



Alpha: José Hernández School Charter Petition

Renewal Petition Submitted to the
Santa Clara County Office of Education
DATE SUBMITTED: October 14, 2016

For a Term of July 1, 2017 – June 30, 2022

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CONTENTS OF LEGAL REQUIREMENTS

The Alpha: José Hernández School Charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. The California SBE Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. This “Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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to the charter.

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

California Education Code Section 47601(a)-(g)

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, John Glover, hereby certify that the information submitted in this application for a charter renewal of the California public charter school Alpha: José Hernández School (“Alpha” or “JHS” or “the school”) located within the boundaries of the Santa Clara County Office of Education (“County”) is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, Alpha will follow any and all other federal, state, and local laws and regulations that apply to Alpha including but not limited to:

- Alpha shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Alpha employees shall be employees of Alpha Public Schools, a California nonprofit, public benefit corporation. Alpha Public Schools shall operate Alpha and shall be deemed the exclusive public school employer of the employees of Alpha for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Alpha shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Alpha shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Alpha shall admit all students who wish to attend the school, and who submit a timely application, unless it receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process with preferences as required by Education Code Section 47605(d)(2). Except as provided in Education Code Section 47605(d)(2), admission to the school shall not be determined according to the place of residence of the student or his or her parents within the State. In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the charter and shall not take action to impede the charter school from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- Alpha shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Alpha 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Alpha shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Alpha shall ensure that teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Alpha shall at all times maintain all necessary and appropriate insurance coverage.
- Alpha shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. California Education Code Section 47605(d)(3)]
- Alpha will follow any and all other federal, state, and local laws and regulation that apply to Alpha: José Hernández School including but not limited to:
 - Alpha shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
 - Alpha shall on a regular basis consult with its parents and teachers regarding the charter school's education programs. [Ref. California Education Code Section 47605(c)]
 - Alpha shall comply with any jurisdictional limitations to location of its facility. [Ref. California Education Code Section 47605 and 47605.1]
 - Alpha shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 48000 and 47612]
 - Alpha shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended under the Every Student Succeeds Act ("ESSA").
 - Alpha shall comply with the Public Records Act.
 - Alpha shall comply with the Family Educational Rights and Privacy Act.
 - Alpha shall comply with the Ralph M. Brown Act.

- Alpha shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960.].

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for Alpha: José Hernández School to be located in the boundaries of the District is true to the best of my knowledge and belief; I further understand that if renewed, the school will comply with all assurances listed above.

John Glover, Lead Petitioner
Alpha: José Hernández School

Date

EXECUTIVE SUMMARY

In 2013, Santa Clara County Office of Education (“the County”) approved the charter petition by Alpha Public Schools to open José Hernández Middle School, serving students in grades 6-8. In 2015, the County approved a material revision to the petition, granting the school the ability to additionally serve students in fifth grade.

In its first two years of operation, José Hernández was able to successfully implement a Positive Behavioral and Intervention Supports (PBIS) model for behavior management in conjunction with Alpha’s personalized SEL curriculum. Both of these programs helped to create a strong culture of achievement at the school, while incentivizing behavior and developing growth mindset so students could develop the mindset necessary to deal with failure and inspire a drive to improve.

During years 1 and 2, the vast majority of students entered the school performing significantly below grade level, with the average grade level equivalent hovering slightly below 4th grade for 6th grade students. As a result, the school implemented several interventions including guided reading, a weekly remediation block, and various personalized learning programs, ultimately resulting in strong results on NWEA MAP.

In response to students entering the school multiple grade levels behind, administrators worked with teachers and the network team to set aggressive tiered targets for students in the bottom percentiles. These tiered goals were twice the typical goals of one year of growth in order to accelerate the progress of the lowest students, and ultimately ensure all students were scoring above the 50th percentile by the end of 8th grade.

- 70% of students met reading and math goals to indicate typical growth. Nationally, about 50% of students meet the typical growth goal on NWEA MAP.
- 50% of students met aggressive tiered goals for accelerated growth.
- 33% of students moved into a higher quartile in Math and 36% of students moved into a higher quartile in ELA.

While these results were promising, there is still quite a bit of work to be done to catch students up. During the 16-17 school year, José Hernández will partner with Citizen Schools to provide more frequent academic intervention for struggling students during the after school program. Additionally, due to some of our early work to personalize instruction for EL students, the school received a \$30,000 Light Award grant to study personalized learning in service of better supporting a large EL population and continued development of our EL program.

Program Expansion

Alpha has always prioritized relationships with students and families, and we have always believed that strong, long-term relationships were in the best interest of our students. This is reinforced by [research](#), which finds that the transition to middle school is difficult for students and frequently leads to significant declines in performance (see Appendix A). In the last year, Cornerstone Academy Preparatory School - a successful K-6 charter school in Franklin McKinley - joined the Alpha network. As a result, Alpha now possesses the expertise to effectively serve students in elementary, middle, and high school. As part of this process, Cornerstone was approved to expand to a TK/K-8 school by the Franklin McKinley school board. It is the intention of Alpha, whenever possible, to operate either TK/K-8 schools or 9-12 schools. This will minimize the number of transitions for families, allow for a relationship that extends from TK/K through college, and provide stronger vertical alignment of programs that reflects the vertically aligned Common Core standards. We believe this model is better for students and will improve student outcomes.

In addition, we are striving to meet a specific need in our Alum Rock neighborhood - full-day transitional
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kindergarten and kindergarten. We have heard from parents in our schools and from local District schools that they want more opportunities for full-day Kindergarten. It ensures that students are set up for academic success. It also ensures that our parents - many of whom are single parents working multiple jobs - don't have to make the agonizing choice between maintaining a full-time job and caring for and educating their children.

In order to ensure our vision for K-8 schools actually meets the demand of the community, Alpha has collected signatures from parents interested in the K-8 model. Parents who have signed these forms indicated meaningful interest in attending a TK/K program at either José Hernández or Blanca Alvarado middle schools, once these schools grew the appropriate grade levels. These signatures are not required as a part of the renewal process, but are included to demonstrate meaningful interest in our prospective elementary program (See Appendix B).

Mission Statement

The mission of Alpha: José Hernández School (“Alpha”) is for Alpha students, families and teachers to collaborate to develop the 21st century academic skills and character strengths students need for success in school, college and career. Together we create self-reliant leaders committed to making positive change in the world.

Vision Statement

Students from underserved communities are prepared to compete successfully on life’s uneven playing field— to struggle, to overcome and to thrive.

Mission and Vision Alignment with Anticipated Student Population

The mission and vision of Alpha: José Hernández are intentionally aligned with the needs of its target student population. The Alpha: José Hernández School will provide the rigor, structure, and support needed to guide students to academic success. Alpha will provide an excellent educational program that rests on best practices, quality professional development, and an instructional framework that allows for a strong match between learning needs and teaching methods through differentiation. Alpha will provide the structure, support, and individualization needed to ensure that all students have the opportunity to master grade-level standards and achieve academic success.

Student Demographics

Alpha was founded because motivated and organized families were empowered and advocated for improved educational outcomes for their children and other students in the East San Jose community. Therefore, it is important that Alpha: José Hernández serves a student population that is a reflection of the community in which we operate.

| | Alpha: José Hernández | Alum Rock Union Elementary School District |
|-----------------------------|------------------------------|---|
| Economically Disadvantaged* | 92.3% | 86% |
| English Learners | 60.3% | 27.7% |
| Special Education | 7.3% | 11.5% |
| Hispanic/Latino | 91% | 79% |

| | | |
|--------------------------------|-----|-------|
| Asian/Pacific Islander | 6% | 12.2% |
| African American | <1% | 1.5% |
| American Indian/Alaskan Native | 0% | <1% |
| Caucasian | 0% | 1.9% |
| More than one race | 0% | <1% |

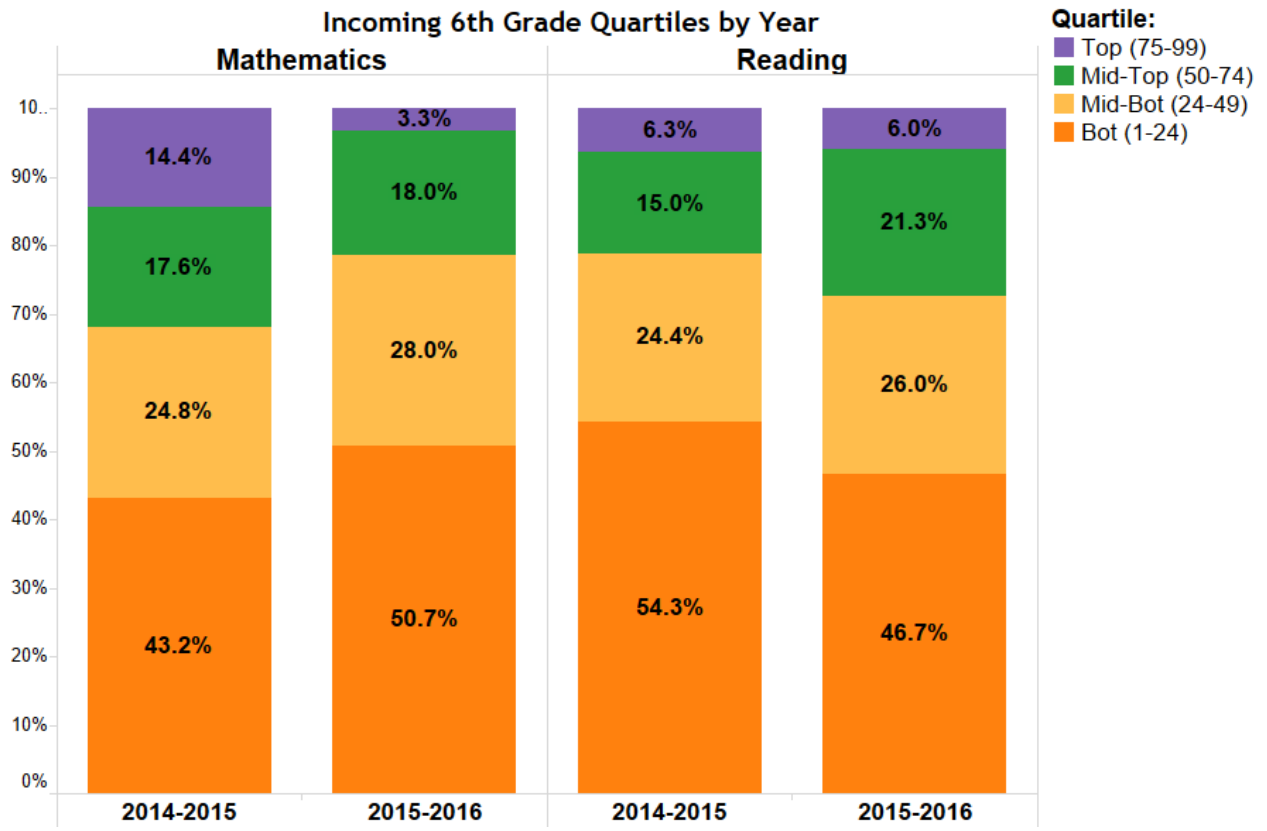
*All data from 2015-16 school year except where noted with *, which reflects 2014-15 data as most current available from CDE.

