they most needed to focus on to grow and learn (i.e. risk taking to grow, preserve, ponder, etc.). The teachers would be heard using the common language of the habits to set expectations and push their scholar to achieve his/her personal best.

A visitor would notice the “learning walls”, each wall of the classroom covered with instructional charts that demonstrate what is being learned and guides for independent work. They would also notice students learning on the floor, at their desk, or at the kidney-shaped table with their teacher, and the absence of traditional desks. Next to each student they would notice a magazine rack or folder that stored all of his/her materials. The visitor would observe students walking to his/her cubby to gather or put away materials as needed. They would also notice students visiting the classroom library loaded with both fiction and nonfiction text at multiple levels.

To best understand the flow of each classroom’s instruction, a visitor would read the posted daily agenda. Each agenda reflects the grade level team’s weekly schedule. Every agenda would include Reader’s Workshop, Writer’s Workshop, Word and Language Study, Mathematician’s Workshop, and Science/Social Studies Workshop. On some days the agenda would also include Physical Education, Art or Spanish Academic Language Development.

For each of the major content areas the visitor would see and hear the teacher and students unpacking and/or reviewing the learning target. They would notice that the targets are written in student friendly language as an “I can” statement. They would also notice that the targets are standards based and represent the cognition required by levels 2, 3, and 4 of Webb’s Depth of Knowledge.

Students would be seen taking two academic breaks, recess and lunch where active play is encouraged. Three days a week the students would be seen engaged in a standards-based Physical Education program. While students are learning to lead health life styles, grade level teacher teams would be observed co-planning, preparing materials, co-planning and discussing the progress of students with IEPs with the Inclusion Specialist, or engaged in professional coaching with the administration.

At the conclusion of each day the observer would see all teachers escorting their students to the afterschool program or to the turn-around to be picked-up by their families. The students in the afterschool program would enjoy a snack, attend an enrichment club, move on to homework club, and conclude their day with physical activities. All teachers would be seen preparing for the following day, tutoring, or attending the weekly staff development meeting for two hours.
The administration would be available for staff or parents questions or concerns. At 6:00pm the school officially ends its day.
THE MEASURABLE PUPIL OUTCOMES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing PUC Milagro’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.
Local Control Accountability Plan (“LCAP”)
Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the charter school has separated out the state priorities into “sub-priorities.”

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

#### SUB-PRIORITY A – TEACHERS

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization as required by law and the charter; PUC National Human Resources team will annually review credential status.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>100% (2013-14)</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.</td>
</tr>
</tbody>
</table>

#### SUB-PRIORITY B – INSTRUCTIONAL MATERIALS

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>100% (2013 - 14)</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of resources.</td>
</tr>
</tbody>
</table>

#### SUB-PRIORITY C – FACILITIES

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

Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months (potentially dangerous findings will be address immediately). Daily cleanliness spot checks will also be performed.

<table>
<thead>
<tr>
<th>Baseline Performance Level</th>
<th>Monthly site inspection documents prepared by Director of Operations and site administrator; Annual Facility Inspection Reports.</th>
</tr>
</thead>
</table>

### State Priority #2—Implementation of CA Common Core State Standards

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

**Sub-priority A – CCSS Implementation**

**Goal to Achieve Sub-priority**

Teachers will participate in on-going professional development on the implementation of CA Common Core State Standards (CA CCSS).

**Actions to Achieve Goal**

Identify and participate in intensive professional development and trainings on teaching and learning the CA CCSS.

**Measurable Outcome**

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

<table>
<thead>
<tr>
<th>Baseline Performance Level</th>
<th>Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### State Priority #3—Parental Involvement

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

**Sub-priority A – Parent Input**

**Goal to Achieve Sub-priority**

Maintain parent representation on the Site Advisory Council (SAC).
<table>
<thead>
<tr>
<th><strong>Actions to Achieve Goal</strong></th>
<th>Each spring, the SAC nominates and elects parents to serve as new members; hold SAC meetings a minimum of 3 times a year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Annually, the SAC will have, at minimum, two parent members attending quarterly meetings.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>2 parent members / 3 Meetings Annually (2013 - 14)</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>SAC meeting agendas, sign-ins, and minutes.</td>
</tr>
</tbody>
</table>

**Sub-priority B – Promoting Parent Participation**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Conduct at minimum of six Family Meetings per year August – June; to include at minimum two Student Led Conferences (SLC’s).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Administrators will develop a calendar to include Family Meetings; collaboratively design objectives and agendas for Family Meetings.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>A minimum of six Family Meetings, two of which are SLC’s.</td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
<td>7 total Family Meetings / 2 Student Led Conferences (2012 – 13)</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>Calendar; Family Meeting agenda’s, sign-in sheets.</td>
</tr>
</tbody>
</table>

**State Priority #4—Student Achievement**

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

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

**Sub-priority A – California Assessment of Student Performance and Progress (CAASPP): ELA/Literacy and Mathematics**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the California Assessment of Student Performance and Progress (CAASPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Classroom instruction conducive to student learning; adequate learning environments; appropriate CAASPP aligned instructional materials</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than schools in a 2 mile radius (Griffin Elementary, Loretto Street Elementary, and Albion</td>
</tr>
<tr>
<td><strong>SUB-PRIORITY B – API</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--</td>
</tr>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Classroom instruction will incorporate testing strategies in preparation for the CAASPP</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>Met School-wide &amp; Met Subgroup targets 2012-13</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>California Assessment of Student Performance and Progress (CAASPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY C – COLLEGE AND CAREER READY

| **GOAL TO ACHIEVE SUB-PRIORITY** | Students are on track to be college and career ready |
| **ACTIONS TO ACHIEVE GOAL** | Utilize Readers Workshop, Individual Conferencing, Reading Intervention, Classroom Leveled and Content Specific Libraries; Individual Benchmark Reading Assessment (Fall, Winter, and Spring) aligned to CA Common Core Lexile Levels; |
| **MEASURABLE OUTCOME** | 75% of students will achieve grade level Lexile equivalence by the end of the school year |
| **BASELINE PERFORMANCE LEVEL** | 71% of students Kindergarten – 5th grade meet the 2012-2013 Benchmark goals |
| **METHODS OF MEASUREMENT** | Individual, Grade Level and School-wide benchmark results |

**GRADE LEVELS NOT APPLICABLE**

### SUB-PRIORITY D – EL PROGRESS

| **GOAL TO ACHIEVE SUB-PRIORITY** | EL students will advance at least one performance level per the CELDT each academic year |
| **ACTIONS TO ACHIEVE GOAL** | EL students will receive in-class instructional support which includes 1-to-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; intervention as needed |
| **MEASURABLE OUTCOME** | 75% 1st-5th grade EL students will have advanced at least one performance level per the CELDT each academic year |
| **BASELINE** | 2012-13 CELDT results |
## PERFORMANCE LEVEL

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>CELDT Score Reports</th>
</tr>
</thead>
</table>

## SUB-PRIORITY E – EL RECLASSIFICATION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the California Assessment of Student Performance and Progress (CAASPP) statewide assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Percentage of EL students reclassified as Fluent English Proficient annually will be higher than the District average.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>42% of students reclassified (2012-13)</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CELDT results; Reclassification documents</td>
</tr>
</tbody>
</table>

## SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP

<table>
<thead>
<tr>
<th>STATE PRIORITY #5 – STUDENT ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil engagement, as measured by all of the following, as applicable:</td>
</tr>
<tr>
<td>A. School attendance rates</td>
</tr>
<tr>
<td>B. Chronic absenteeism rates</td>
</tr>
<tr>
<td>C. Middle school dropout rates (EC §52052.1(a)(3))</td>
</tr>
<tr>
<td>D. High school dropout rates</td>
</tr>
<tr>
<td>E. High school graduation rates</td>
</tr>
</tbody>
</table>

