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## **PUC SCHOOLS**

### **The Design and Implementation of an Early College High School Program**

June 2007

## **INFORMATION ABOUT THIS TOOL**

This case demonstrates how Partnerships to Uplift Communities (PUC Schools) has partnered with local colleges to promote college readiness and to enable students to take college-level courses for credit while still in high school.

This case study was prepared by FSG Social Impact Advisors. FSG is a nonprofit consulting firm that provides guidance to foundations, corporations, nonprofits, and other public sector entities on issues of strategy, evaluation, and operations. FSG was commissioned by NewSchools Venture Fund to document “best practices” of portfolio ventures in a format that could be shared across the NewSchools portfolio. To complete this case study, FSG conducted background research on PUC Schools and interviewed Ref Rodriguez, Co-Founder and Co-CEO; Darryl Adams, Principal, CALS Early College High School; Michael Kinnaman, Assistant Principal, Community Charter Early College High School; Amanda Malagon, College Counselor at Community Charter Early College High School; and Veronica De Leon, a senior at CALS Early College High School. Misha Simmonds of NewSchools Venture Fund provided additional context on PUC Schools.

## **DISCUSSION QUESTIONS**

We hope that reading this case study sparks conversations about how the practices highlighted here relate to your own organization. To help facilitate that process, we have developed the questions below to help guide these discussions. We encourage you to keep them in mind as you read through the case study and to refer back to them as your organization reflects on the case study’s implications for your own organization.

1. How does PUC Schools’ Early College High School (ECHS) program prepare students for college?
2. Are there local colleges or universities with which you could partner to develop a similar model?
3. How can you create a full college-focused experience that is about more than earning college credits? Are there other ways to create similar experiences for your students?

## INTRODUCTION AND OVERVIEW

Despite widespread agreement about the importance of college, access to higher education is not a reality for a large number of low-income and minority youth. Just 60 percent of low-income youth in the United States graduate from high school, one in three enroll in college, and only one in seven earn a bachelor's degree. High school dropouts are four times as likely as college graduates to be unemployed, and if they do find employment, they will earn nearly 60 percent less than their college-educated counterparts. Even worse, these youth are far more likely to wind up incarcerated; approximately four out of every five prison inmates did not graduate from high school.<sup>1</sup>

*Research indicates that a successful college experience prior to high school graduation significantly increases the likelihood of college matriculation and graduation. These positive outcomes appear to be greatest for low-income and minority students.*

The James Irvine Foundation

While these statistics paint a grim picture of the future many youth have in store, an increasing number of schools are undertaking sustained efforts to reverse these trends and get low-income youth into college. One approach is the Early College High School (ECHS) model. By increasing exposure and access to college from an early age, the ECHS program is increasing the number of students who graduate from high school and go on to pursue post-secondary education — an opportunity that can fundamentally transform the lives of low-income youth.

The following case study profiles the use of the ECHS model by Partnerships to Uplift Communities (PUC Schools), a charter school management organization (CMO) based in Los Angeles. PUC's program can be instructive for other CMOs interested in promoting college readiness, creating a college-going culture in their schools, and providing students with the opportunity to take college-level courses while still in high school.

### PUC Background

PUC was formed in 2003 as a partnership between Jackie Elliot and Ref Rodriguez, two longtime educators and charter school principals who shared a common vision for providing high quality educational opportunities for low-income youth in the Los Angeles area. As stated in PUC's mission, the organization's aim is *"to develop and manage high-quality charter schools in densely populated urban communities with overcrowded and low-achieving schools. We create school programs and cultures that result in college graduation for all students. We focus on developing secondary schools partnered with strong feeder elementary programs. We uplift and revitalize communities through the development of educational and other supportive partnerships."*<sup>2</sup>

PUC currently operates seven charter schools in Northeast Los Angeles and the San Fernando Valley, including one elementary school, four middle schools and two high schools, serving more than 1,300 students. About 96 percent of these students are Latino and 83 percent qualify for free- or reduced-price lunch. According to PUC, more than 95 percent of students come from families in which no member has attended college, and more than 60 percent of students will be the first members of their families to graduate from high school.

<sup>1</sup> Bedsworth, W., Colby, S., Doctor, J. *Reclaiming the American Dream*. The Bridgespan Group. 2006.

<sup>2</sup> PUC Schools' Web site <http://www.pucschools.org>

## The Early College High School Model

ECCHS programs help prepare students for college by offering an honors-level core curriculum for all students, college-level courses taught by community college and university faculty, intensive academic advising, and college counseling. Remarkably, despite the intensity of the ECCHS model, its implementation can actually save schools money, since paying for students to enroll in community college courses can be significantly less expensive than paying for full-time staff to teach those same courses.