Incoming Performance

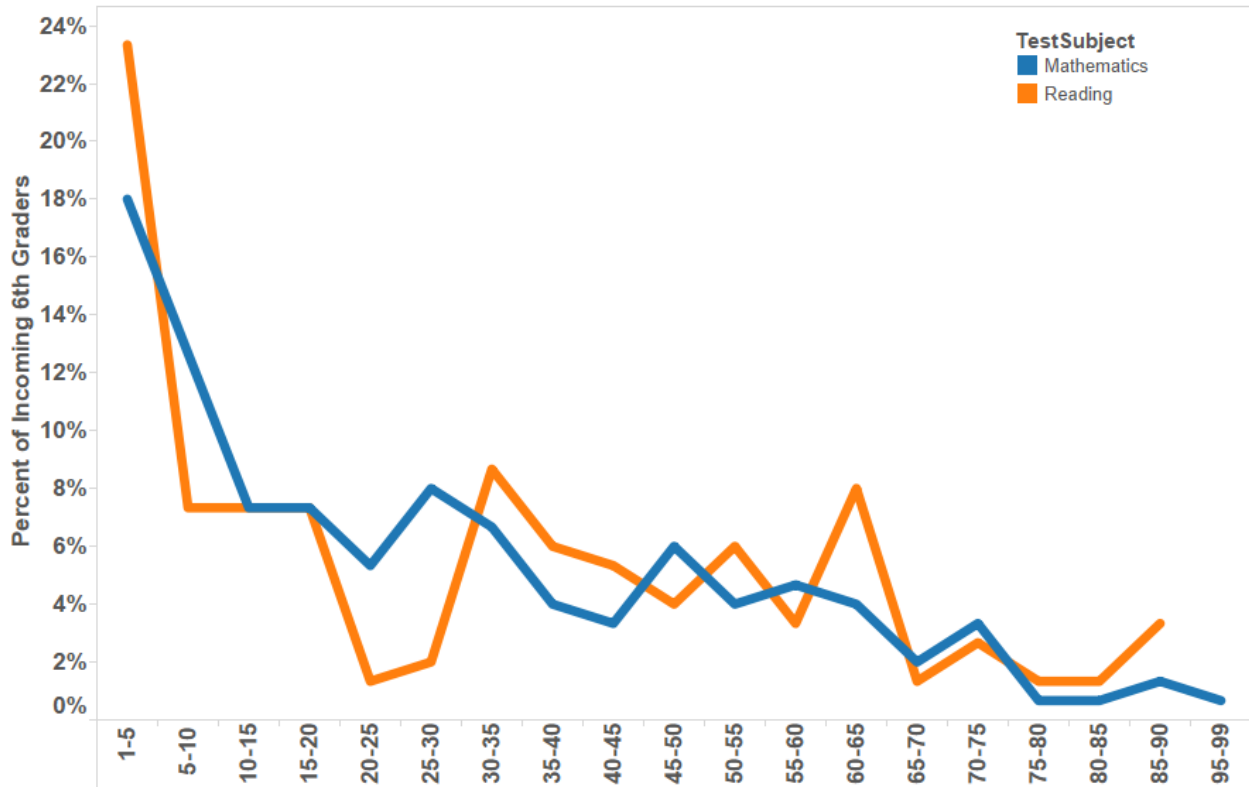
To measure the academic success of a school, a teacher, or a student, it is not enough to measure absolute performance with a summative assessment. Growth over time is the true measure of learning. To that end, the following data provides the context for the incoming performance level of students arriving at Alpha: José Hernández. Simply put, a vast majority of students arrive at Alpha: José Hernández performing at a level significantly below grade level.

For the purpose of this summary, incoming performance and growth is measured by NWEA MAP tests. These are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they are ready to learn. MAP assessments are grade independent and adapt to each student’s instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale.

MAP tests are norm-referenced, allowing for comparisons with other test takers. In this case, comparison data is drawn from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states. Rigorous procedures are used to ensure that the norms are representative of the U.S. school-age population.



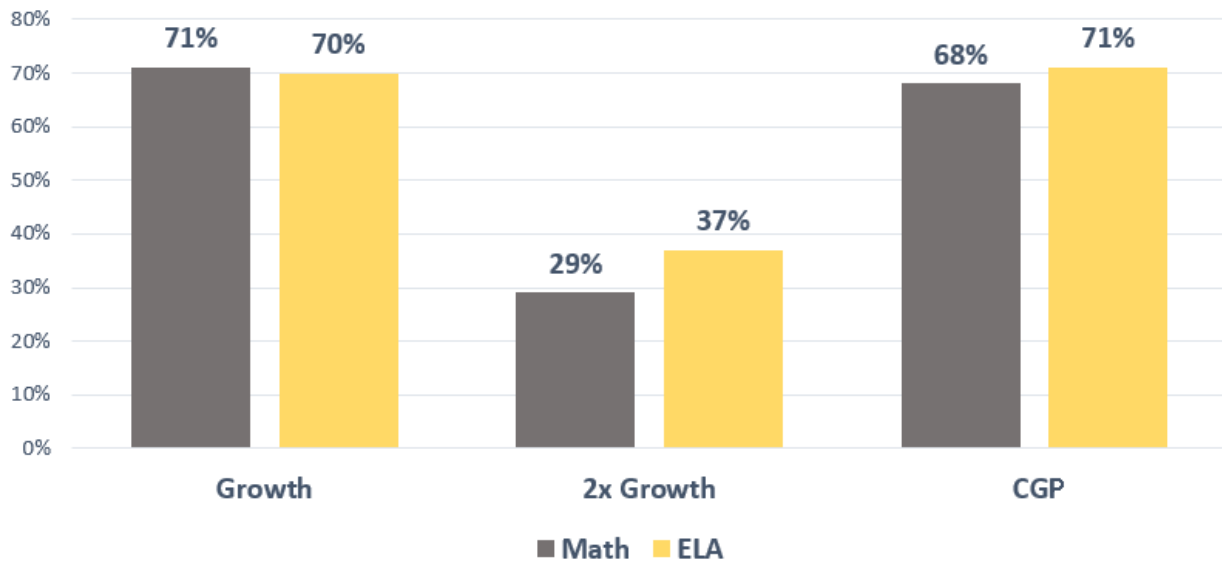
Percent of Incoming 6th Graders Scoring in Each Percentile Range - 2015-2016



Alpha: José Hernández Achievement Growth (MAP)

The data below demonstrates that the growth of students at Alpha: José Hernández significantly outpaces the growth of typical students across the country. Alpha accelerates student learning, which is an essential step in closing the achievement gap - especially given the incoming performance levels of arriving students.

Percent of Students Meeting Growth Goals



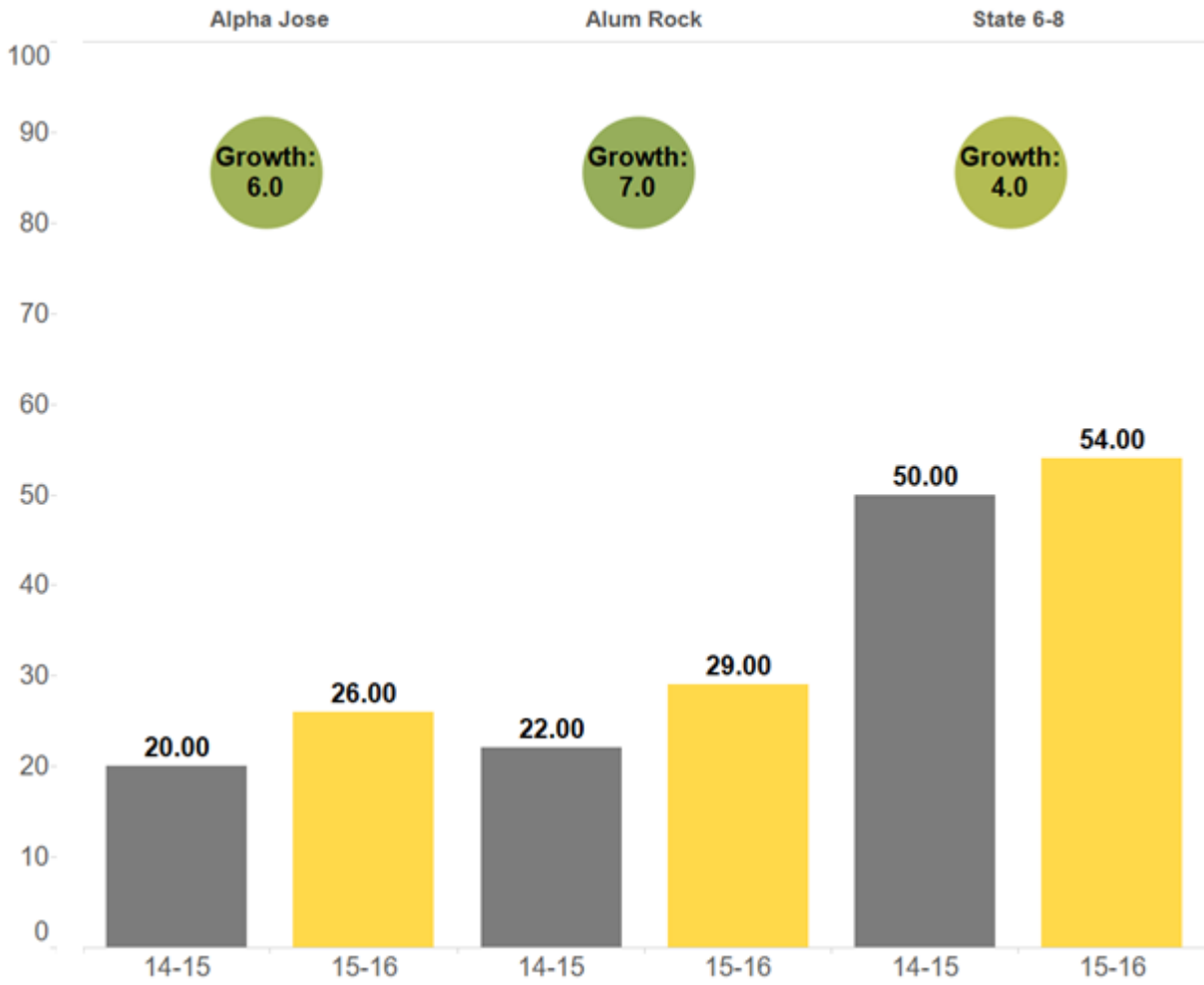
CGP (conditional growth percentile) indicates how well students at Alpha: José Hernández scored compared with other students nationally who started at the same level. A CGI of 71% indicates that JHS students outgrew 71% of their national peers with comparable starting scores.