## SUB-PRIORITY A – STUDENT ATTENDANCE RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>School will maintain a high ADA rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annual Average Daily Attendance will be at least 96%</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>95% (2012 – 13)</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Monthly, Quarterly, and Annual ADA reports</td>
</tr>
</tbody>
</table>

## SUB-PRIORITY B – STUDENT ABSENTEEISM RATES

<p>| GOAL TO ACHIEVE | Students will have a minimum of unexcused absences in any school year. |</p>
<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY</strong></th>
<th><strong>ACTIONS TO ACHIEVE GOAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUB-PRIORITY C – MIDDLE SCHOOL DROP OUT RATE</strong></td>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>SUB-PRIORITY D – HIGH SCHOOL DROP OUT RATES</strong></td>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES</strong></td>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>STATE PRIORITY #6 — SCHOOL CLIMATE</strong></td>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>School climate, as measured by all of the following, as applicable:</td>
<td><strong>SUB-PRIORITY A – PUPIL SUSPENSION RATES</strong></td>
</tr>
<tr>
<td>A. Pupil suspension rates</td>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td>B. Pupil expulsion rates</td>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</td>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td><strong>SUB-PRIORITY B – PUPIL EXPULSION RATES</strong></td>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td>Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; school will utilize FST process.</td>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td>90% of enrolled students will have fewer than three unexcused absences during any one school year.</td>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>
### Outcome: Baseline Performance Level

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Baseline Performance Level</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0% (2012-2013)</td>
</tr>
</tbody>
</table>

### Methods of Measurement

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

### Sub-Priority C Other – School Connectedness

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, parents and teachers will feel a sense of community and connectedness.</td>
<td>Students actively participate in Classroom Meetings throughout the school year in their classroom. Meetings and Professional Development opportunities for teachers. A variety of fun and engaging Family Events will further enhance family’s sense of belonging and community. PUC National will devise and administer satisfaction surveys to parents, students, and teachers annually.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, an approval rating of 4 or higher on a scale of 1-5 on family surveys and a 3 or higher on a scale of 1-4 on student surveys.</td>
<td>Overall family score 4.49 (2012-13) Average student survey (via teacher reports) score 3.62 (2012-13)</td>
</tr>
</tbody>
</table>

### State Priority #7—Course Access

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

“Broad course of study” includes the following, as applicable:

**Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

**Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th>Goal to Achieve Priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter.</td>
<td>All academic content areas will be available to all students, including student subgroups, at all grade levels.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.</td>
<td>100% (2013 – 14) Based on class rosters, Weekly Lesson Plans, and Special Education Documentation</td>
</tr>
</tbody>
</table>

### Methods of Measurement

Class rosters, daily schedules, Inclusion Service Schedules, Individual Student IEP FAPES, Weekly Lesson Plans, Grade Level Curriculum
<table>
<thead>
<tr>
<th>STATE PRIORITY #8—PUPIL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUB-pRIORITY A—INTERNAL ASSESSMENT</strong></td>
</tr>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUB-pRIORITY B - GROWTH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUB-pRIORITY C - SOCIAL RESPONSIBILITY DOMAIN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></td>
</tr>
</tbody>
</table>
| **ACTIONS TO** | All students will have the opportunity to participate in at least 2 “give
ACHIEVE GOAL | back” campaigns a year and at least one social studies/science unit that focuses on advocacy and civic/social responsibility.
---|---
MEASURABLE OUTCOME | 75% of the students will participate in at least one of the school wide “give back” campaigns and 100% will engage in and complete one social studies/science unit focused on advocacy and civic/social responsibility.
BASELINE PERFORMANCE LEVEL | 2013-14 Family Engagement Calendar and Grade Level Curriculum Maps
METHODS OF MEASUREMENT | Sign-in sheets, participation logs, grade level Curriculum Maps, and weekly lesson plans

### 2.2 Summative Assessment Performance Targets

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

As the school becomes more familiar with its target student population, the school’s goals, actions and targets associated to the Eight State Priorities may be revised depending on the local control and accountability plan adopted by the PUC LA Board of Directors (by July 1, 2014). To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessment goals here in the chart.

<table>
<thead>
<tr>
<th>STATE PRIORITY #1: Basic Services</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Teachers: To be measured by initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card)</td>
<td>Teachers required to hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing</td>
</tr>
<tr>
<td>Sub-Priority B - Instructional Materials: To be measured by Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials</td>
<td>Students will have access to standards-aligned materials and additional</td>
</tr>
<tr>
<td>Instructional materials as outlined in our charter petition</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Sub-Priority C – Facilities:</strong> To be measured by monthly site inspection documents prepared by Director of Operations and site administrator; Annual Facility Inspection Reports</td>
<td>(see annual LCAP for details)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Priority A – CCSS Implementation:</strong> To be measured by professional development calendar and agenda’s will serve as evidence of participation by teachers in professional development activities.</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS)</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Priority B - EL Students &amp; Academic Content Knowledge:</strong> To be measured by teacher lesson plans; daily class schedule; class roster</td>
<td>2014-2015</td>
</tr>
<tr>
<td>All students will gain academic content knowledge through the implementation of the CA CCSS</td>
<td>100%</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #3: Parental Involvement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Priority A – Parent Input:</strong> To be measured by SAC meeting agendas, sign-ins, and minutes</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Maintain parent representation on the Site Advisory Council (SAC) (See LCAP for Details)</td>
<td>2 members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Conduct at minimum of six Family Meetings per year July – June; to include at minimum two</td>
<td>6 Family Meetings Annually</td>
</tr>
</tbody>
</table>
### STATE PRIORITY #4: Student Achievement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Priority A</strong> – California Assessment of Student Performance and Progress (CAASPP) ELA / Literacy and Mathematics: To be measured by California Assessment of Student Performance and Progress (CAASPP) state reports</td>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local elementary schools with in a 2 miles radius schools on the California Assessment of Student Performance and Progress (CAASPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics</td>
</tr>
<tr>
<td><strong>Sub-Priority B</strong> – API: To be measured by California Assessment of Student Performance and Progress (CAASPP) state reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education</td>
<td>School will meet the annual API Growth Targets, or equivalent, as mandated by the CA State Board of Education</td>
</tr>
<tr>
<td><strong>Sub-Priority C</strong> – College and Career Ready: To be measured by L equivalent reports by grade level</td>
<td>Students are on track to be college and career ready. (See Yearly LCAP for Details)</td>
</tr>
<tr>
<td><strong>Sub-Priority D</strong> – EL Progress: To be measured by CELDT Score Reports</td>
<td>EL students will advance at least one performance level per the CELDT/ELPAC each academic year (See LCAP for details)</td>
</tr>
</tbody>
</table>
Sub-Priority E – EL Reclassification Rates: to be measured by CELDT results; school reclassification documents and reports

| Percentage of EL students reclassified as Fluent English Proficient annually will be higher than the District average | 20% | 20% | 25% | 25% | 30% |

Sub-Priority F – AP Exam Rates (Not Applicable)

Sub-Priority G – College Preparedness / EAP (Not Applicable)