Both of PUC's high schools, California Academy of Liberal Studies (CALS) and Community Charter, are designed as Early College High Schools. Both schools received start-up funding through a Bill & Melinda Gates Foundation initiative to convert existing schools into ECCHS models designed to increase college access for low-income youth. CALS ECCHS, located in downtown Los Angeles, opened its doors in 2003 with 84 9<sup>th</sup> graders, most of whom came from CALS Middle School. CALS ECCHS originally formed a partnership with the Los Angeles Trade Technical College (LATTC) to provide college courses to its students and has since built similar partnerships with other higher education institutions nearby. The school graduated its first 12<sup>th</sup> grade class in 2007. Community Charter ECCHS, located in the Northeast San Fernando Valley outside of Los Angeles, is PUC's second Early College High School. This school opened in 2005 with 130 students and has partnerships with Los Angeles Mission College and California State University—Northridge.

## PROGRAM DESIGN AND IMPLEMENTATION ELEMENTS

The program design at CALS ECCHS and Community Charter ECCHS includes several key features that differentiate these schools from typical high school programs; these include:

- ***College partnerships.*** Each high school has established ongoing partnerships with colleges and universities to offer college-level courses taught by faculty from these educational institutions.
- ***College-focused curriculum.*** The core curriculum is designed to prepare all students for entry into a four-year university while also providing students with the opportunity to earn significant college credits during their high school years.
- ***College-going culture.*** PUC faculty instills an awareness of and excitement about college in students and their families.
- ***Intensive academic guidance and support.*** Students have access to a variety of resources to help them plan for and apply to college, including academic advisors, college counselors, workshops, and college visits.

### College Partnerships

CALS ECHS and Community Charter ECHS have established the following partnerships with local colleges and universities to deliver college courses:

<b><i>CALS ECHS</i></b>	Pasadena City College	Los Angeles City College (LACC)	Los Angeles Trade Technical College (LATTTC)
<b><i>Community Charter ECHS</i></b>	California State University—Northridge (CSUN)	Los Angeles Mission College	

### Building and Maintaining Relationships with College Partners

The identification of strong partners and the creation of mutually beneficial relationships have both been integral components of the program’s success. PUC uses the following criteria to identify prospective college partners:

<b><i>Concurrent Enrollment Agreement in Place</i></b>	A concurrent enrollment agreement spells out which college courses count for what type of high school credit, and provides assurance that college credits earned by PUC students meet both California college and university requirements, known as “A-G requirements” (see Toolkit for LAUSD <i>Concurrent Enrollment Agreement</i> and <i>Concurrent Enrollment Consent Form</i> ).
<b><i>Geographic Proximity</i></b>	Partners need to be close enough so that students can easily travel between the high school campus and colleges where they are taking concurrent enrollment classes.
<b><i>Common Vision and Goals</i></b>	It is critical that partners understand PUC’s mission and culture and are invested in the relationship.
<b><i>Dedicated Point of Contact</i></b>	It is extremely helpful if college partners have an internal champion who can help launch the program and serve as a consistent point of contact for ongoing coordination and management of the partnership.
<b><i>Experience With High School Students</i></b>	Though not essential, colleges that have a history of working with high school students make great partners, because they understand the unique needs and challenges of serving this population.
<b><i>Clear Mutual Benefit</i></b>	In order for partnerships to be sustainable, it is critical that the terms of the arrangement meet the needs of both parties.

### Creating a “Win-Win” Relationship

PUC ensures that each college or university with which it partners has a vested interest in maintaining a long-term relationship with the school. This is accomplished by understanding the needs of each prospective partner and creating a dialogue around how those needs might be met. For example, community colleges in Southern California have a poor track record of retaining students, particularly those who are low-income and minority. More than 75 percent of community college students drop out before graduation, and most students never transition into a four-year college. Since community college funding formulas are based on enrollment numbers, these institutions are significantly penalized by their high dropout rates, and therefore struggle to meet student enrollment quotas. LATTTC, Los Angeles City

*We must come to the table as equals. We won't partner with anyone whose attitude is "let's help those who can't help themselves."*  
 - Ref Rodriguez, Co-CEO, PUC Schools

College (LACC), and Pasadena City College benefit substantially from the partnership with CALS ECHS because it provides them with an opportunity to capture a new cohort of students. Furthermore, given the amount of support that CALS ECHS students receive from PUC, retention rates are expected to be much higher than average when these graduates go on to college. Also, the partnership creates a valuable marketing opportunity for community colleges, which can highlight the unique arrangement in their promotional materials and tout the successes of students who have participated in the program.