Smarter Balanced Assessment Results – Absolute Performance and Growth

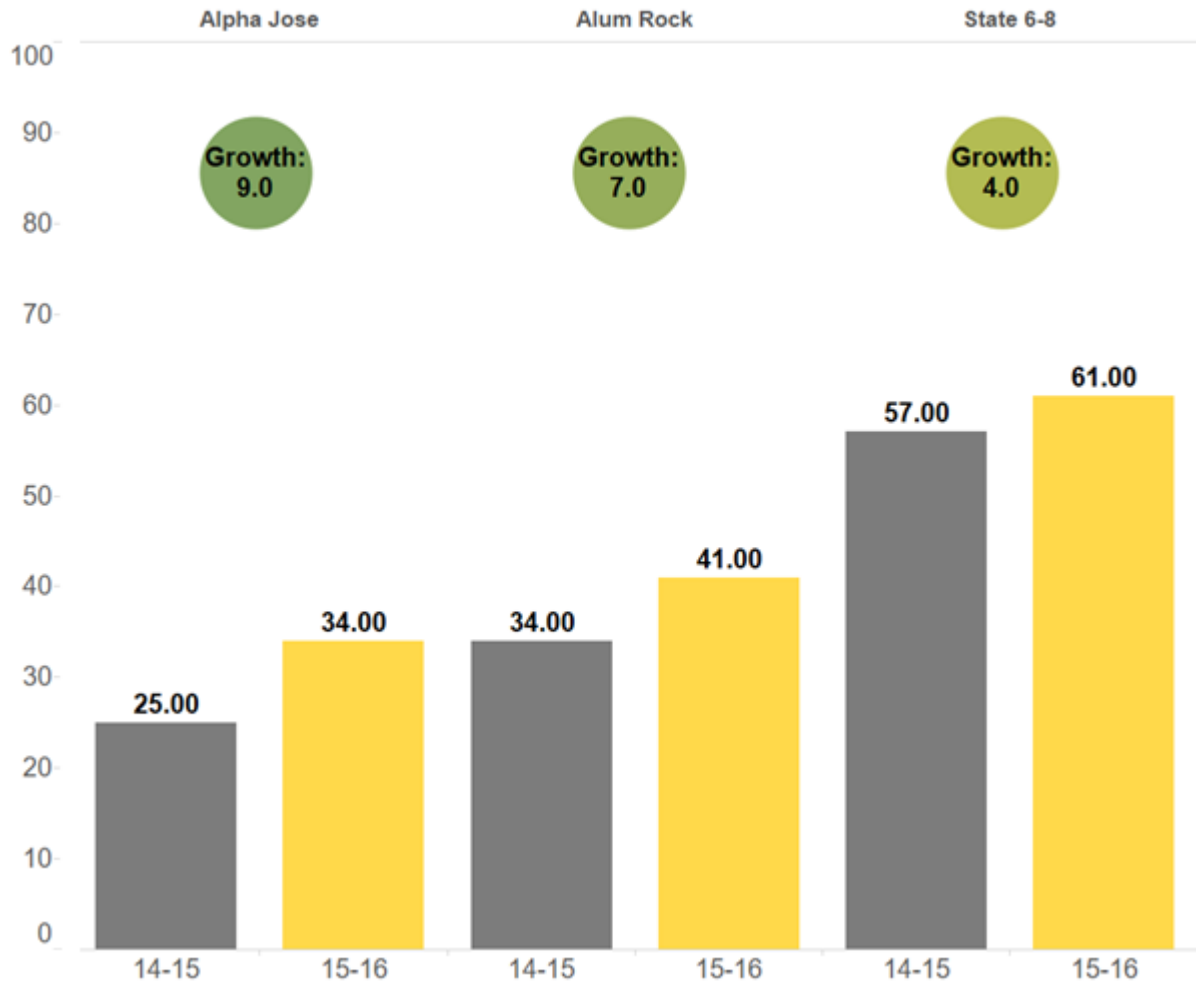
The following information shows the absolute performance of Alpha: José Hernández on the State’s Smarter Balanced assessments. Admittedly, there is both a need and room for improvement, but even in its second year of operation, student proficiency data at the school was stronger than it is at many neighboring schools.

Another important measure is year-to-year growth. The data also shows the school’s growth in math and ELA from Year 1 to Year 2, and compares that growth to the typical growth of similarly aged students across the district and across the State. Alpha: José Hernández students grew more rapidly in both subject areas than the state average. In the case of ELA, the school more than doubled the State growth rate – a remarkable achievement.

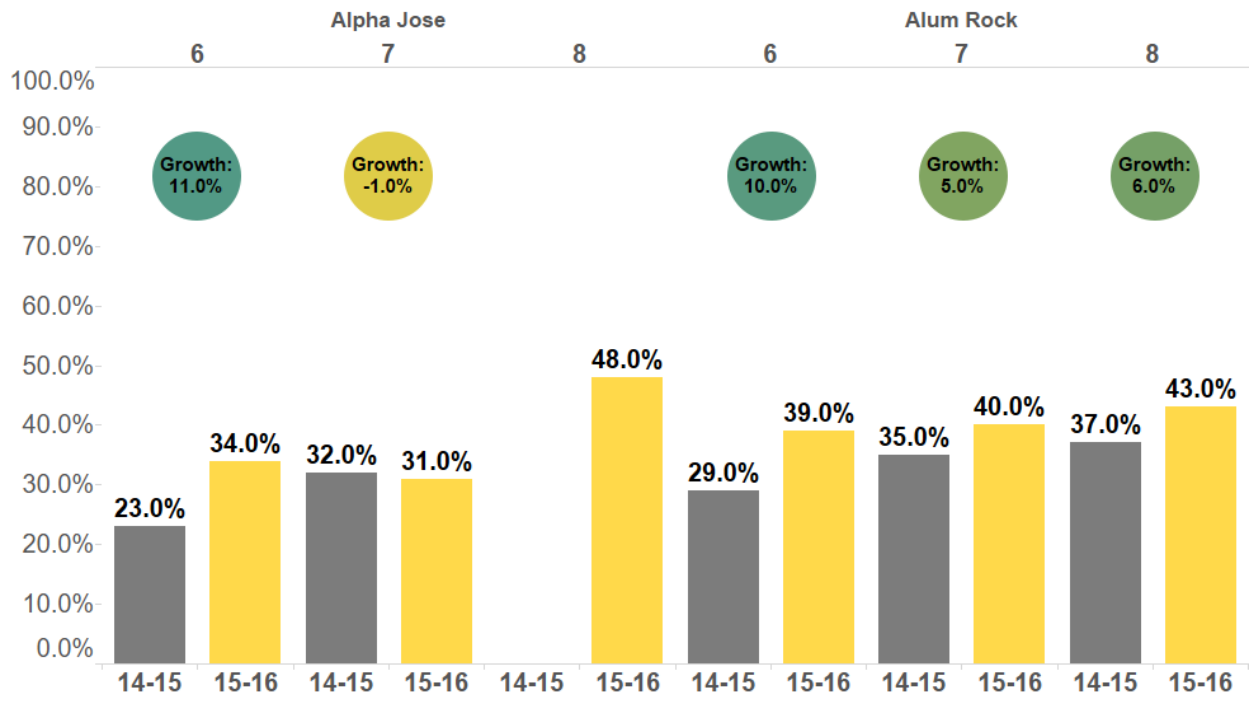
Percent Proficient by Year - Math: All Students