**STATE PRIORITY #5: Student Engagement**

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Student Attendance Rates: To be measured by Monthly, Quarterly, and Annual ADA reports from our SIS</td>
<td></td>
</tr>
<tr>
<td>School will maintain a high ADA rate</td>
<td>96%</td>
</tr>
<tr>
<td>Sub-Priority B – Student Absenteeism Rates: to be measured by monthly and annual absence reports from our SIS</td>
<td></td>
</tr>
<tr>
<td>Students will have a minimum of unexcused absences in any school year</td>
<td>90% &lt; 3</td>
</tr>
<tr>
<td>Sub-Priority C – Middle School Drop Out Rate: to be measured by Student re-enrollment documentation as verified by our student information system and CALPADS (Not Applicable)</td>
<td></td>
</tr>
<tr>
<td>Sub-Priority D – High School Drop Out Rates (Not Applicable)</td>
<td></td>
</tr>
<tr>
<td>Sub-Priority E – High School Graduation Rates (Not Applicable)</td>
<td></td>
</tr>
</tbody>
</table>

**STATE PRIORITY #6: School Climate**

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Pupil Suspension Rates: to be measured by annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
<td></td>
</tr>
<tr>
<td>School will maintain a low annual suspension rate</td>
<td>≤ 3%</td>
</tr>
<tr>
<td>Sub-Priority B – Pupil Expulsion Rates: to be measured by annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
<td></td>
</tr>
<tr>
<td>School will maintain a low annual expulsion rate</td>
<td>≤ 1%</td>
</tr>
<tr>
<td>Sub-Priority C (Other) School Connectedness: – to be measured by survey reports</td>
<td></td>
</tr>
<tr>
<td>Students, parents and teachers will feel a sense</td>
<td>70% approval</td>
</tr>
<tr>
<td>community and connectedness</td>
<td>rating</td>
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</tbody>
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**STATE PRIORITY #7: Course Access**

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<tr>
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<tbody>
<tr>
<td>Priority – Course Access: to be measured by Student, teacher, course, and grade level schedules</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
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**STATE PRIORITY #8: Student Performance**

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<tr>
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<tbody>
<tr>
<td>Sub-Priority A – Internal Assessment: to be measured by Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards.</td>
<td></td>
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</tr>
<tr>
<td>Students demonstrate expected growth from Fall to Spring on Benchmark Assessments</td>
<td>70% achieve expected growth</td>
<td></td>
<td></td>
<td>75% achieve expected growth</td>
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<td>75% achieve expected growth</td>
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<tr>
<td></td>
<td>70% achieve expected growth</td>
<td></td>
<td></td>
<td>75% achieve expected growth</td>
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<tr>
<td>Sub-Priority B – to be measured by CAASP Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.</td>
<td></td>
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</tr>
<tr>
<td>Students demonstrate expected growth and achievement on CAASPP</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
<td></td>
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<tr>
<td>Sub-Priority C – Social Responsibility: to be measured by survey reports and community service project participation</td>
<td></td>
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<tr>
<td>All students will demonstrate a commitment to uplift the community. (See annual LCAP for details)</td>
<td>75% student participation</td>
<td></td>
<td></td>
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</tbody>
</table>
2.4 Measuring Student Progress: Formative Assessments

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

At PUC Milagro 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 Milagro has implemented a benchmark assessment system to formatively assess student progress throughout the school year; our benchmark assessment system will include a Fall, Winter, and Spring assessment. PUC Milagro benchmark assessments are CA Common Core standards-aligned and school-wide. The purpose of the system is to address instructional, evaluative, and predictive needs. Contrary to the snapshot data that summative tests provide, benchmarks allow for a close monitoring and guiding of student performance over time (Boston, 2002). We want teachers and leaders to be able to use results from the Fall to Spring, 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. Although we recognize the importance of external high stakes exams like the CST / Smarter Balanced Assessment, we want to limit our dependency on these to tell our intrinsically unique story of achievement. It is our hope that with the continuous improvement of the PUC Milagro Assessment System we will have comprehensive data beyond the CST / Smarter Balanced Assessment to illustrate our success in reversing the achievement gap for our students.

PUC Milagro Benchmark Exams:

- **Reading Benchmark:** The Fall, Winter, and Spring individualized reading assessment focusing on accuracy, fluency, and comprehension. Students are administered an individual leveled test based on their previous reading data. Kindergartners are all tested at the same level and given leveled reading tests until he/she reaches his/her instructional level. New students are given his/her grade level benchmark test and given a higher or lower level test until he/she reaches his/her instructional level. Students are expected to achieve set reading levels on each benchmark which are based on the guiding reading levels equivalent to the CA Common Core Lexile levels. Teachers analyze student results using miscue analysis to determine the students accuracy and fluency needs and analyze student comprehension responses to determine their needs for making meaning when reading. The information gathered allows teachers to create plans for individual students, needs for intervention (Tier 2), and whole class instruction (Tier 1). (Research-based Assessment: “Reading and Writing Portfolio” by Pearson)

- **Math Benchmark:** The Fall, Winter, and Spring math number sense benchmark is given to
2nd-5th grade students. The purpose of this benchmark is twofold: 1) to diagnose the needs of individual students and 2) to obtain assessment information about a class as a whole. It is designed to provide detailed information about the level of number sense among individual students as well as students’ knowledge and use of important representations of number. This detailed information about student understanding is used both as a tool for determining which students need Tier 2 instruction and as a tool to determine what Tier 1 instruction the whole class needs. Because of the level of specificity of the rubrics used with these assessments, the data gathered can be used to design Tier 1 and 2 instruction to address student needs. (Research-based Assessment: Delaware Universal Screening Tool for Number Sense by Delaware Department of Education)

- **Writing Unit On-Demand Assessment:** For each of the three CA Common Core writing types students are given a minimum of one pre and post On-Demand writing exam. The writing prompt for each writing type is the same for all grade levels and only the given criteria is modified. The purpose of this type of exam is to not only see and individual students growth at his/her grade level, but his/her growth overtime across grade levels and school-wide achievement. Student writing is analyzed using grade level rubrics aligned to the CA Common Core writing and language standards that allow teacher to measure student performance at a grade level below, at the current grade level, and a grade level above. If a students work is below or above two or more levels the teachers use the rubric which best corresponds to the students writing. The flexible of this rubric system allows teacher to identify students individual writing needs, needs for intervention (Tier 2), and whole class instructional needs (Tier 1) prior to instruction and after unit completion. (Research-based Assessment: Units of Study in Opinion, Informational and Narrative Writing by Lucy Calkins)

**Benchmark Data Analysis**

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

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

Customized reports, created by the PUC Data Team, are another critical component of the PUC Milagro /PUC National Assessment system. The following report types provide teachers and leaders with actionable data that drives quality instruction:
**Teacher Reports:** After each benchmark assessment teachers complete data spreadsheets that are submitted to the PUC Data Team. The PUC Data Team compiles the data sheets in Tableau to process the information to provide individual student achievement data, classroom data, grade level data, and school-wide data. This data allows teachers to create individual support plans for students (Tier 1 and 2), classroom instructional plans, and reflect on personal development needs in the area of content instruction.

**Leader Reports:** Leaders 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.

In addition to the PUC Milagro Benchmark Assessment system, Teacher use the following assessments to monitor students’ progress and achievement in meeting the CA Common Core standards. In order to ensure continued growth for all students, PUC Milagro assessment measures take the following forms (in addition to the Benchmark exams):

**Performance/Culminating Assessments and Formative Tasks/Quizzes:** Performance assessments are tasks that require students to independently (and sometime collaboratively) apply all newly learned unit skills and content. PUC Milagro emphasizes authentic performance tasks that require students to use college ready skill and have real-world application. Every content unit has a performance/culminating CA Common Core based assessment.