#### **How Colleges Benefit from the PUC Partnership**

- Creates a pipeline of college-ready students to support the college's growth plan
- Raises the local and national profile of the college, which helps increase its attractiveness to students and faculty
- Provides access to additional classroom space

In addition to creating access to a new pipeline of students that will theoretically help boost enrollment and retention rates, the PUC Schools partnership also benefits one of its partners by providing them with classroom space. Since affordable classroom space in the city of Los Angeles is limited, CALS ECHS makes its classrooms available to LATTC for evening, weekend, and summer use. CALS Middle School also makes its classrooms available to the college during off hours. This arrangement is a huge advantage to LATTC, particularly as it plans to increase the size of its student body from 13,000 to 15,000 students over the next few years as part of the Los Angeles Community College District's master plan. Finding appropriate and affordable space to accommodate this aggressive growth is a significant challenge.<sup>3</sup>

### **College-focused Curriculum**

The high school curriculum at PUC Schools is designed to ensure that all students have completed University of California "A-G" admission requirements<sup>4</sup> by the end of senior year. Additionally, most juniors also enroll in University 101, a seminar that is designed to equip students with skills they will need to be successful in college and beyond, such as research, time management, and financial literacy.

Beyond the college preparatory curriculum, CALS ECHS offers courses that are aligned with the University of California System's requirements and a number of these courses earn college credit. These concurrent-enrollment courses also fulfill high school graduation requirements and satisfy lower-division requirements at UC or California State University schools if a student receives a grade of "C" or better (see Toolkit for *CALS ECHS Sequence*).

Beginning in 10<sup>th</sup> grade, CALS ECHS students meet their foreign language requirements by taking a three-year sequence of Spanish courses taught by community college professors. Spanish classes are taught on the

<sup>3</sup> Goldberger, Susan and Haynes, Leslie. *Designing and Financing an Integrated Program of College Study: Lessons from the California Academy of Liberal Studies*. Jobs for the Future. 2005.

<sup>4</sup> The "A-G" requirements are subject area requirements that students need to fulfill in order to be eligible for admission to University of California campuses. Subject areas include: (A) History/Social Science, (B) English, (C) Mathematics, (D) Lab Science, (E) Language Other Than English, (F) Visual and Performing Arts, (G) College Preparatory Elective.

CALS campus in grade 10 and on the LATTC campus in grades 11 and 12. Starting in grade 11, students meet their English and Science A-G requirements through community college coursework.<sup>5</sup>

Though college readiness is a major emphasis at both CALS ECHS and Community Charter ECHS, individual needs and ability levels are taken into account. Students have a variety of paths they can pursue throughout their time in high school. At each grade level, students are given a choice about the number of college courses in which they enroll (see Toolkit for *College Course Options for CALS Students*.) In 9<sup>th</sup> grade, for example, students can opt out of college courses altogether, or they can choose to enroll in up to three college courses. Students are also given a 5<sup>th</sup> year study option, in which they can take remedial high school courses or continue concurrent enrollment in college courses. At the end of the fifth year, they will receive a high school diploma and transferable college credit.

### **A College-going Culture**

The PUC Schools model is designed so that the students in the organization's middle schools feed into its high schools. About 90 percent of CALS ECHS and Community Charter ECHS students come from the PUC middle schools, which allows PUC to develop a strong culture of expectation around college attendance beginning in middle school. Beginning this education process early helps build a strong and cohesive culture centered on the journey toward college. As early as 6<sup>th</sup> grade, students are introduced to college life by spending several days at CSUN, one of the ECHS partners. Students live in the dorms, eat meals in the dining halls, and have access to a variety of recreational and academic resources on campus. PUC's middle schools also organize "college days," on which faculty wear sweatshirts from their own college or university and talk with students about their alma maters. At the high school level, this college-going culture is continually reinforced through college course offerings, field trips to colleges and universities, and workshops led by college admissions officers.

### **Parent Education**

Another important way that PUC creates a college-going culture is by engaging with parents. Counselors, administrators, and faculty meet with parents individually and in groups in order to educate them about the realities of college and the steps they can take to help their children be successful. Workshops cover topics such as eligibility requirements for admission into the state's public university system and the concurrent enrollment process. Parents also participate in an orientation session and a series of seminars designed to acquaint them with PUC's culture, help them understand the importance of college, and walk them through important fundamentals of college preparedness, such as the processes for applying to college and applying for financial aid.