Percent Proficient by Year - ELA: All Students

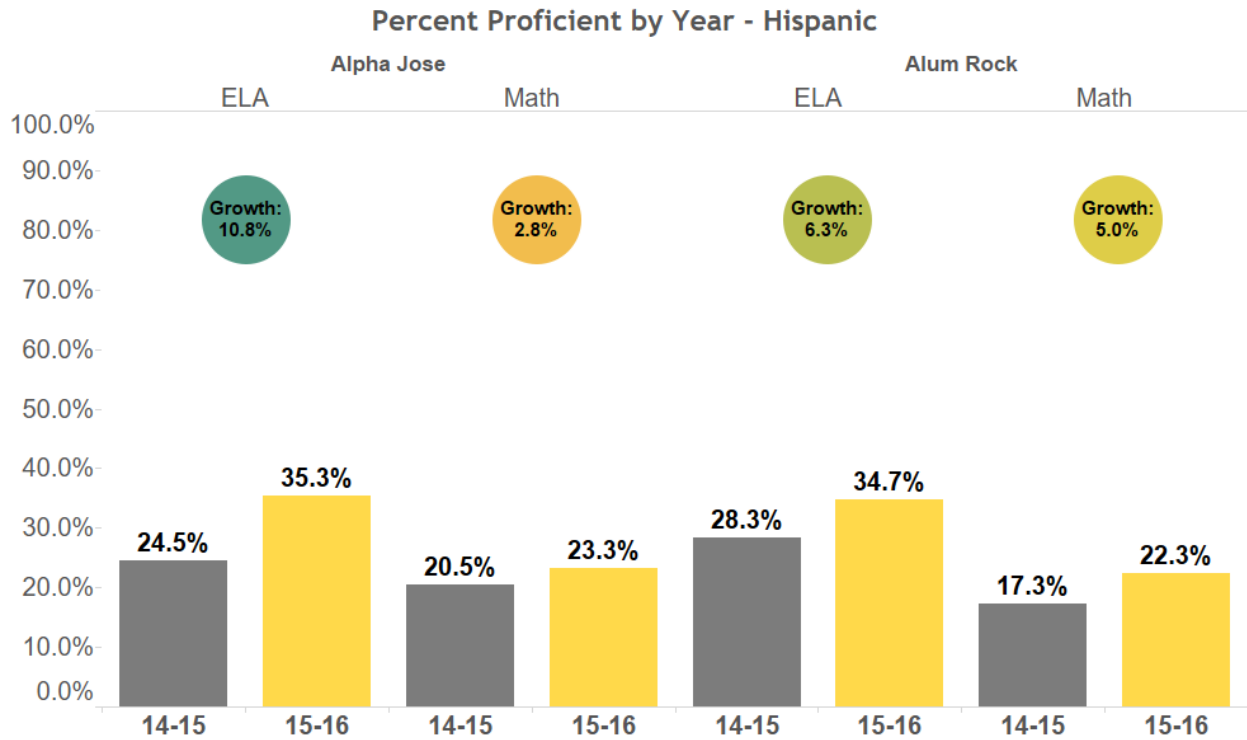


Percent Proficient by Year - ELA: All Students

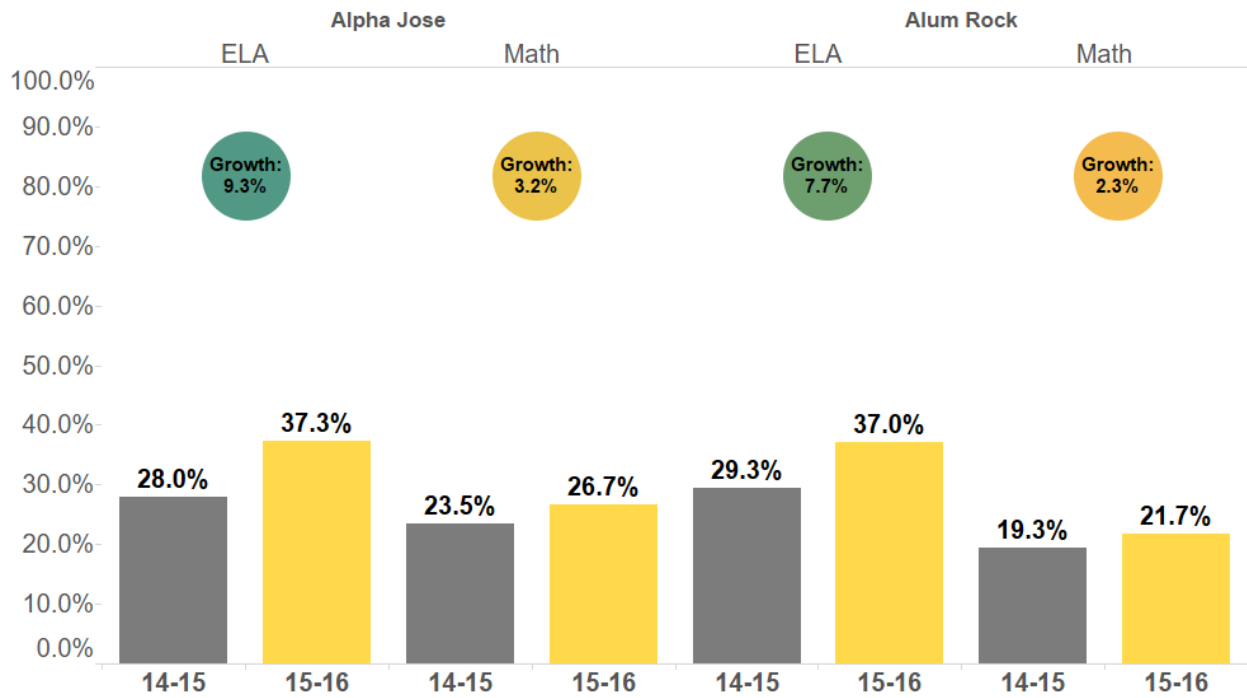


Smarter Balanced Assessment Results – Subgroup Comparison Data

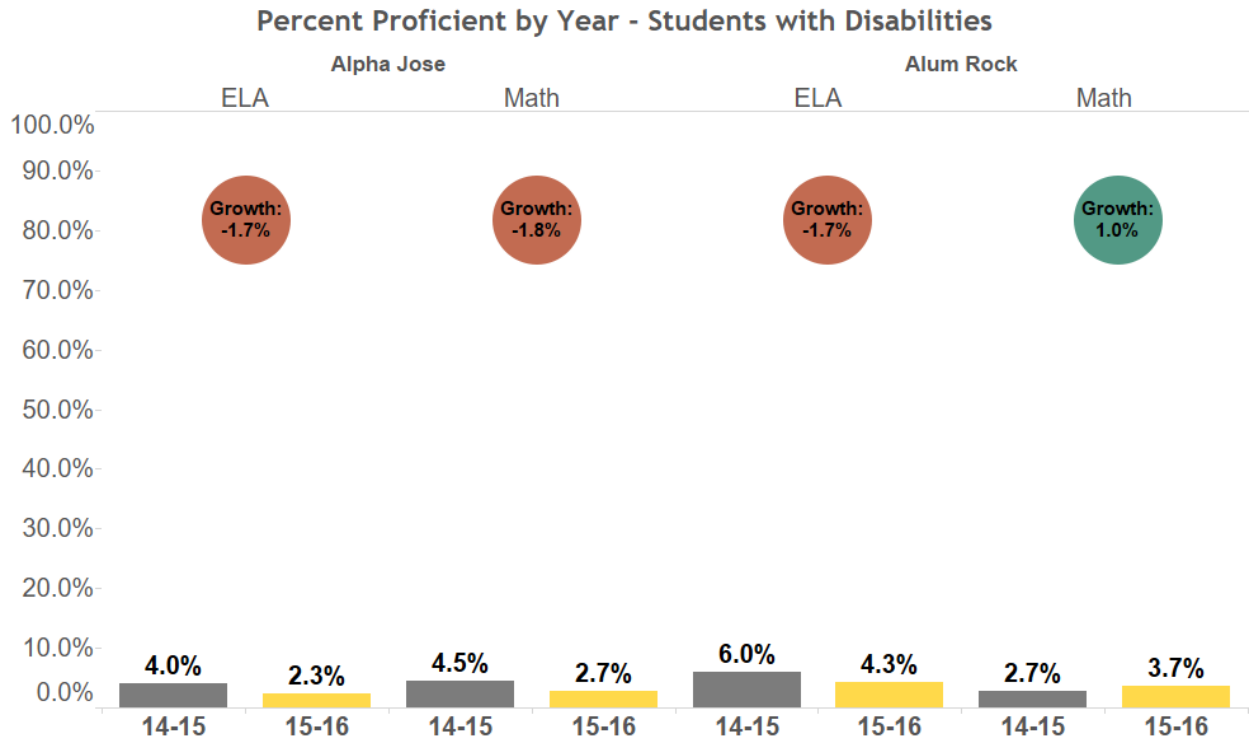
When looking at both economically disadvantaged and the Hispanic and Latino subgroup data, Alpha: José Hernández demonstrated strong year-to-year growth - especially in ELA. When compared to middle school students in the host district, these students are now outperforming the average in both subject areas for both subgroups. This is an accomplishment as a second year school, especially given the incoming performance data discussed above. Still, we have a great distance left to travel to ensure that all students are on the path to college success.



Percent Proficient by Year - Economically Disadvantaged

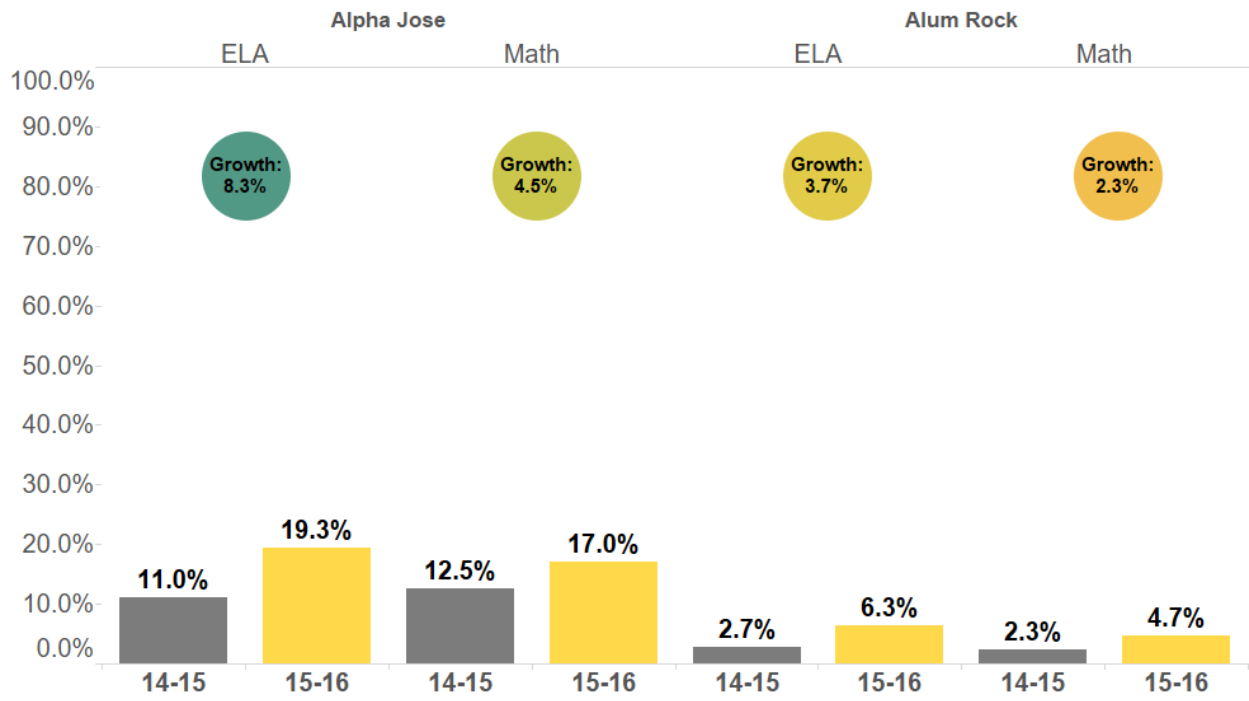


The subgroup data for students with disabilities indicates two things. First, we must do more to improve outcomes for students with disabilities. Second, the Smarter Balanced assessment is not the right measure for many of these students, as currently implemented. There were several schools within the district that had 0% proficiency rates, and the District average was below 5% in both subject areas. We are continuing to strengthen our Special Education program, and we are optimistic that outcomes will improve. Additionally, we have included MAP data later in this executive summary to demonstrate growth within this subgroup.