To gage student performance beyond student work analysis, teachers give formative tasks/quizzes that provide information on students’ independent ability to demonstrate mastery of taught standards at specific points in the unit. These tasks/quizzes are either teacher generated and/or part of the unit assessment resources. This form of data provides information for both whole class planning and individual support.

**Criteria Charts, Checklist, and Individual Student Growth Goals:** PUC Milagro 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 performance. Teacher and student-generated CA Common Core based criteria charts and checklist are utilized to guide students towards achieving their personal best, self-evaluating and monitoring work, and setting individual growth goals during reflection and conferencing. Teacher use these tools to provide students with exemplars, focus individual conferences, and set goals for growth. Teachers use anecdotal records to record student progress in meeting criteria/checklist and achieving set growth goals.

**Daily and Weekly Analysis of Student Work Based on CA Common Core Learning Targets:** Teachers develop weekly/daily CA Common Core learning targets based on the grade level curriculum map and the previous week’s student work analysis. Learning targets are used during instruction to help students understand not only what they are learning, but also what they are expected to achieve through the gradual release process. Teacher analyze student work through quick checks after each workshop to understand which students met the target, which are close, and which need more support/re-teaching in a small group. Teachers also use the curriculum map
content goals to analyze student growth in meeting unit expectations. Teachers use this data to support individual student needs through conferencing, small group instruction, and plan whole group lessons. Teachers keep track of analysis through anecdotal records and student work sample portfolios.

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

**Assessments Not Yet Selected:** Assessments that have not yet been selected or created by PUC Milagro will be scrutinized to ensure they:

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

### 2.5 Data Analysis and Reporting

PUC Milagro 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 (Technical Education Research Center) has placed a strong emphasis on the use of data and has identified the top 10 uses of data (see below) as a lever of change. PUC Milagro concurs with each of the ten uses and is committed to establishing and maintaining a data driven culture.

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

(Love, 2000)
PUC’s School Success Plan (SSP) is an instructional and operational practice that serves as the foundation for the alignment of all school wide goals. Rooted in PUC’s three commitments, each school uses the SSP to articulate goals pertaining to student academic proficiency, college readiness and student and parent engagement so that our students achieve our mission by graduating from high school prepared for college success. Goals are crafted by the site leadership team using data and feedback from the previous school year. This data comes from a variety of sources including reflections from school wide professional development days, internal benchmark scores, state assessment results and parent and student surveys in order to provide a robust depiction of the culture and context of the school.

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

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

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

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

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

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

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

**Academic Data Collection**

PUC Milagro uses Tableau and Data Director to help teachers meet the needs of every student and to improve student performance. Tableau and Data Director are web-based data and assessment management systems that allow PUC Milagro to view, disaggregate, and analyze student assessment data. Teachers with students assigned to them automatically have access to Tableau and Data Director. Access permits a teacher to view each student’s past and present data. PUC has selected Data Director because it helps the entire staff make sense of a huge range of data to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data.

**Non-Academic Data Collection**

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

**Analysis**

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

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

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

Leader Reports: Leaders 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.

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

Teachers
Teachers are responsible for collecting and maintaining organized files and to effectively document and share student outcomes. The teachers’ roles and responsibilities within PUC Milagro’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 scope and sequence of units based on students data determined needs.
- 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: grade level and cross grade level analysis of student On-demand writing assessments)
- 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 is 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 LA Board of Trustees via regular meetings and through updates that are provided by the school leader. The board will use data:

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

**PUC National**

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

- To determine professional development needs.
- To propose necessary changes to the allocation of instructional supports.
- To generate reports.
- To inform instructional and curricular decisions, applying lessons attained through its network.
- To assist in the disaggregation of data.
- To correct problems as they arise.
- To look deeply at the impact of policies and practices on student learning.
- To identify assessment windows and integrate them into the school site calendar.
Students
PUC Milagro students are trained to value assessment feedback. Students must become advocates of their own success. PUC Milagro 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 are 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 growing, what they have accomplished, and what they need to work on. As learning targets and growth goals 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 are cultivated as critical partners in the education of their child and are fundamental in supporting the child’s progress. Parents learn what is expected of them as partners in their children’s education at parent meetings, workshops, and family/student lead conferences. Teachers communicate expectations, current learning goals, and individual student progress with parents through classroom newsletters about current classroom learning, notes home about special projects or needed classroom support, individual notes home, weekly behavior charts, goal achievement cards, requested family conferences, the yearly “Conference Checklist” and the first and second semester report cards. Standardized assessment reports are mailed home each year for CST (and will be for CASSPP) and CEDLT exams.

Parents 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, check-ins with the teacher, participation in the weekly “Family Sharing and Reading” on Thursdays, volunteering in the classroom, and reading with their child on a weekly basis. Parents are also encouraged to request meetings with the Administration, the Teacher, and/or the Inclusion Team anytime they have a concern or want to discuss their child’s academic progress.

2.6 Grading and Progress Reporting
The PUC Milagro grading scale is based on a student’s ability to demonstrate mastery of grade level standards. Students’ work is analyzed to determine their individual development based on specific criteria within California CA Common Core Standards. Benchmark test are given in Reading, Math, and Writing to determine summative levels of performance in relation to student achievement of CA Common Core standards in the Fall, Winter, and Spring.

Report Cards
Both classroom and benchmark data are used in determining students grades in reading, writing, listening and speaking, math, social studies, science, and “life skills” on the grade level specific CA Common Core based report card. Students are not graded based on effort or in comparison to other students in core academic areas. Teachers provide both grades and a narrative explanation
(in families home language) to explain students current academic mastery of grade level’s standards.

First semester grades reflect a students’ learning over a five month period. During first semester students have not be introduced to all of the content and skills required by each of the core academic standards and therefore cannot receive a “4”. By the end of the Second Semester all content and skills required by the standards has been taught. At the completion of the second semester students are expected to receive no lower than a “2” in all core academic subjects.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 = Achieving grade level standards</td>
<td>4 = Exceeding grade level standards</td>
<td></td>
</tr>
<tr>
<td>2 = Making progress towards grade level standards</td>
<td>3 = Achieving grade level standards</td>
<td></td>
</tr>
<tr>
<td>1 = Beginning progress towards grade level standards</td>
<td>2 = Making progress towards grade level standards</td>
<td></td>
</tr>
<tr>
<td>I/P = Inadequate progress towards grade level standards</td>
<td>1 = Beginning progress towards grade level standards</td>
<td></td>
</tr>
<tr>
<td>N/E = Not evaluated at this time</td>
<td>I/P = Inadequate progress towards grade level standards</td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale for Non-Core Academic Subjects

- E = Exceeds expectations
- S = Satisfactory meets expectations
- I = Improving towards expectations

Conferencing

As a way to monitor students year to year progress each family attends a minimum of one Teacher-led family conference a year. During this conference the teacher discusses the student’s academic strengths, challenges, their fall assessment results, goals, and strategies for supporting learning at home. The “Conference Checklist” give families are given a written report of this information.

Matriculation

Students must demonstrate that they are making progress towards all grade level standards. Families are informed during the Fall Family conference, the 1st semester report card, and during a minimum of two FST (Family Support Team) meetings if their child is unable to make adequate progress in meeting grade level standards. A determination for retention is not made until June and is made by the student’s FST team members (Teacher, Parents, Administration and possibly a member of the Inclusion team) In addition, regular school attendance is mandatory for matriculation, as per guidelines in the “Family Compact”; students are to have no more than 16 absences over the course of 2 semesters. The school will provide all students every opportunity to meet the matriculation requirements. The students and families are also responsible to take advantage of the opportunities provided in order for the student to matriculate.
ELEMENT 4 – GOVERNANCE
“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

GENERAL PROVISIONS

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

PUC Milagro shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary
school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with PUC SRCA, that PUC Milagro does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

PUC Milagro shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.