However, perhaps the most powerful tool for educating and motivating parents is the one-on-one dialogue that takes place on a regular basis between PUC's staff and the parents of its students. Ref Rodriguez, PUC's Co-CEO, hands out his cell phone number to parents and encourages them to call him if they have questions

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<sup>5</sup> Goldberger, Susan and Haynes, Leslie. *Designing and Financing an Integrated Program of College Study: Lessons from the California Academy of Liberal Studies*. Jobs for the Future. 2005.

or concerns. He is also not shy about coaching them about how to support their children's college ambitions. *"I tell parents that kids should have eight people looking out for them. It can't just be a husband and wife – you need grocers and neighbors asking 'Hey, what college are you going to?'* This needs to be an ingrained belief parents have for their kids." Teachers are also in regular contact with parents. In addition to informal conversations that take place before and after school, teachers are expected to call each parent at least twice a year to congratulate them about what their children are accomplishing and to reinforce the importance of college.

*When kids first enroll in the program, we don't talk at parents and just give them policies and procedures. We put them in circles and ask questions like "What do you aspire for your child?" or "What was your experience like in school?" or "What was your experience of immigration in your family?" We do this because we want people to get to know each other in a personal way and connect with each other and say "Hey, that's my story too" and build trust that extends beyond the traditional way parents relate to their child's school.*

- Ref Rodriguez, Co-CEO, PUC Schools

### **Intensive Academic Guidance and Support**

Many students enter PUC's high schools with a strong awareness of college and an academic foundation that will help them navigate the honors and college-level curriculum. However, PUC faculty and administrators recognize that ongoing academic support and college guidance are both critical to the overall success of the ECHS model. Both high schools provide the following resources to help students succeed academically and prepare for entry into a four-year college.

#### **College Counseling**

Each school has a full-time college counselor whose responsibilities include:

- Holding advising sessions with students to map out a college plan and monitor progress towards achieving the plan's objectives;
- Helping students navigate college classes, including guidance on which classes to take and support with the registration process;
- Helping students register and prepare for college entrance exams (SAT and ACT);
- Supporting students as they complete college applications and scholarship forms;
- Coordinating on-campus college information sessions and college visits; and
- Educating parents about how to support their children in preparing for college.

Counselors meet once with the 9<sup>th</sup> graders as a group, hold individual meetings twice a year with 10<sup>th</sup> graders, and meet three times a year with each 11<sup>th</sup> and 12<sup>th</sup> grader. These meetings involve mapping out an individualized course of study, discussing college goals, and developing a plan to help students think through the steps involved in preparing for and applying to college. Counselors keep close track of students' goals and progress related to college applications through various tools, including a college advising form and an individualized college plan (see Toolkit for *College Advisement Form* and *Individualized College Plan*.)

## Advisories

Each student is enrolled in an advisory group, which provides guidance around college readiness issues. Every high school faculty member runs an advisory class for 12-15 students, staying with the same group of students from freshman year through graduation. As students progress toward 12<sup>th</sup> grade, the content of advisories shifts from establishing college goals to navigating the admissions and financial aid processes.<sup>6</sup>

## Support Classes

Eleventh and 12<sup>th</sup> grade students attend support classes taught by English and science high school faculty. These classes provide students with assistance on homework assignments, guidance on how to grapple with difficult readings or concepts, and coaching on important research or study skills, such as note-taking and reading for understanding.<sup>7</sup>

*If we see that kids are really struggling but have the interest and willpower to overcome the challenges they're facing, we wrap around support for them.*

- Ref Rodriguez, Co-CEO, PUC Schools

## Tutoring

Tutors are also available for students who are struggling academically. Tutoring support is provided through a combination of high school and college faculty, high school seniors, and college students. PUC recently established a partnership with Occidental College's Center for Community Based Learning to provide a pipeline of undergraduate tutors for PUC Schools students.

## Summer Intervention Program

For students who are not performing at grade level, PUC offers an intensive summer intervention program in math, reading, and literacy. Students participating in this program are given a California standards-aligned diagnostic test, called the MIP Assessment, which identifies their current performance level and helps faculty design an appropriate intervention plan.

## College Academic Resources

Students enrolled in college courses also have access to a variety of academic resources on the campus of their partner colleges and universities. For example, CALS ECHS students attending courses at LATTC can use the college's learning skills and computer labs, and can also tap into other academic support, such as study groups and individual tutoring. Students enrolled in English 101 at LATTC also receive writing support at the LATTC Learning Skills Lab, a required component of that course.<sup>8</sup>

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<sup>6</sup> Goldberger, Susan and Haynes, Leslie. *Designing and Financing an Integrated Program of College Study: Lessons from the California Academy of Liberal Studies*. Jobs for the Future. 2005.