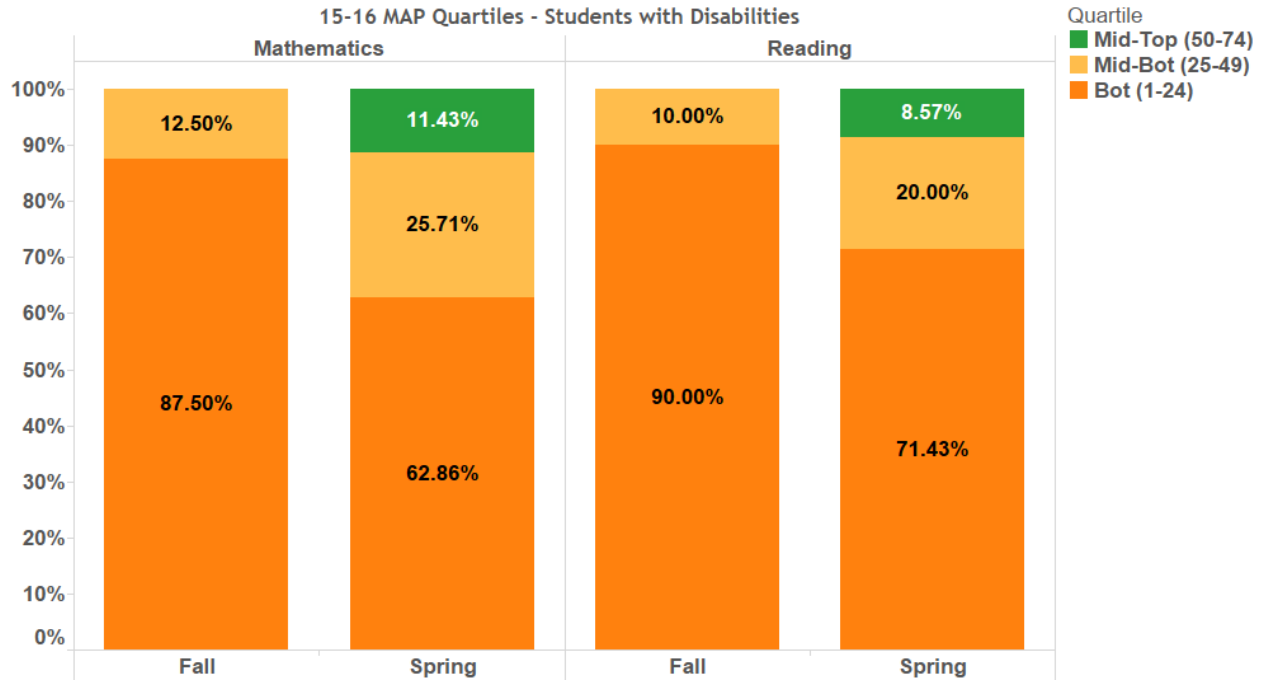
Alpha: José Hernández students who are English Learners performed very well on the Smarter Balanced assessment. Additionally, later in this summary, English Learner CELDT performance data is included, with comparisons to State and District data. By all measures, Alpha’s program for English Learners is proving to be effective. Universal GLAD training for all teachers in the current school year should help to ensure continued improvement and success.

Percent Proficient by Year - English Learners



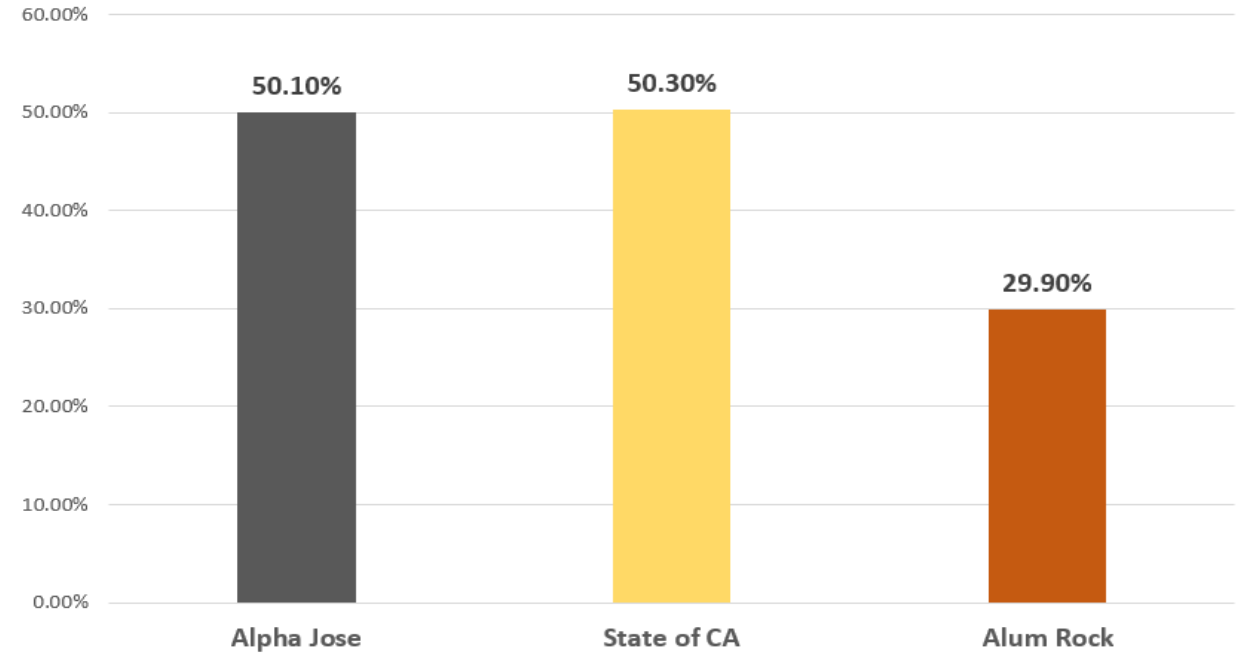
Additional Supporting Data for English Learners and Students with Disabilities

Below is NWEA MAP data demonstrating the progress made by students with disabilities.

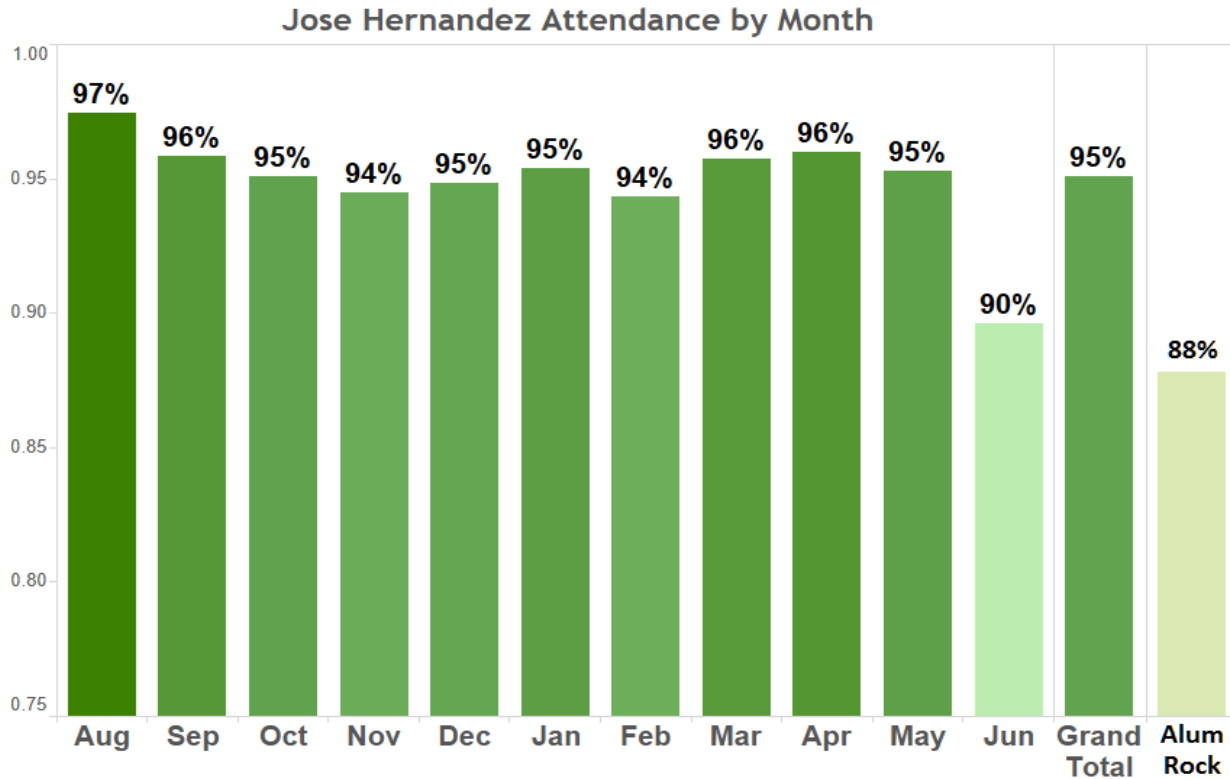


Below is data showing the percentage of English Learners who tested advanced or early advanced on the CELDT in 2015.

Percent of Student Scoring Early Advanced or Advanced on the CELDT



Attendance:



*Alum rock attendance data from: <http://www.ed-data.org/district/Santa-Clara/Alum-Rock-Union-Elementary>

Non-Academic Indicators: School Culture and Parent Engagement

Measures of school culture metrics, including attendance and discipline data, indicate that in its third year of operation, the school continues to succeed in this area. Attendance rates for the first two years of operation were 95%, suspension rate was 6.1% in 2014-15 and 7.7% in 2015-16), and there were no expulsions in 2014-15 and two in 2015-16.

JHMS students have focused on improving their community and developed a sense of ownership and responsibility through activities like a student government-sponsored food drive and a Saturday morning service learning opportunity during which students, staff, and families cleaned up garbage around Lake Cunningham. Students have also taken pride in ensuring the campus stays clean and in good condition by picking up garbage, sweeping and cleaning the lunchroom and classrooms, and taking out their class' garbage and recycling.

