

CPSEL 3: Management and Learning Environment

3.1 Ensure A Safe School Environment: The school leader institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through a positive climate.

To address safety concerns of our school community based on feedback, our school took multiple steps to observe CDC guidelines to make safety a top priority at our school. Leadership equipped the school and staff with appropriate personal protective equipment, including mandatory masks, social distancing measures, symptom checks, and implementing a planned reduction of the number of students in centers.

Additionally, our school created a COVID Taskforce at every school ensuring that appropriate safety measures are in place in the event of a COVID case. Our school prepared itself to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures. Working in conjunction with other charter partners and our charter management team, we developed a four phase plan for reopening our learning centers for in-person instruction. I've included a copy of this plan that was shared with all stakeholders.

In response to the COVID-19 Pandemic, and in an effort to reopen our schools for onsite learning, my Lancaster and Palmdale schools took measures to evaluate the school site and implement improvements to better serve students during this unprecedented time by developing an Exposure Management Plan. One of my first steps in this process was that I established a COVID-19 Compliance Task Force, headed by a Compliance Officer, who is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring staff and students receive appropriate education about COVID-19. I provided training for our Compliance Officer, and the training powerpoint is included as an artifact. The COVID-19 Compliance Officer will serve as a liaison to DPH in the event of a COVID-19 cluster or outbreak on campus. The OFY High Desert's COVID-19 Compliance Task Force has created the COVID-19 Exposure Management Plan. This plan has been developed in alignment with California State and Los Angeles County Departments of Public Health and California Department of Education guidance. While continuing to follow the guidance and requirements of the local and state public health departments and the CDE, my Compliance Task Force and I collaborated with our Charter partners to develop our COVID-19 School Safety Plan, which supersedes the Exposure Management Plan. I've included a sample of an Exposure Management Plan for my Lancaster school site, as well as the COVID-19 School Safety Plan. The Compliance Task Force Team will be providing education and training to staff upon their

return to the school sites as well as providing this education to our students and families.

3.2 Create An Infrastructure To Support An Effective Learning Environment: The school leader demonstrates a deep understanding of organizational and systems theory. She or he incorporates and guides a variety of monitoring and assessment activities that support continuous development and improvement on the part of teachers and students.

A very important responsibility as the principal is to create an infrastructure to support an effective learning environment. As a brand new charter school with increasingly student enrollment numbers, my efforts revolved around hiring new teachers and support staff in order to meet my goal of offering an effective learning environment. I worked closely with our charter management team, business and accounting office, recruitment team, my assistant principal and our human resources department to hire highly qualified staff for my two schools. This entailed hours of budget planning, collaboration with my fellow charter principals, opening new hire requisitions, pre-screening, interviewing and training. I've included a sample of my interview notes, as well as a sample spreadsheet of future staffing needs for my two schools and other regions within our charter. With these new hires came training. My Assistant Principal and I developed detailed training plans for each of our new hires. A copy of the training slides are included as artifacts.

A very important part of managing the school as a learning-support system is involving all stakeholders in actively and effectively sharing responsibility for planning, decision making, and problem solving at the site. For this reason, I empowered and challenged my Assistant Principal to develop a Parent Seminar addendum that would be included in our students' curriculum, Academic Success course. This course is given to students upon enrollment into our program. As a leadership team, we feel that we are in need of parent/guardian support in order for them to further support their students. This parent section went through stakeholder review, and is currently being further developed and revised by our curriculum department. I have included a copy of this addendum as evidence.

3.3 Manage The School As A Learning-Support System: The school leader demonstrates expertise in linking management strategies to goals of achieving standards in teaching and learning.

The more I'm immersed in the principal role, the more I see the importance and connection of data providing guidance in order to develop goals to achieve standards in teaching and learning. Early this school year, I collaborated with our teaching and learning department to help develop a professional development to instruct our teachers and support staff in learning how to digest our Renaissance Star benchmark

assessment data. A copy of this PD is included as evidence. This benchmark is given to our students three times a year, and is used to assess the academic growth or learning loss of our students in the ELA and Math. Empowering teachers and staff with the knowledge of being able to digest the data, they can then determine the course of action that needs to be taken to address the learning gaps or gains of our students. With the assistance of our support staff, we were able to develop a tracking system for teachers which contains scores for easy access. I have included a sample of the tracking system as evidence.

Since having gone to distance learning, everything went pretty much digital. My staff needed access to documents and links to our frequently used websites. With the support of my Assistant Principal, we created the HD Buffalo Master Hub, which houses every document, links to important sites, meeting links, everything we possibly need to support the teachers and staff in a one-stop shop. I included a snapshot of this Hub as evidence.

3.4 Maintain Legal Integrity: The school leader demonstrates through her or his communication and behavior a deep understanding of legal issues affecting students, teachers, and the school, and a principled commitment to act with integrity.

I connected this substandard with 3.1 because I'm in constant communication and meetings with our charter school's management team, as well as attending reopening webinars put on by the CDE and LA County Public Health Department.

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In order to be allowed to reopen our schools to students, we had a school-site health inspector from the Los Angeles County Department of Public Health conduct an inspection of both my schools. The inspector checked that we met the following criteria: workplace policies and practices to protect staff, physical distancing measure in place, and that infection control measures were in place. The inspector was very impressed by our preparedness and only had a few minor recommendations. I've included the inspector's checklist as evidence.