<sup>7</sup> Goldberger, Susan and Haynes, Leslie. *Designing and Financing an Integrated Program of College Study: Lessons from the California Academy of Liberal Studies*. Jobs for the Future. 2005.

<sup>8</sup> Goldberger, Susan and Haynes, Leslie. *Designing and Financing an Integrated Program of College Study: Lessons from the California Academy of Liberal Studies*. Jobs for the Future. 2005.

## Staffing Roles and Responsibilities

Individuals responsible for managing the Early College High School program include PUC's Co-CEOs, Ref Rodriguez and Jackie Elliot, along with a program coordinator, the principals and assistant principals at each ECHS high school, and the college counselor at each campus. Rodriguez and Elliott are primarily responsible for designing the program and building relationships with college partners, while principals and assistant principals are responsible for selecting college courses and working with college faculty to coordinate schedules. These school leaders are also responsible, along with the college counselors, for developing and implementing the academic and college guidance support for students. Each college partner has a point person responsible for building and managing the relationship. Typically a senior person at the college or university, such as the Vice President of Academics or Enrollment, will initiate the partnership and help to build buy-in, and then hand off the ongoing management and coordination to someone else. Maintaining a consistent point of contact has been a challenge for PUC Schools.

## Funding Model

One of the key considerations in designing PUC's ECHS program was financial sustainability. When operating at full capacity (320 students in grades 9-12), the high schools are able to cover expenses through existing state and federal funding sources. Rather than being a drain on resources, PUC staff note that the college component actually results in significant cost savings, because the high schools are able to reduce the number of full-time faculty they hire and pay, because they are substituting some classes for courses taught by community college faculty. This savings is due in part to the low enrollment fees charged by California's community college system. For example, at \$28 per credit or \$84 per student for a three-credit college Spanish course, it will only cost CALS \$20,000 a year in enrollment fees for all 240 of its 10<sup>th</sup> through 12<sup>th</sup> graders to take college-level Spanish, plus an additional \$23,320 for textbooks and paid tutoring support. This is significantly less than the \$127,050 it would cost CALS ECHS to hire two full-time Spanish teachers (see Toolkit for *Funding Chart: Potential Savings from Substituting College for High School Courses*.)

## OUTCOMES

PUC's ECHS program is achieving significant positive results in terms of student achievement and college access. Though there is no longitudinal data yet on how students perform once they enter college (since PUC just graduated its first class of 12<sup>th</sup> graders in summer 2007), the impact on high school students' self-perceptions, goals, and academic accomplishments suggests that the model is working and worthy of replication.

### Student Impact

*Being at CALS has made college seem like more of a possibility as opposed to a dream, and has been a big influence in terms of my desire to go to college. I never really saw college as a possibility before attending the Early College High School program. It has really opened my eyes to new possibilities.*

- CALS ECHS Senior

This student received multiple college acceptances, and chose to attend Occidental College where she received a substantial scholarship. She is the first person in her immediate family to attend a four-year college.

Specific outcomes include:

- Over 50 percent of PUC's high school students are enrolled in college courses.
- By the end of 12<sup>th</sup> grade, PUC students earn up to 35 college credits and fulfill all state university admission requirements.
- 100 percent of students in CALS ECHS' first graduating class applied to four-year colleges (see Toolkit for 2007 *Sample List of College Applications and Acceptances*).
- Students demonstrate increased motivation, as well as a greater level of academic and emotional readiness to attend college, as self-reported by students and observed by teachers and principals.

## CHALLENGES

- ***Lack of continuity in college contacts.*** It has been difficult to maintain consistent points of contact at partner colleges due to regular staff turnover at these higher education institutions. Since the success of the program is based largely on relationships with individuals, this can cause coordination and communication problems.
- ***Navigating the state's instructional minutes requirements.*** In order for California public schools to receive full funding, they are required to provide a certain number of instructional minutes taught by full-time high school faculty. Since college faculty teach a number of courses, many of PUC's classes do not count toward instructional minute requirements. This means that the leadership needs to be highly strategic about how courses are designed and how the high school faculty is deployed.
- ***Helping students choose the right courses.*** It takes a lot of time and energy to help students become savvy consumers when it comes to selecting appropriate and interesting courses. Many students base decisions on course titles or short descriptions without fully understanding the nature of the course, and therefore can end up disappointed.
- ***Instilling a sense of responsibility and accountability in students.*** The independence and self-management that comes with taking college courses can be a challenge for many students, and faculty must invest time in helping these students develop focus and self-discipline. This is particularly true for the 10 percent of PUC high school students who have not come from PUC feeder middle schools, and thus have less exposure to the college-going culture.
- ***Educating parents about college.*** While parents have the best of intentions for their children, there is often a cultural disconnect that makes it difficult for many of them to fully understand what it takes to be successful at PUC and prepared for college. PUC faculty and administrators view parent education as a critical priority and invest a significant amount of resources into working with parents.