Events

- Ribbon Cutting Ceremony with José Hernández
- Dia de los Muertos storytelling
- Family Sock Hop
- Cinco De Mayo celebration
- Several dances (holiday jam and spring dance)
- Talent Show

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- Fall Fest
- Loved Twice Clothing Drive

Field Trips

- College trip to UC Berkeley
- Angel Island Trip
- San Francisco, Fisherman's Wharf
- We Day concert

Parent Involvement

Alpha was founded by parents, for parents, as a community resource designed to better engage and change families' futures. To that end, Alpha staffs a Parent Center where much of this work happens. The Parent Center operates with the following long-term goals always in mind:

- Families will HOLD Alpha accountable for their child(ren) academic growth
- Families will not give into STATUS QUO academics for their child(ren)
- Families will bring URGENCY around their child(ren) 1 - 1½ years academic growth expected yearly
- Families will be the voice and strongest advocate for their child(ren)
- Families will be solution orientated collaborative and shared leadership

Alpha's parent involvement strategy centers around short and long-term goals including parent involvement on campus, development of leadership skills to advocate for his/her student within/out of Alpha, understanding of the college process and support for student college attendance, and English proficiency. A key part of Alpha's parent involvement strategy is needs assessment (see Appendix C). Ongoing needs assessments help Alpha identify the needs of its families and nimbly and flexibly address them. Current surveys demonstrate that primary needs include greater engagement in school through improved English language skills, food needs, housing, employment and mental health resources. Below are ways in which the school works to need meet these needs:

- Believing that communication is a key part of engaging parents, the school communicates with families via phone, text, email, social media, and written notices. The school provides communication in Spanish, Vietnamese, and English. Translation is provided at all meetings.
- 7th grade students created an app to connect parents with resources, track student progress, and view the school's calendar.
- The school provides English classes Monday-Thursday, four hours per session; two sessions-morning and evening-are offered daily to accommodate parent schedules. Refreshments are provided for classes, and at all meetings on campus.
 - Currently, 100 families are enrolled in English classes; 14 parents have pursued a high school diploma.
 - Parents enrolled in English classes also receive instruction in computer literacy; a blended model is currently used for instruction and this approach both meets parents' needs, and also allows them to better understand their student's experiences.
- The school partners with Second Harvest Food bank and provides a monthly food bank for its families and the surrounding community; the food bank is run by 25-30 volunteers each month and serves between

200 and 300 families. The school is currently working on an analysis examining the impact of the food bank on student ADA, for Alpha students and non-Alpha students in the community.

- The school partners with Loved Twice, an organization providing clothing to newborns in need, and students hosted a drive to collect clothing for infants 0-12 months, distributing it to local families in need and providing the remaining clothing to Loved Twice.

While Alpha believes deeply in parent engagement and volunteering, it does not require parents to volunteer. However, as Alpha is cognizant of the various factors at play in families' lives, its conception of parent engagement seeks to ensure that all families are able to receive credit for volunteer hours. Examples of activities for which parents can receive credit include carpooling, attending meetings on campus, participating in physical education with their child, and attending English classes, among others.

Since Alpha opened its first school in the fall of 2012, parents have volunteered in many ways at the school: helping with the school's ribbon cutting ceremony and other events, participating in parent leadership groups, attending community meetings, helping classroom teachers with grading and classroom culture, monitoring breakfast and lunch, and doing light office work. During this time, they have logged over 3000 hours of volunteering. Formal steps have been taken to consistently track parent volunteer hours, and beginning in 2016-17, student volunteer hours will also be tracked.

HR Challenges and Plans to Address them

A great education begins with an excellent teacher. But in the Bay Area and throughout California, teacher shortages are keeping many schools from delivering on their promise to students. Here in San Jose, charter schools will need to hire more than 800 teachers in the next five years – a need that simply is not being filled by our local universities or even by alternative preparation programs like Teach for America. What's more, teaching is changing, particularly in charter schools that prepare low-income and minority students for college and career: our teachers must be adaptable, collaborative, comfortable with technology and data, and prepared to do whatever it takes to help students succeed. In this challenging context, schools serving the highest-need communities often struggle to attract strong teachers, and to build a diverse teaching staff reflective of the communities they serve.

Between 2008-2009 and 2012-2013, the number of people enrolled in California teacher preparation programs declined from 42,245 to 19,933 - a drop of 53%. At the same time, student enrollment in the State remained flat and the cost of living increased, especially in the Bay Area. This has made it increasingly difficult to attract, hire, and retain excellent teachers, including at Alpha.

To ensure the long-term staffing needs of the organization Alpha launched a teacher residency program, Project 408, in 2015-16. Project 408 is a grow-your-own teacher preparation model that provides aspiring teachers with the instruction, experience, and personalized coaching they need to become effective classroom teachers in high-need districts and charter networks.

As the name suggests, Project 408 has a specific focus on the highest-need areas of San Jose, where students have been historically underserved, and where, during past shortages of qualified teachers, low-income students of color and students with special needs have been disproportionately impacted by the shortage.

Reflecting recent research related to how teacher preparation programs should be structured, Project 408 emphasizes a mentorship model, partnering Residents with Lead Teachers to ensure extensive, real-world practice that supports Resident development. This model also provides Residents the opportunity to work within the

community and build relationships with students and families before becoming teachers. To date, the program has attracted quality candidates that reflect the population served in East San Jose, and in many cases, candidates who have strong ties to the community, themselves.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1).

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that Alpha: José Hernández School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b):

| Legal Requirement for Charter Renewal | |
|---|---|
| EC § 47607(b) Charter School Must Meet At Least ONE Criteria for Renewal | |
| Renewal Criteria | |
| Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school. | N/A; no API calculation |
| Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. | N/A; no API calculation |
| Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years. | N/A; no API calculation |
| The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. | Alpha: José Hernández meets these criteria based on an analysis of its performance and that of the schools its students would otherwise attend. Please see Executive Summary for this data. |
| Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052. | N/A |

EDUCATIONAL PHILOSOPHY AND PROGRAM

A description of the school's educational program, 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. -California Education Code Section 47605(b)(5)(A)(i).

Educational Philosophy

The educational philosophy of Alpha: José Hernández School is based on the growing body of research which decisively shows that the achievement gap for traditionally underserved students – mostly low-income children of color – can be bridged if the school community focuses its attention on several key tasks. Though successful schools are often innovative, and no two successful schools are the same, there are common traits which are shared by most high-achieving schools.

As articulated in projects like "Dispelling the Myth," a program initiated by the Education Trust (Appendix D), a national education advocacy organization dedicated to eliminating the achievement gap and publications like, "Needles in a Haystack" (Appendix E), successful urban schools share several common strategies. Alpha incorporates these strategies into its core educational philosophy.

Alpha believes that successful schools share these common traits:

- Use state and common core standards extensively to design comprehensive curriculum and instruction, assess student work, and evaluate teachers
- Increase instructional time in reading and math in order to help students meet standards
- Support professional development focused on changing instructional practice
- Create a culture of data-driven instruction that includes assessment, analysis, and action, to monitor individual student progress and provide extra support to students as soon as it is needed
- Create a culture of data-driven students and families who are educated about the various assessments used to gather student achievement data and what this data means with respect to students' performance
- Attract and effectively retain high-quality teachers and leaders, and implement accountability systems that have real consequences for adults in the school
- Set high expectations for all students, teachers, and staff
- Keep a laser-like focus on student achievement
- Maintain a structured and supportive learning environment where students can learn and teachers can teach
- Build strong, positive relationships between school, family, and community
- Provide opportunities to empower parents as leaders in their community

Description of Target Population – Whom the School is Attempting to Educate

At full enrollment, the Alpha: José Hernández School will serve 572 students in grades Transitional Kinder/Kindergarten through eight. In 2017-2018, Alpha will add two classes of Transitional Kinder/Kindergarten, and, in subsequent years, Alpha expects to continue to add two classes of each grade level (grades 1-4, 30 kids per classroom) to become a TK/Kindergarten through eighth grade school. Alpha understands that a small percentage of families may move during the school year. Alpha plans to enroll additional students at each grade level to maintain the enrollment levels described above.

| Enrollment | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|------------|---------|---------|---------|---------|---------|---------|
| TK/K | | 60 | 60 | 60 | 60 | 60 |
| 1 | | | 60 | 60 | 60 | 60 |
| 2 | | | | 60 | 60 | 60 |
| 3 | | | | | 60 | 60 |
| 4 | | | | | | 60 |
| 5 | 136 | 68 | 68 | 68 | 68 | 68 |
| 6 | 68 | 136 | 68 | 68 | 68 | 68 |
| 7 | 136 | 68 | 136 | 68 | 68 | 68 |
| 8 | 136 | 136 | 68 | 136 | 68 | 68 |

Alpha is designed to serve students who are, or may be at risk of, achieving below basic proficiency on state exams, and whose families are seeking an alternative to the current educational system and desire a proven educational approach, which emphasizes high academic achievement for all students. The Alpha: José Hernández School’s target student population will generally reflect that of the community currently served by Alum Rock Union Elementary School District’s elementary and middle schools. The Alpha: José Hernández School intends to enroll a diverse student population of Hispanic, Asian, Filipino, and other subgroups, including a substantial number of English Learners, students with disabilities, and socio-economically disadvantaged students.

As required by law, Alpha will conduct outreach to recruit a student body that is reflective of the school-age population of ARUSD. The school’s demographic profile is expected to correspond broadly with that of the district (see table on page 12). While it is not anticipated that all Alpha: José Hernández students will reside in ARUSD, the demographic profiles above are expected to be generally consistent with the School’s enrollment. (Demographic data in table on page 12 taken from California Department of Education’s DataQuest for 2015-16 school year.)

What it Means to be an Educated Person in the 21st Century

An educated person in the 21st century must possess the knowledge, skill, and strength of character to succeed in school and to become a self-reliant and contributing member of society. The goal of Alpha is support children as they work to become self-motivated, competent, and lifelong learners.

Alpha believes that an educated person in the 21st Century should possess the academic skills and competencies of character listed below. Alpha will work diligently to impart these skills and support the development of these competencies by the time a student has completed middle school.