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

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

LEGAL AND POLICY COMPLIANCE

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

RESPONDING TO INQUIRIES

PUC SRCA, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. PUC SRCA, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

NOTIFICATION OF THE DISTRICT

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

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

**4.1 Governance Structure**

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

The Partnerships to Uplift Communities Los Angeles (PUC LA) Board of Trustees, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern PUC Milagro in a manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board role is one of oversight of school management – specifically, oversight and management of the Regional Director who has oversight of the Principal.

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

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

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

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

- **Appeals by parents.** The Board hears appeals by parents on matters of student discipline, including student expulsions.

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

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

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

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

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

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

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

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

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

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

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

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

The current membership is as follows:

Dr. John Biroc, Board President
Ed Palmer, Board Treasurer
Dr. Jacqueline Elliot, Board Secretary
Dr. Jeanne Adams
Gerard Montero
2 more members will be added

Employees of PUC National serving on the governing board of PUC Milagro will recuse themselves from any participation, discussion or voting on the governing Board of PUC Milagro regarding material transactions with PUC National. A transaction will be considered material which affects PUC Milagro by $25,000 or 10% of the revenue or expenses of the school, whichever is greater.

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

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

4.4 Governance Procedures and Operations

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

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

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

4.5 Governance Board Decision Making Process

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)
Except as otherwise may be provided in the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such trustees.

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

### 4.6 Stakeholder Involvement

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

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

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

Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to spend at least one full day per school year in the classrooms with the child.

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

- Monitoring Your Child’s Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child’s Educational Future (High School and College)
The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

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

**School Advisory Council**

The School Advisory Council consists of parents, students, community members, teachers and school site administrators. PUC SRCA’s council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns. The school site administrator (Principal or Assistant Principal) will be responsible for communicating all Council policy meeting notes and policy recommendations to the PUC LA Board of Trustees. The Advisory Council meet at least once per month and reports from the meetings and policy recommendations from the Site Advisory Councils are forwarded to the PUC–Los Angeles Board of Trustees. School Advisory Council members are encouraged to attend the Board meetings.
Element 5 – Employee Qualifications

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

Equal Employment Opportunity

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

NCLB and Credentialing Requirements

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

5.1 Positions

The following list represents the employment positions in the school.

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

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

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

Responsibilities:

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

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

External Relations
- Articulate and advocate the school’s mission and values publicly to generate support
- Identify and build relationships with other Regional Directors in the national PUC network; demonstrate significant leadership within that community
- Develop, cultivate and manage relationships with local Board members, district and community leaders, political organizations and leadership to develop a strong community presence, foster key partnerships and ensure growth and sustainability
- Ensure that all key constituents are communicated with and kept fully informed on key developments and national PUC initiatives
• As appropriate, take advantage of opportunities to engage in national dialogue around issues of education and the PUC Milagro movement
• Work effectively with local media to create a strong, positive local presence; participate in select events and speaking engagements as a spokesperson for PUC’s mission and impact

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

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

Responsibilities:
School Culture
• The principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture
• The principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school
• The principal will continually build and maintain an environment that promotes PUC Schools’ values and vision while developing a sense of community in the school
• The principal will plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc
Staff Leadership & Development
- The principal will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve scholarly/student performance and rigorous expectations.
- The principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly professional development/staff meetings in alignment with PUC Schools’ performance management system.

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

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

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

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

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

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

Qualifications:

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

Skills:

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

Physical Education Teachers

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

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

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

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

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

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

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

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

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone using a professional and courteous manner.
- Ensure that the semi-monthly timesheets are collected and submitted to the Home Office by the designated date on the payroll schedule to the Payroll Administrator. Ensure the timesheets are signed by the principal.
- Record daily attendance for all School Staff in the attendance book. Submit monthly attendance report to the Office Manager of the Home Office.
- Coordinate substitute teacher coverage by first communicating with teachers, then assistant principal and, lastly, principals.
- Supervise and delegate duties to Office Assistants.
- Oversee and record facility maintenance.
- Responsible for vendor quotes and relations.
- Maintain accurate record of all keys and assets that have been distributed.
- Responsible for Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Arrange for timely delivery of manual checks, deposits and supporting documents to home office.
- Work with site principal, assistant principal, teachers and home office regarding any project or special requests.
- Take responsibility for initiation through completion of all tasks.
- Oversee the maintenance of all office equipment and school facility.
- Adhere to all policies, practices and procedures established by PUC National and approved by PUC LA.
- Understand goals of PUC Schools and assist in achieving them.
- Responsible for developing the monthly school newsletter on a monthly basis.
- In charge of parent correspondence and mailings.
- Assist with translations (English to Spanish).
- Maintain petty cash.
- Provide the Home office with school pictures and activities as needed.
- Responsible for the maintenance, storage, and security of all student files.
- Responsible for inputting and maintaining student data into PowerSchool and CUM files.
- Student meal applications.
- Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.
- Responsible for daily attendance books for statistical and classification reports at the end of the month. The daily attendance books should be submitted to PUC National by the week prior to the week due. Schedule for reports due will be given to each school site.
- Responsible for count, call-in, counting money, making list, and keying lunch counts.
- Assist teachers with photocopying and appointment set-up with parents.
- Oversee all fundraising funds collection including student store (if applicable).
- Responsible for checking school voicemail periodically on a daily basis.
Qualifications:
- B.A./B.S. degree preferred
- Must have 1-2 years of Management experience
- Must have knowledge in the use of a copier and fax machine
- Must have 2+ years of Customer Service experience
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel

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

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

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

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

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

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

Skills:
• Must possess great customer service and communication skills.
• Bilingual in Spanish is highly preferred.
Element 6 – Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237.”

Ed. Code § 47605 (b)(5)(F)

Health, Safety and Emergency Plan

PUC Milagro shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. PUC Milagro shall ensure that staff receives annual training on charter school’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. PUC Milagro shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Checks and Fingerprinting

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

Immunization and Health Screening Requirements

PUC Milagro shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. PUC Milagro shall maintain TB clearance records on file.
PUC Milagro shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. PUC Milagro shall maintain immunization records on file.

**ELEMENT 7 – RACIAL AND ETHNIC BALANCE**

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

**COURT-ORDERED INTEGRATION**

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

PUC Milagro has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. *(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))*.

The written plan lists specific dates and locations of recruitment activities that PUC Milagro will undertake in order to achieve the District’s Racial and Ethnic Balance goal. PUC Milagro shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, PUC Milagro shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for PUC Milagro students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

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

The District and PUC Milagro are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). PUC Milagro agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.
As required under NCLB, all NCLB-PSC students attending PUC Milagro shall have the right to continue attending PUC Milagro until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to PUC Milagro shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

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

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

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, PUC Milagro has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. PUC Milagro understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. PUC Milagro agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

7.1 Annual Outreach Efforts

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

It is the objective of PUC Milagro to notify parents and students in the community through the following methods:
• Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
• Letters sent to existing PUC families. The letter will include enrollment period and lottery information (location, date, time).
• Community outreach efforts including working with local council members’ field offices, local public libraries, park and recreation centers, community based organizations, and churches and synagogues.
• Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).
• PUC Milagro will participate in presentations to local elementary schools. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).
• Developing and maintaining a web site with current information about the school. The website will include enrollment period and lottery information (location, date, time).
• All outreach efforts will be completed in both English and Spanish.
7.2 Racial and Ethnic Balance

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

PUC Milagro 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 – ADMISIONS**

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

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

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

**NON-DISCRIMINATION**

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

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

**8.1 Specific Admission Requirements**

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

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

- Students will be recruited from the Northeast Los Angeles where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools under the guidance of the school administration in order to avoid disruption, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).
- PUC Milagro will participate in presentations to local elementary schools at the discretion of the local school administration as to avoid disruption. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).
- All students will be encouraged to apply, if interested.
- There will be no special qualifications required for admission to PUC Milagro.