## ADVICE AND LESSONS LEARNED

- ***Create a full college-focused experience that is about more than earning college credits.*** Students need resources such as college counseling, academic advising, tutoring support, and college preparation workshops in order to help them navigate the college selection, application, and enrollment process.
- ***Know your students and what they need.*** The small size of PUC's schools enables teachers, principals, and counselors to stay in close touch with each student and customize support to meet individual needs.
- ***Develop an effective system for tracking students.*** In order to provide effective support to students, it is critical to have a good system in place for keeping track of details, such as what college courses a student is enrolled in, what their long-term goals are, and where they are applying to college.
- ***Create a college-going culture as early as possible.*** It is much easier to work with students in an early college program who have been exposed to the concept and benefits of college from an early age. PUC's feeder model creates a significant advantage in terms of ensuring students' success in the high school program. While students coming from middle schools outside of the PUC network have been successful, staff does acknowledge that working with these students does present a bigger challenge. It is important for other school systems to be mindful of this as they think about whether this model makes sense for them.

## PUC EARLY COLLEGE HIGH SCHOOL TOOLKIT

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### Toolkit Contents

- **Concurrent Enrollment Consent Form (PUC Document)**
- **CALS ECHS Course Sequence (PUC Document)**
- **College Course Options for CALS ECHS Students (PUC Document)**
- **College Advisement Form (PUC Document)**
- **2007 Sample List of College Applications and Acceptances (Modified from PUC Document)**
- **Funding Chart: Potential Savings from Substituting College for High School Courses (Document Recreated from *Jobs for the Future* article)**

### Additional Documents (Available Separately)

- **LAUSD Concurrent Enrollment Agreement (PUC Document)**  
<http://www.newschools.org/files/PUCCollege-A.pdf>
- **Individualized College Plan (PUC Document)**  
<http://www.newschools.org/files/PUCCollege-B.xls>



# CONCURRENT ENROLLMENT CONSENT FORM

## College Application for Admission by a Student in Grades K-12

**Admission:** Any college in the Los Angeles Community College District may admit as a special part-time or full-time student, anyone who is in the age group of Kindergarten to 12<sup>th</sup> grade (K-12), who has completed the admission requirements set forth in Administrative Regulations E-87, and who in the opinion of the College President (or designee) may benefit from instruction (Board Rules 8100.05, 81000.07; and Education Code Section 48800; 48800.5; 76001).

**Fee:** For part-time K-12 students, who are California residents, and who are subject to college enrollment fees, the fees will be waived pursuant to Board Rules 8100.07 and Education Code Section 76300(f). K-12 students attending a community college on a full-time basis are required to pay enrollment fees. Residents of other states and foreign students are subject to nonresident tuition. The Los Angeles Community College District charges a Health fee and, where applicable, a student representation fee.

**Conditions:** The student is expected to follow regulations and procedures established for all college students. Students shall receive credit for community college courses which they complete.

This enrollment approval form must be presented when **the student files an application for admission to the College**. A separate approval must be provided for each semester or summer session in which the student wishes to enroll.

### Student Personal Information (Please Print)

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_  
Last First MI Mo. Day Yr.

Student Address: \_\_\_\_\_  
Street and Apt. # City State Zip Code

Telephone Number: (\_\_\_\_\_) \_\_\_\_\_ Soc. Sec.#: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
Area Code and Number

I authorize my son/daughter to enroll in a college-level course in the Los Angeles Community College District:

\_\_\_\_\_  
Printed Name Signature Date

### College Information

College: \_\_\_\_\_

\_\_\_\_\_ Fall Semester \_\_\_\_\_ Spring Semester \_\_\_\_\_ Summer Session \_\_\_\_\_ Year

1. \_\_\_\_\_ 2. \_\_\_\_\_  
Course Title and Section Number Course Title and Section Number

3. \_\_\_\_\_ 4. \_\_\_\_\_  
Course Title and Section Number Course Title and Section Number

### School Information

*This portion must be completed by the School Principal or designee for students attending public or private schools.*

I have met and counseled the student and recommend the courses listed above to be taken for credits as shown above.

\_\_\_\_\_  
Print Name and Title Signature

If the student is enrolled in K-8, please enclose the student's transcripts and a letter describing how, in your opinion, the student will be able to profit from instruction at a Community. In the case of summer enrollment please confirm that there are no courses available for the student at your school.