Academic Skills

- Students will read at or above grade level
- Students will develop both computational abilities and a conceptual understanding of math

- Students will be curious about the world around them, leading them to become inquisitive and self-motivated, lifelong learners
- Students will communicate effectively through excellent listening, speaking, writing skills
- Students will possess creative, logical, and critical thinking skills enhanced through art, science, and technology
- Students will use technology as a tool for learning and communication
- Students will have confidence in adapting to new situations and be receptive to learning
- Students will be eager to synthesize and act upon new information
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought. They will be able to make logical connections among them

Competencies of Character

- Students understand that every action has a consequence, and they accept responsibility for their personal decisions and actions
- Students respect themselves, their classmates, their school, and their community at all times
- Students develop self-confidence and self-esteem by setting challenging goals and by working hard to achieve those goals
- Students are willing to take risks and to persevere when they encounter obstacles or failure
- Students learn the value of discipline and concentration
- Students work successfully both cooperatively and independently
- Students learn to embrace healthy competition
- Students do not lie, cheat, steal, or tolerate those who do

How Learning Best Occurs

Alpha believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way. Socio-economically disadvantaged students who have a strong academic foundation are more likely to succeed in school and life. The key to a successful school is strong administrative leadership, excellent teachers who know their students well, and a structured learning environment that focuses on hard work and academics and encourages positive interaction and support with informed family and community.

Learning Best Occurs when there are School-wide Expectations of High Achievement for the Entire School Community: Students, Teachers, Staff, and Families

All members of the Alpha school community work together to ensure that every student acquires the academic skills and competencies of character needed to succeed in high school and in college. Alpha students, teachers, and staff work together to meet the goal of ensuring every student performs above grade level, demonstrating proficiency in math, language arts, history, and science by the time they graduate from 8th grade. Regular classroom observations by school leaders, annual reviews of school leaders by the Network Team, and annual reviews of the organization's leader and overall performance by an independent Board of Directors, and monthly parent organization meetings ensure that these high expectations are coupled with an equally rigorous accountability system for all stakeholders.

Learning Best Occurs within a Culture of Data-Driven Instruction, Where there is an Unyielding Focus on Student Achievement

Alpha utilizes challenging interim assessments and other metrics to provide meaningful data that indicates the level of student mastery of grade-level standards. In addition to state-mandated, end-of-year tests, students

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complete standard-aligned, NWEA MAP assessments three times per year. These computer adaptive tests measure growth in reading, language use, and mathematics and provide all stakeholders with meaningful information about student progress. School created, common core aligned-interims, formative and summative assessments; projects, homework, and other forms of formal and informal assessments are used to monitor student-level and school-wide performance on a daily, weekly, and monthly basis. See the attached sample school calendar (Appendix F), which includes professional development days dedicated to the analysis and interpretation of student data approximately every six weeks. Too often schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled “data days” allow for professional development that focuses on effective uses of data, data analysis, learning plan development and modification, and the development of grade-level and school-wide action plans based on student performance data (See Appendix G for a Data Analysis Tool). Students, families, teachers, and leaders carefully analyze these and other data to identify the causes of academic strengths and weaknesses. Teachers, through collaboration and consultation with one another and with instructional leaders, modify instruction based on the analysis of student data, effectively individualizing instruction for each student. The school community embraces a culture of data-driven instruction.

Learning Best Occurs When a Comprehensive Curriculum, Aligned to State Standards is Individualized

Alpha believes that individualization should be a core component of all twenty-first century schools. Alpha schools implement a full Response to Intervention (RtI) model, providing three levels of intervention for students in need of additional assistance.

The first level of intervention is in the classroom, where teachers differentiate instruction to deliver more individualized objectives throughout the day. Teachers and staff monitor student behavior and academic performance daily. In addition, as articulated in the section above, a myriad of metrics are used to monitor the progress of all students every six weeks, and results are analyzed to identify students who are failing to make adequate progress towards mastery of the core, standards-based curriculum. This data analysis is the foundation for the differentiated instruction delivered in Level 1 of intervention. Every student works with his or her teacher to create a data progress charts, which specify areas of strength and weakness and explicit classroom modifications, areas to target in our computer-based activities and specific goals to work on during remediation time. Teachers create data progress charts during “data days” and during prep periods. Students review these with teachers during academic enrichment, remediation time, or at other times both within and outside of core instructional activities. Teachers support students in reflecting on their progress over the time and work on setting goals to improve their performance (see Appendix H for student-led conference form). Families are encouraged to participate in the review of the data progress charts; depending on student performance and student behavior, parent-teacher conferences may be a required part of the this process.

The second level of intervention occurs in our After School Program run by Citizen Schools (See Appendix I). Alpha partners with Citizen Schools to offer an after-school program that focuses on providing low-achieving students the support necessary to ensure rapid progress towards the mastery of core academic standards. Citizen Schools employs Teaching Fellows to work with students in small groups (no more than 12:1 student-teacher ratio), implements appropriate computer-based activities, and provides access to a leveled library and reading comprehension / language acquisition activities. Teaching Fellows are not be credentialed teachers, but meet all Alpha and Citizen Schools policies for non-core staff, receive professional development in effective differentiation, and communicate regularly with classroom teachers (at least weekly) to ensure that proper modifications are made based on student progress. The Citizen Schools Campus Director and Deputy Campus Director monitor and facilitate this process and continuously monitor the effectiveness of the teaching fellows. Whenever possible, teaching fellows provide small-group intervention with students whose data indicate similar instructional needs. For example, there may be one or two sixth grade students in each class that have not yet mastered long division.

MAP and other assessments will identify this gap. Teaching fellows work on this specific weakness, with only the students who have not yet mastered the skill. This targeted approach to supplemental instruction ensures more rapid progress for all students in the After School Program.

If classroom modifications and additional strategies fail to help a student make adequate progress, the student enters Level 3 of the RtI process. In addition to continuing Level 2 activities, these students meet weekly with their classroom teachers, 1:1, during academic enrichment. These meetings serve as an opportunity for progress monitoring, but also for individualized tutoring and instruction. Another core activity at Level 3 is small group intervention, called Power Hour, during the regular school day in the form of small groups organized by teachers, teaching fellows, instructional coaches, and the school leadership team, based on MAP and mastery data. Students who do not demonstrate mastery on exit tickets are grouped for reteaching by an instructional member of the staff during the Power Hour portion of the day (1 hour a day, 4 days a week). The groups may be fluid, in that certain students will come and go based on data, but the lowest scoring students on the most recent MAP assessment participate regularly in remediation/intervention versus acceleration work. By continually monitoring and modifying (as needed) each student's program, the teacher is able to design an effective, individualized instructional program. As part of weekly staff meetings, Alpha principals receive updates on all students in Level 3. These weekly meetings (as well as input from families) help determine whether or not further intervention, including the convening of at Student Success Team, is necessary.

Learning Best Occurs in a Structured and Supportive Learning Environment Where Students Can Learn and Teachers Can Teach

Alpha staff understands that adolescence is a special time in a student's life that can present a variety of unique scenarios with respect to behavior. Alpha sets clear expectations for student behavior in the Family Handbook (See Appendix J). Just as Alpha's full Response to Intervention model provides differentiated interventions with respect to academics, Alpha implements a tiered discipline policy that ensures students respect themselves, others, and the school, but provides for an appropriate measure of self-regulation and personal responsibility. Students are expected to work hard and to take pride in the product of their work. Students who fail to meet these expectations will be subject to the school's discipline policy, which is also outlined in the Family Handbook. Families receive this handbook with the registration packet. The school's discipline policy is also communicated during orientation and in the classroom during the first day of school.

Fair and consistent application of the school's discipline policy creates a school culture where appropriate behavior and exceptional student work are the norm. This allows teachers to teach and students to learn and explore in a safe and supportive environment. For students who continuously struggle with behavior challenges, the school's tiered discipline policy is followed and students are supported as they learn to modify their behavior.

Learning Best Occurs in Schools that Effectively Hire and Retain the Highest-Quality Teachers and Leaders

Alpha is constructed to combat the enormous turnover among new teachers and leaders that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years. (Ingersoll, 2001) We believe that teachers and leaders need career paths that reward their successes with more responsibility, greater compensation, or both. Alpha creates a career ladder for teachers and leaders that recognize student performance as a primary factor in advancement. This improves employee retention, succession planning, and career development. (CA State Dept. of Employee Development, 2003). By providing exceptional teachers with opportunities to advance professionally (as either teachers or leaders), providing effective professional development for all employees, and fostering the supporting conditions that empower and support faculty and staff, Alpha attempts to decrease attrition rates.

Learning Best Occurs in Schools that Foster a Positive Relationship between School, Family and Community

The most important relationships that occur in a school are between teachers and students. Alpha facilitates productive teacher-student relationships by minimizing the number of different teachers each student sees during a given academic term. At TK/kindergarten through fourth grade, classes are self-contained, with each teacher responsible for instruction in math, English, history, and science. Students in grades sixth through eighth have cored classes. Each student has two teachers, one for math/science and one for English/history.

Positive relationships between students and teachers have positive academic effects. Close relationships with teachers lead to higher levels of student engagement and achievement (Pianta, 1999). In an article entitled *Relationships Matter*, Deborah Stipek reports that adolescents “work harder for teachers who treat them as individuals and express interest in their personal lives outside school” (Stipek, 2006). By building positive relationships with students, educators can provide the motivation, initiative, and engagement, which are essential for success. (Pianta, Stuhlman, & Hamre, 2002) At TK/kindergarten through fourth grade, in self-contained classrooms, a single teacher will be responsible for delivering all core content, developing and monitoring data, communicating with families, directing and monitoring After School Academy activities, and modifying instruction based on analysis of student data. This allows for the development of a family culture in each classroom, where caring and involved teachers set high expectations and hold students accountable for meeting them. Beginning in sixth grade, students are maturing and there are two primary adults playing a role in a student’s life at school. These two teachers collaborate around the data progress process, family communication, and other activities in which the student is engaged. Students are assigned to one of their two teachers as an advisee, and this teacher will continue to provide a single point of contact for families. Providing a single point of contact is of significant benefit to families, who develop a relationship with one teacher who provides specific information about a child’s performance in each core area, and can also provide an overview of both academic growth and character development. Transitioning students from a self-contained classroom to a cored classroom is a scaffolded and responsible way to help students move from the structure of elementary school to the freedoms of high school.