8.3 Admission Preferences

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

- Students who reside in the Los Angeles Unified School District (to include LAUSD traveling students, if space is available)
- Siblings of students currently enrolled, or wards of their parents. A ward is a child whom the parent of a current student has custody.
- Pupils who reside in the Lincoln Heights neighborhood (preference shall be implemented as exemptions to the lottery)
- Children of current employees and developers* of PUC Milagro, not to exceed 10% of the school population.

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

8.4 Implementation of Public Random Drawing

As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing (respecting the admissions priorities stated below). Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep families together.

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

The random public drawing shall be conducted as follows:

a. Kindergarten lottery will be conducted first following the preferences listed above (8.3).

b. In grades 1st through 5th should there be spaces available; these will be filled through a lottery following the preferences listed above (8.3).

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

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

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

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

The enrollment period will be advertised in the Northeast Los Angeles during the months of November and December utilizing the methods listed above. The enrollment period will take place during January 1st through February 15th, during which time space requests will be made available at the school site for applicants. The lottery will take place, as needed, on the last Friday in February beginning at 8:00 am and will be held in the PUC Education Complex Multi-purpose room. Application to PUC Milagro 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 PUC Milagro.
Parents and students will be informed of the date, time and location of the public random drawing at the time they fill out an “Enrollment request/lottery form” for admission into the school. Date, time and location of the public random drawing will be printed on the space request and those completing a space request will receive a copy of their completed form. The date, time and location are also available for all staff and other interested parties per request, at the school site.

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

Wait-lists will be maintained for the current enrollment year only. It will be kept until October 1st. Families interested in remaining on the waiting list for the current school year must inform the PUC Milagro office by e-mail or U.S. mail on or before October 1st Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year. Any enrollment forms applying for enrollment received after the open-application deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:
- The student is accepted into the charter school as space becomes available and enrolls in the charter school.
- The parent/guardian requests that the student be removed from the wait-list.
- 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 waiting list is created during the original lottery which took into account the priorities set forth in this petition. The notification will be phoned and/or emailed to contact information on the application of interest.

It is the parent or guardians responsibility to update their contact information continuously with the charter school. The charter school shall not be responsible for failed attempts 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:
- Accept the available slot within 2 business days of the offer.
- Decline the available slot and be removed from the wait-list.
- Decline the available slot and be placed at the end of the wait-list.
- If the school does not receive a response within 2 business days of the offer, the school will deem the parent to have declined the available slot and remove the student from the wait-list.
If the slot is accepted, a written notification with the enrollment packet will be sent to the address on the application of interest form. The parent/guardian has seven (7) more days to return a completed enrollment packet and schedule a parent orientation and start date for the student or the slot will be forfeited.

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

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

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

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:
  • P1, first week of January
  • P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

9.1 Annual Audit Procedures

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

The PUC National Chief Financial Officer, in collaboration with the PUC National CEO will be responsible for contracting and overseeing the independent financial audit which will be reported to the PUC LA Board and Regional Director.
The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, PUC Milagro will send a copy its annual audited financial report to the chief financial officer of the Los Angeles Unified School District, LA County and the California Department of Education by December 15 of each year.

The PUC National CFO and CEO will review any audit exceptions or deficiencies and report to the PUC LA Board of Directors with recommendations on how to resolve them. The PUC LA Board will report to the LAUSD regarding how the exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of the LAUSD.

In accordance with California charter law and LAUSD requirements, an independent financial audit will be conducted at PUC Milagro annually. The PUC LA Board of Trustees will be responsible for approving the selection of the auditor each year.

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to
comply with the mandates of state and federal laws, including IDEA and Section 504 of the
Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the
District and Charter School, an IEP team, including a District representative, will meet to
conduct a manifestation determination and to discuss alternative placement utilizing the
District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion
for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination
meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s
disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

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

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

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. PUC Milagro takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. When a student’s actions violate the school’s values there are consequences aligned to the offense. The matrix below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.

<table>
<thead>
<tr>
<th>Must Recommend Expulsions Non-Discretionary</th>
<th>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</th>
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</thead>
</table>
| **Education Code (EC) 48915(c)**<br>Act must be committed at school or school activity.  
1. Firearm  
a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.  
b. Selling or otherwise furnishing a firearm.  
c. Brandishing a knife at another person.  
d. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.  
e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.  
f. Possession of an explosive. | 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 one avoirdupois 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. | Acts committed at school or school activity or on the way to and from school or school activity.  
a. Inflicted physical injury<sup>5</sup>  
b. 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<sup>6</sup>  
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 means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. |
The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

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

8. Participating in the act of hate Violence and Terroristic Threats

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

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

PUC Milagro will implement a discipline policy that will be printed in the school's student handbook. The discipline policy will be communicated to all stakeholders through distribution of the student handbook. The parent/student handbook will be developed prior to the onset of the opening school year school year as a result of a collaborative process between school staff, parents and students. The process will not be discriminatory, arbitrary or capricious. The process will follow general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior. PUC Community Charter Middle School’s Student/Parent Handbook will be consistent with the provisions in Element 10 of the charter.

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

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

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

Notification of Policies

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

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

10.3 Discipline Foundation Policy

Traditionally, positive behaviors (e.g., compliance with classroom rules and expectations, interest and engagement in class activities, and mastery of subject matter) have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). A key design that drives all PUC schools is our positive school culture. PUC Milagro will strategically cultivate a positive school environment that is characterized by mutual respect. Students are introduced to the school’s core values on opening day. Through consistent modeling and regular practice, the entire school community (students, teachers, administration, families, and community members) adopts them as their own.

At PCCE, we believe “high, clear, and consistent expectations support students’ self-confidence, their belief that their efforts will lead to success and their engagement in school” (Eccles et al. (1983); Gambone, Klem, Summers, and Akey (2004); Wigfield and Harold (1992).). A substantial body of evidence demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (19Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). PUC Milagro takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The school proactively shares with students and families the behavior expectations that all students will meet. We keep these behavior expectations simple: the 4 Ps: Prompt, Polite, Productive, and Prepared. These expectations are broad and apply to most behavioral situations. In addition, each grade level, with approval from the principal, defines important routines that students will follow in meeting the 4 Ps. These routines are shared with students and families, are proactively taught, and are consistently reinforced in all classrooms.

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

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

10.4 Suspension and Expulsion Procedures

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

Suspension Procedures

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

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

1. Informal Conference
2. Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal
3. The conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil shall be notified of the pupil’s right to return to school for the purpose of the conference
4. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense
5. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization
6. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials

Suspension Notification

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

Suspension Time Limits

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will insure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.

Suspension Appeal Process

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

1. To initiate an appeal, the student or parent or guardian must contact the Regional Director in writing from the day of suspension to five (5) school days following the last day of the student’s suspension.
2. An alternate PUC Regional Director who was not involved in the initial suspension will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Regional Director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
3. Based on the information submitted or requested, the Regional Director may make one of the following decisions regarding the suspension:
   a. Uphold the suspension
   b. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
   c. Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
4. The Regional Director will mail a copy of the decision to the parent or guardian and student within five days of the issuing the decision. A copy of the decision will also be mailed to the school principal.
Authority to Expel

A pupil may be expelled by the Expulsion Panel (consisting of school administrators as authorized by the PUC-Los Angeles Board of Trustees) following an expulsion hearing. The Expulsion Panel may expel any pupil found to have committed an expellable offense. The student will return to the charter school if not expelled.