School Name: \_\_\_\_\_ Telephone No.:(\_\_\_\_\_) \_\_\_\_\_

School Address: \_\_\_\_\_  
Street City State Zip Code

### Approval

Students must have the approval of the Chief Instructional Officer (or designee) of the college where they are applying.

\_\_\_\_\_ Approved to Attend \_\_\_\_\_  
Signature Date

\_\_\_\_\_ Not Approved to Attend \_\_\_\_\_  
Signature Date

Reasons for refusal: \_\_\_\_\_



## CALs Early College High School Course Sequence for All Students

Subjects Required (to meet and exceed UC admission)	Years Required/ Recommended	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>A. History/ Social Science</b>	3 Required		World History	U.S. History	Government and Economics
<b>B. English/ Composition and Literature</b>	4 Required	English 9	English 10	<b>English 101</b>	<b>English 103</b>
<b>C. Mathematics (Algebra II required; further courses are recommended)</b>	3 Required 4 Recommended	Algebra I/B Or Geometry	Geometry Or Algebra II	Algebra II Or Trigonometry	Trigonometry Or Pre-Calculus
<b>D. Laboratory Science</b>	3 Required 4 Recommended	Earth Science	Biology	<b>Physical Science or Biological Science**</b> (Physics, Chemistry, Astronomy, etc.)	<b>Physical Science or Biological Science**</b> (Physics, Chemistry, Astronomy, etc.)
<b>E. Spanish</b>	2 Required 3 to 4 Recommended		<b>Spanish I/ Spanish for Spanish Speakers**</b>	<b>Spanish I/Spanish for Spanish Speakers** Spanish II**</b>	<b>Spanish II** Spanish III** Spanish IV** Alternate Language**</b>
<b>F. Visual and Performing Arts</b>	2 Required	Drama, Art, or Music			<b>Drama, Art, or Music</b>
<b>G. College Preparatory Electives</b>	4 Required	Advisement 9 (college goals and research)	Advisement 10 (college research, application, entrance and test preparation)	Advisement 11 (college application, entrance and acceptance, and counseling)	Advisement 12 (college acceptance, articulation, counseling)
<b>Physical Education</b>	2 Required	Health and Fitness Yoga		Health and Fitness Activity	
<b>College Entrance Exams and Placement Tests</b>	PSAT Required SAT Required CAHSEE Required	<ul style="list-style-type: none"> <li>• PSAT</li> </ul> Writing Placement Exam	<ul style="list-style-type: none"> <li>• PSAT</li> </ul> Writing Placement Exam	<ul style="list-style-type: none"> <li>• SAT</li> <li>• CAHSEE</li> </ul>	<ul style="list-style-type: none"> <li>• SAT</li> <li>• CAHSEE</li> </ul>
<b>UNITS EARNED</b>	220 Required	50	60	60	60

\*\*Courses coded in **color** denote classes that will or may be taken as concurrent enrollment at the community college. Courses will fulfill high school graduation requirements and satisfy lower division general education requirements at CSU or UC campuses. All courses must be completed with a grade of "C" or better.



### College Course Options for CALS ECHS Students

\*\* Students will take college courses when developmentally and academically ready, as decided by students, parents, advisors, and school faculty. The following options are available in an individual student's course of study at CALS Early College High School.

<p><b>9<sup>th</sup> Grade</b></p> <p>Student takes up to three college courses 1 each semester and 1 during the summer. These three courses are chosen in collaboration with the student's advisor and meet criteria for UC/CSU transfer and/or the Associates degree.</p> <p>College Units Earned: 9</p>	<p><b>10<sup>th</sup> Grade</b></p> <p>Student takes between three and five college courses. At minimum two of the courses will be dual enrollment courses which provide the student with both high school and UC/CSU transfer credit and/or the Associate's degree.</p> <p>College Units Earned: 9 to 15</p>
<p><b>11<sup>th</sup> Grade</b></p> <p>Student takes between three and five college courses. At minimum two of the courses will be dual enrollment courses which provide the student with both high school and UC/CSU transfer credit and/or the Associate's degree.</p> <p>College Units Earned: 9 to 15</p>	<p><b>12<sup>th</sup> grade</b></p> <p>Student takes between four to six college courses. At minimum three of the courses will be dual enrollment courses which provide the student with both high school and UC/CSU transfer credit and/or the Associate's degree.</p> <p>College Units Earned: 12 to 18</p>
<p><b>5<sup>th</sup> Year Study Option:</b> Students may take remedial high school courses and/or continue concurrent enrollment during a fifth year of study, after which they will receive a high school diploma and transferable college credit.</p>	



## College Advisement Form

This form is used by PUC College Counselors to track student progress and goals related to college applications and admissions.