Expulsion Procedures

Upon recommendation of expulsion by the principal, the pupil and pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

(1) the pupil’s presence will be disruptive to the education process or
(2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

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

1. The expulsion hearing will be presided over by the Expulsion panel and the outcome will be reported to the Board of Trustees.

2. Written notice of the hearing shall be forwarded to the pupil and the pupil’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
   a. The date and place of the expulsion hearing
   b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
   c. A copy of PCCE disciplinary rules which relate to the alleged violation
   d. Notification of the pupil’s or parent/guardian’s obligation provide information about the pupil’s status at the school to any other school district or school to which the pupil seeks enrollment.
   e. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
   f. The right to inspect and obtain copies of all documents to be used at the hearing.
g. The opportunity to confront and question all witnesses who testify at the hearing.

h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil’s behalf including witnesses.

**Recording of Hearing**

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

**Presentation of Evidence**

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

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

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

The principal’s recommendation to expel a student shall be made in the form of a written recommendation to the Expulsion Panel who will make a final decision regarding the expulsion. The final decision by the **Expulsion Panel** shall be made within ten (10) school days following the conclusion of the hearing.

**Notification of Expulsion**

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

1. Notice of the specific offense committed by the pupil.
2. Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
(3) Notice of the pupil’s or parent/guardian’s obligation to inform any new district in which the pupil seeks to enroll of the pupil’s status with PCCE.
(4) Effective date of expulsion.
(5) Date the student to be reviewed for readmission.

**Expulsion Appeal Process**

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

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

Based on the information submitted or requested, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion:

1. Uphold the expulsion
2. Determine that the expulsion was not within the school’s guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. In the case of a suspension that leads to an expulsion followed by an appeal, another Regional Director other than the one who heard the original suspension will hear the suspension appeal.

The Regional Director will contact the family and mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed to the school principal. The principal will immediately work with the family to bring the student back to school no later than 5 days after the family is contacted.

**Notification of the District**

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

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

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

Records and Reporting

OUTCOME DATA
Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Outcome data will include:

• Suspensions
• Expulsions & Expulsion Placements
• Reinstatements
• Out of District Expellees

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

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

If a student is under an expulsion order from another school district (LEA), all information must be provided to the PUC Los Angeles Regional Director for review. The PUC Los Angeles Regional Director will determine if enrollment will be granted.

10.5 Rehabilitation, Readmission, and Interim Placement

Rehabilitation Plans

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

Readmission

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

Reinstatement

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

Gun Free Schools Act

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

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

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

11.1 Retirement Programs for Certificated, Classified, and Other Staff

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

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

The PUC National Director of Human Resources and PUC National CEO will be responsible for ensuring that appropriate arrangements for coverage have been made.
**ELEMENT 12 – ATTENDANCE ALTERNATIVES**

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

Pupils who choose not to attend PUC Milagro may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13 – DISTRICT EMPLOYEE RIGHTS

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

Employees of the District who choose to leave the employment of the District to work at PUC Milagro shall have no automatic rights of return to the District after employment at PUC Milagro unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with PUC Milagro will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
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 PUC Milagro agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and PUC Milagro, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and PUC Milagro shall be resolved in accordance with the procedures set forth below:

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

To Charter School c/o School Director: PUC Milagro Charter School
1855 N Main Street
Los Angeles, CA 90031

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 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

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

PUC Milagro is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, PUC Milagro shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16 – PROCEDURE IF PUC MILAGRO CLOSES

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close PUC Milagro, either by the governing board of PUC Milagro or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of PUC Milagro votes to close PUC Milagro; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for PUC Milagro closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “PUC Milagro” apply to PUC Milagro, including its nonprofit corporation and governing board.
Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The CSD, if the Closing Action is an act of PUC Milagro. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in PUC Milagro within 72 hours of the Closure Action. PUC Milagro shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). PUC Milagro shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. PUC Milagro shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. PUC Milagro shall send written notification of the Closure Action to the SELPA in which PUC Milagro participates by registered mail within 72 hours of the Closure Action. PUC Milagro shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, PUC Milagro shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. PUC Milagro shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). PUC Milagro shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. PUC Milagro shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of PUC Milagro. PUC Milagro shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. PUC Milagro shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. PUC Milagro shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

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

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

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

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

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

**School and Student Records Retention and Transfer**
PUC Milagro shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

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

2. PUC Milagro’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. PUC Milagro 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 PUC Milagro closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

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

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

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

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

**Financial Close-Out**

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

PUC Milagro shall ensure completion of an independent final audit within six months after the closure of the school that includes:

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

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

PUC Milagro shall pay for the financial closeout audit of PUC Milagro. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by PUC Milagro will be the responsibility of PUC Milagro and not LAUSD. PUC Milagro understands and acknowledges that PUC Milagro will cover the outstanding debts or liabilities of PUC Milagro. Any unused monies at the time of the audit will be returned to the appropriate funding source. PUC Milagro
understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which PUC Milagro participates, and other categorical funds will be returned to the source of funds. PUC Milagro shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

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

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

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of the PUC Milagro. PUC Milagro closure procedures must also ensure appropriate disposal, in accordance with PUC Milagro’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the PUC Milagro have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

PUC Milagro’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
PUC Milagro shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

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

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end PUC Milagro’s right to operate as a charter school or cause PUC Milagro to cease operation. PUC Milagro and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should PUC Milagro 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 PUC Milagro is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, PUC Milagro shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition PUC Milagro will occupy and use any LAUSD facilities, PUC Milagro shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

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

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

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

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

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

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

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**:
  1. **Pro Rata Share**: LAUSD shall collect and PUC Milagro shall pay a Pro Rata Share for facilities costs as provided in the PUC Milagro Act of 1992 and its
regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, PUC Milagro shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or PUC Milagro’s legal or equitable interest created by the use agreement.

• Maintenance & Operations Services: In the event LAUSD agrees to allow PUC Milagro to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by PUC Milagro.

(i) Co-Location: If PUC Milagro is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and PUC Milagro shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If PUC Milagro is a sole occupant of LAUSD facilities, LAUSD shall allow PUC Milagro, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and PUC Milagro shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• Real Property Insurance: Prior to occupancy, PUC Milagro shall satisfy those requirements to participate in LAUSD’s property insurance or, if PUC Milagro is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. PUC Milagro shall have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF PUC Milagro is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The PUC Milagro facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the PUC Milagro is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed PUC Milagro facility. PUC Milagro shall implement any corrective actions, orders to comply, or notices issued by
the authorized building and safety agency. PUC Milagro 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. PUC Milagro may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If PUC Milagro moves or expands to another facility during the term of this charter, PUC Milagro shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

**INSURANCE**

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

It shall be PUC Milagro’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 insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and PUC Milagro's insurance shall be primary despite any conflicting provisions in PUC Milagro's policy. Coverage shall be maintained with no Self-Insured
Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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

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

4. Crime Insurance or Fidelity Bond coverage shall be maintained by PUC Milagro to cover all PUC Milagro employees who handle, process or otherwise have responsibility for PUC Milagro 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 insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and PUC Milagro's insurance shall be primary despite any conflicting provisions in PUC Milagro's policy.

Evidence of Insurance
PUC SRCA 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 PUC Milagro deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of PUC Milagro.

**Hold Harmless/Indemnification Provision**

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

**FISCAL MATTERS**

**District Oversight Costs**

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

**Cash Reserves**

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

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

**Audit and Inspection of Records**

PUC Milagro agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

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

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

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

**Internal Fiscal Controls**
PUC Milagro will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
PUC Milagro acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating PUC Milagro apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 47604.33 and 47606.5, PUC Milagro shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)
ADDENDUM
District Required Language for Independent Charter School
Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

PUC Milagro Charter School (hereinafter “PUC MILAGRO CHARTER SCHOOL” or “Charter School”) shall:

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

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

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

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

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

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

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

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

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

**Element 1 – The Educational Program**

**General Information**

- The contact person for PUC Milagro: Sascha Robinett, Principal
- The contact address for PUC Milagro is: 1855 N. Main St., Los Angeles, Ca. 90031
- The contact phone number for PUC Milagro is: (323) 223-1786
- The proposed address or target community of PUC Milagro is: Northeast Los Angeles specifically the communities of Lincoln Heights and El Sereno which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 2 and Educational Service Center North.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of PUC Milagro is K – 5th
- The number of students in the first year will be: 288
- The grade level(s) of the students in the first year will be K – 5th
- The scheduled opening date of PUC Milagro is: September 2014
- The admission requirements include: No admissions requirements
- The enrollment capacity is: 300 (Enrollment capacity is defined as all students who are enrolled in PUC Milagro regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for PUC Milagro will be: 8:20-3:00
- If space is available, traveling students will have the option to attend. Yes

**Local Control and Accountability Plan**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

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

**TRANSITIONAL KINDERGARTEN**

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

**ENGLISH LEARNERS**

PUC MILAGRO CHARTER SCHOOL is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), PUC MILAGRO CHARTER SCHOOL shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

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

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

PUC MILAGRO CHARTER SCHOOL shall administer the CELDT annually in accordance with federal and state requirements.

PUC MILAGRO CHARTER SCHOOL shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the

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

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

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

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

**Modified Consent Decree Requirements**

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

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

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

- **STAR – Preliminary and Final. (Including Charter Schools)**

  The usual file including District ID.

- **Norm day – 2013**

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

- **CBEDS – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**

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

- **Dropout 2012-13 (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**
Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

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

Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


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

STANDARDIZED TESTING

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

Element 4 – Governance

GENERAL PROVISIONS

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

PUC MILAGRO CHARTER SCHOOL shall comply with the Brown Act and the Public Records Act.

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

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

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

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

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

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that PUC MILAGRO CHARTER SCHOOL does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.

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

**LEGAL AND POLICY COMPLIANCE**

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

**RESPONDING TO INQUIRIES**

PUC MILAGRO CHARTER SCHOOL, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. PUC MILAGRO CHARTER SCHOOL, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

**NOTIFICATION OF THE DISTRICT**

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

**TRANSFER OF STUDENT RECORDS**

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

**Element 5 – Employee Qualifications**

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

**NCLB AND CREDENTIALING REQUIREMENTS**

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

**Element 6 – Health and Safety Procedures**

**HEALTH, SAFETY AND EMERGENCY PLAN**

PUC MILAGRO CHARTER SCHOOL shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. PUC MILAGRO CHARTER SCHOOL shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**Element 7 – Means to Achieve Racial and Ethnic Balance**

**COURT-ORDERED INTEGRATION**

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

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

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

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

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, PUC MILAGRO CHARTER SCHOOL has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. PUC MILAGRO CHARTER SCHOOL understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. PUC MILAGRO CHARTER SCHOOL agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where
applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

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

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

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

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

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

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

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

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

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

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

**Element 8 – Admission Requirements**

**McKinney-Vento Homeless Assistance Act**

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

**NON-DISCRIMINATION**

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

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

**Element 9 – Annual Financial Audits**

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to school’s Calendar
r. Statistical Report – monthly according to school’s Calendar of Reports
   In addition:
       • P1, first week of January
       • P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

**Element 10 – Suspension and Expulsion Procedures**
**GENERAL PROVISIONS**

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

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

**STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

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

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

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

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

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

**READMISSION**

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.

**Element 11 – Employee Retirement Systems**

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

**Element 12 – Public School Attendance Alternatives**

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

**Element 13 – Rights of District Employees**
Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**

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

Any Dispute between the District and PUC MILAGRO CHARTER SCHOOL shall be resolved in accordance with the procedures set forth below:

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

   To Charter School:  PUC MILAGRO CHARTER SCHOOL  
   c/o School Director  

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

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

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

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

**Element 15 – Exclusive Public School Employer**

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

**Element 16 – Charter School Closure Procedures**

**REVOCATION OF THE CHARTER**

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

The decision to close PUC MILAGRO CHARTER SCHOOL, either by the governing board of PUC MILAGRO CHARTER SCHOOL or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of PUC MILAGRO CHARTER SCHOOL votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to PUC MILAGRO CHARTER SCHOOL, including its nonprofit corporation and governing board.

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

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

**Notification of Closure Action**

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

9. The CSD, if the Closing Action is an act of PUC MILAGRO CHARTER SCHOOL. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

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

11. Los Angeles County Office of Education (LACOE). PUC MILAGRO CHARTER SCHOOL shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

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

13. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, PUC MILAGRO CHARTER SCHOOL shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

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

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

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

5. The effective date of the school closure

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

7. The students’ school districts of residence

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

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

3. A description of the circumstances of the closure

4. The location of student and personnel records

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

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

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

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

Notification of employees and vendors shall include:

4. The effective date of the school closure

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

6. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.
Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

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

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

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

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

11. PUC MILAGRO CHARTER SCHOOL must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

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

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

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

Financial Close-Out

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

PUC MILAGRO CHARTER SCHOOL shall ensure completion of an independent final audit within six months after the closure of the school that includes:

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

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

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

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

PUC MILAGRO CHARTER SCHOOL shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by PUC MILAGRO CHARTER SCHOOL will be the responsibility of PUC MILAGRO CHARTER SCHOOL and not LAUSD. PUC MILAGRO CHARTER SCHOOL understands and acknowledges that PUC MILAGRO CHARTER SCHOOL will cover the outstanding debts or liabilities of PUC MILAGRO CHARTER SCHOOL. Any unused monies at the time of the audit will be returned to the appropriate funding source. PUC MILAGRO CHARTER SCHOOL understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which PUC MILAGRO CHARTER SCHOOL participates, and other categorical funds will be returned to the source of funds.

PUC MILAGRO CHARTER SCHOOL shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.
For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

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

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

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

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

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

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

PUC MILAGRO CHARTER SCHOOL’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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

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

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

  g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
h. Make final federal tax payments (employee taxes, etc.)

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

j. File its final return with the IRS (Form 990 and Schedule).

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

Additional Provisions

FACILITIES

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

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

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).
The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

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

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

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

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**:
  - (iii) **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

  - (iv) **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.
  - (iii) **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.

  - (iv) **Sole Occupant**: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the
operations and maintenance services and payment for such services in the use agreement.

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

**Non-District-Owned Facilities**

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

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

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

The following insurance policies are required:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Fiscal Matters**

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

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

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

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

- Charter School is subject to District oversight.

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

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

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

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

Internal Fiscal Controls
PUC MILAGRO CHARTER SCHOOL will develop and maintain sound internal fiscal control policies governing all financial activities.

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

Local Control and Accountability Plan
In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)