Name of Student: \_\_\_\_\_  
First Last

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Goals after high school: \_\_\_\_\_  
\_\_\_\_\_

Community College: \_\_\_\_\_

UC campuses: \_\_\_\_\_

CSU campuses: \_\_\_\_\_

Private colleges: \_\_\_\_\_

Counselor

Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SAT \_\_\_\_\_

ACT \_\_\_\_\_



## CALS ECHS 2007 Sample List of College Applications and Acceptances

### COLLEGE APPLICATIONS

#### *Public Universities*

- CSU Chico
- CSU Los Angeles
- CSU Long Beach
- CSU San Bernadino
- CSU Monterey Bay
- CSU Northridge
- Humboldt State University
- San Jose State University
- Sonoma State University
- San Diego State University
- Cal Poly Pomona
- Cal Poly Long Beach
- UC Davis
- UC Irvine
- UC Los Angeles
- UC Riverside
- UC Santa Barbara
- UC Santa Cruz

#### **Private Universities**

- Albion College
- Beloit College
- Boston College
- Cal Arts
- Dartmouth College
- Duke University
- Embry Riddle Aeronautical University
- Florida Southern College
- Georgetown University
- George Washington University
- Harvard University
- Harvey Mudd
- New York University
- Occidental College
- Pomona College
- Stanford University
- St. Mary's College
- University of Dallas
- University of the Pacific
- University of Redlands
- Whittier College

### COLLEGE ACCEPTANCES

#### *Public Universities*

- Cal Poly Pomona
- CSU Northridge
- CSU Los Angeles
- San Diego State University
- Humboldt State University
- Sonoma State University
- UC Davis
- UC Irvine
- UC Los Angeles
- UC Riverside
- UC Santa Barbara
- UC Santa Cruz

#### *Private Colleges/Universities*

- Beloit College
- Cal Arts
- Embry Riddle Aeronautical University Florida Southern College
- Occidental College
- St. Mary's College
- University of Dallas
- University of the Pacific
- University of Redlands
- Whittier College

**Students Applying to a Four-Year College: 100%**

**Students Accepted into a Four-Year College (as of April 2007): 70%**

**Funding Chart: Potential Savings from Substituting College for High School Courses**

	Cost if CALS Offered as High School Courses	Cost as Concurrent Enrollment College Course	Potential Savings to CALS/Community Charter
Grade 10-12 Spanish for 240 students	<p>2 FTE Spanish = \$127,050</p> <p>Books, materials (\$25 per student) = \$6,000</p> <p><b>Total Cost = \$133,050</b></p>	<p>Enrollment fees for 240 students for 3 credit class = \$20,160 (240 x \$84)</p> <p>Tutoring Support (24 hours per week @ \$15/hr for 36 weeks) = \$12,960</p> <p>Books, materials (\$25/student regular CALS book, materials fee plus \$30 per extra student for college books) = \$13,200</p> <p><b>Total Cost = \$46,320</b></p>	<p><b>= \$86,730</b> <b>(\$133,050 minus \$46,320)</b></p>
Grade 11 and 12 English for 160 students	<p>2 FTE English Teachers = \$127,050</p> <p>Books, materials (\$25 per student) = \$4,000</p> <p><b>Total Cost = \$131,050</b></p>	<p>Enrollment fees for 160 students for 3 credit course = \$13,440 (160 x \$84)</p> <p>1 FTE CALS teacher for support class = \$63,525</p> <p>Books, materials (\$25/student for support course at CALS plus \$30/student for college books) = \$8,800</p> <p><b>Total Cost = \$85,765</b></p>	<p><b>= \$45,285</b> <b>(\$131,050 minus \$85,765)</b></p>
Grade 11 and 12 Lab Science for 160 students	<p>2 FTE Science Teachers = \$127,050</p> <p>Books, materials (\$25 per student) = \$4,000</p> <p><b>Total Cost = \$131,050</b></p>	<p>Enrollment fees for 160 students for 4 credit class = \$17,920 (160 x \$112)</p> <p>1 FTE CALS teacher for support class = \$63,525</p> <p>Books, materials (same as English) = \$8,800</p> <p><b>Total Cost = \$90,245</b></p>	<p><b>= \$40,805</b> <b>(\$131,050 minus \$90,245)</b></p>
Total cost and potential savings	<b>\$395,150</b>	<b>\$222,330</b>	<b>\$172,820</b>

Source: Goldberger, Susan and Haynes, Leslie. *Designing and Financing an Integrated Program of College Study: Lessons from the California Academy of Liberal Studies*. Jobs for the Future. 2005