Alpha encourages parent involvement at many levels and supports and empowers parent leaders and volunteers, but never forces parents to choose between volunteering at the school and supporting their families. Alpha encourages all families to help improve the academic outcomes for their children, e.g. providing a quiet place for students to do homework or making sure that students get enough rest. In these ways, even families that cannot participate more directly can still have a positive impact. The school principal meets with parent leaders and attends community meetings, and provides parents, families, and other members of the community opportunities to participate in the life of the school. The Alpha: José Hernández School recognizes that the community supported the development of the school, and it works hard to be a positive and productive member of the community.

Learning Best Occurs When Students Have Extra Time to Practice

As discussed above, Alpha’s After School Program, run by Citizen Schools, is an after-school program that focuses on providing low-achieving students the support necessary to ensure rapid progress towards the mastery of core academic standards. Students whose data prescribe participation in the Academy are required to attend for two and a half hours each day, Monday through Thursday, and five hours on Fridays. At least 25% of students attend the Academy on any given school day, depending upon academic performance and data goals and recommendations. The After School Academy includes computer labs and libraries, which are set-up to be conducive to both independent and small group learning. The libraries contain leveled books where students can

read independently at the top of their independent reading level, as well as at computers running a learning management system that allows students to access instruction at exactly their current level of understanding.

According to a 2007 report published by the Nellie Mae Education Foundation (See Appendix K) researchers have found that, “Children in all socioeconomic groups are learning at the same rate, at least when it comes to basic skills, during the school year, and that nearly all the differences in achievement between poor and middle-class children are rooted in the inequities that young people experience outside the schoolhouse door: namely, before they begin kindergarten, and once in school, during out-of-school time. These inequities are especially pronounced during the summer months, when middle-class children continue to learn or hold steady in reading and language skills, while poor children lose knowledge and skills.” To help level the playing field, Alpha hosts one and a half weeks of summer school for all students, where students will begin to acclimate to the culture of high expectations, review key concepts and standards from their previous grade, and begin to master content from the grade they will be entering. Alpha also holds monthly Saturday school for students who have been absent from school or who require additional support to ensure academic success.

Curriculum and Instructional Design

The academic program at Alpha is a fully inclusive, site-based curriculum that puts all students on track for academic proficiency and eventual college and career success. The school’s curriculum framework is developed for TK/Kindergarten-8th grade with the explicit purpose of helping all students become college and career ready by graduation. The school model integrates curricular and instructional practices proven most effective with the target population. All teaching and learning is aligned with and directed toward student mastery of California/Common Core Standards, as well as key college-prep skills, learning strategies and work habits crucial for long-term academic success.

Students move through an age-appropriate curriculum for English-Language Arts, Mathematics, History-Social Science, and Science at each grade level. Students also receive instruction in Visual/Performing Arts, and Physical Education. The extended daily and yearly schedule allows students to master both the academic skills and competencies of character needed to become lifelong learners and successful college students. Students are expected to attend school daily and follow a prescribed schedule, with core instruction taking place between 8:00 AM and 3:45 PM for grades TK-4 and between 9:00AM and 4:00 PM for grades 5-8. Alpha also anticipates offering after school program for all grades for approximately 2-3 hours after the close of school. With more time built into the day, teachers are able to delve into topics more deeply to ensure student mastery. Alpha reserves the right to slightly modify these times as appropriate to best meet the needs of the community, but will offer the same number of hours per day as stated here. See the sample bell schedule in Appendix L and curriculum information in Appendix M for more detail.

Alpha provides 188 days of instruction, eight days more than traditional public schools provide, and eighteen more than the legal minimum applicable for charter schools. Summer school, a modified version of year-round schooling, enhances continuous learning. Reports from the California State Department of Education show that standardized reading test scores increased 19.3% for year-round grade school students and that a greater number of year-round students met state score objectives than those on traditional schedules (United States Department of Education, 1992). Research is clear that more instructional time enhances learning and reduces the opportunities to “forget” what has been learned. Students in Asia attend school many more days per year than U.S. students: 243 days in Japan and 220 days in South Korea; in China, students typically attend academic programs during any breaks in the school year. All three of these nations scored well above the United States in OECD’s most recent international student assessment rankings (2009). In addition to extending the school year, Alpha focuses on excellent student attendance of at least 95%.

The environment is small and personalized. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. In addition, Alpha facilitates productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. This small school model helps to support larger class sizes without negatively impacting student performance. Research on the relationship between class size and student performance supports this approach, as evidenced in Caroline Hoxby's article, "The Effects of Class Size on Student Achievement: New Evidence from Population Variation." All Alpha classroom teachers must be capable of teaching each of the core classes for which they are responsible, well. To ensure this, Alpha screens teachers for subject matter competency in the hiring process, ensuring that all classroom teachers hold the appropriate credentials, provide professional development that supports instruction across multiple disciplines, and mandates teacher collaboration among teachers with expertise in different subject matters.

Alpha is a cohort model, which means that all students of the same grade level take the same course in English, history, math and science each year. Alpha uses a variety of supports and pedagogical strategies, as outlined in the following section, to make certain that all students in the target population can successfully access the curriculum.

The faculty consists of highly qualified teachers who are well supported by the school's administrative staff and through targeted professional development. Teachers hold appropriate teaching certifications. Professional development, teacher planning time, and other opportunities for collaboration are scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Alpha ensures collaborative planning time for teachers to design interdisciplinary curricula, so that students are able to make connections across the subjects, and thereby deepen their conceptual understanding of content. At all Alpha schools, the entire staff meets for 3 hours one afternoon every week, students' early release day, for professional development.

A Day in the Life of a TK/K-4 Alpha Student

7:45

Patricia, a first grader, arrives at school promptly at 7:45 A.M. dressed in her school uniform and receives a welcome handshake from Ms. Hanlon, the Principal. Ms. Hanlon checks her uniform, and then allows her to proceed to the cafeteria for breakfast. After breakfast, Patricia walks quickly and quietly to her classroom and turns in her homework to her teacher and hangs up her backpack on her hook. While her teacher reviews her homework, Patricia retrieves her computer from the cart and begins working on her assignments.

8:00

Promptly at 8:00A.M., Patricia's teacher begins Morning Meeting by going over the Alpha values. Patricia recites along with excitement. Morning Meeting is one of her favorite times of the day. Her teacher awards the Homework Superstar to a student who has done an exceptional job on his/her homework and the class reviews their academic and character goals for the day.

8:15

After Morning Meeting, the class begins their ELA mini-lesson. The teacher reviews the objectives for the morning so that Patricia and her classmates know exactly what they will be doing and how they will show what they know. Today's mini-lesson is focused on key vocabulary that will be in the story they will read during their small group.

8:30

At 8:30, Reading Power Hour (RPH) begins. For the next hour, Patricia and her classmates are in their center groups and working independently. They know their teacher has to work closely with a small group so they must show their independence and not interrupt. Patricia enjoys Read to Self and Word Work on her Chromebook before moving to work directly with the teacher on their story for the week.

9:30

At 9:30, the whole class comes back together and discusses how RPH went. Many of the students completed their work independently so the whole class does a cheer to recognize their good work. Next, the class moves into ELA time and works on finding the main idea and key details in a story. They also review grammar, as it will be important for their writing.

10:30

After ELA, the class begins writing. They will start their work now, and finish after lunch. Their focus for this week is informative and explanatory texts. Last week, Patricia completed a graphic organizer on her topic and today she will begin her first draft.

11:00

It's time for lunch! Patricia and her classmates walk to the cafeteria, choose their lunch, and take their seat with the class. Students know they must use soft voices and keep their area clean while they are eating.

11:30

After a delicious lunch, the students return to the classroom and get right back to their writing. Patricia finishes with some time to spare, but she knows she must go back, check her work, and add details to her writing.

11:45

After finishing up writing, the students move on to math. Today they are working on a math assessment and after they finish the assessment, they get to spend time on ST Math. Patricia is ready for her assessment. She knows she must show her work neatly and completely, as well as explain her thinking. After the test, she is ready to play with Jiji the penguin!

1:30

Patricia and her friends have worked hard and they need a break. They all head outside to the play structure and enjoy their recess and snack.

2:00

After recess, it's time for Specials. Today, the class has dance. They are working on moves to a popular song. Patricia enjoys the fast pace of dance and the music. She can't wait until the dance is done and they can perform for their teacher.

3:00

One of Patricia's favorite classes is science. Her class is currently studying plants and today, they are planting tomato seeds. Patricia and her classmates work carefully throughout the lesson to make sure they are following directions and being neat. Patricia places the dirt and seeds in her pot and pours a little water on top. She then carefully puts her name on a piece of tape and places the tape on her pot. To ensure that her plant gets some sunlight, she places it near the window. Over the next few days, the class will be tracking how much the plants grow each day.

3:40

After a long day full of learning, the students prepare their binders for dismissal. Before they leave, they must fill in their color for the day. Patricia did a good job today and she gets to color her behavior log green. Her teacher also writes a quick note to her mother in the log so that Patricia's efforts are known at home. Patricia also reviews her academic and behavior goal for the day and writes in her log how she met those goals.

3:45

Patricia makes sure to place her homework folder in her bag and straightens up her desk and workspace. She pushes her chair in and lines up silently with her classmates. Patricia's mother picks her up and Patricia eagerly tells her about all of the things she learned today. She can't wait to come back to school tomorrow.

A Day in the Life of a 5-8 Alpha Student**8:30**

Robert, a sixth grader, arrives at school promptly at 8:30 A.M. dressed in his school uniform and receives a welcome handshake from Ms. Hanlon, the Principal. Ms. Hanlon checks his uniform, and then allows him to proceed to the cafeteria for breakfast. After breakfast, Robert heads to his classroom and lines up outside, chatting quietly with some classmates. His teacher welcomes him into the classroom by shaking his hand and asking how he is doing today.

9:00

Promptly at 9:00A.M., Robert's Math teacher, begins Morning Advisory by going over the Personalized Leadership Training goals for the day. Robert grabs his Chromebook from the computer cart, goes over his goals and waits for his teacher to have a one to one goal setting discussion. After meeting, his teacher calls for shout-outs related to the Alpha values for any students who have done an exceptional job for the week.

9:15

After Morning Advisory, Robert hands in his Math homework, copies his homework down in his planner, and reads silently. The teacher also reviews the objectives for the morning so that Robert and his classmates know exactly what they will be doing and how they will show what they know. Today's objective is to interpret and explain statements of order for rational numbers in real-world contexts.

9:30

At 9:30, Robert's class transitions into the first of three station/rotations for the 90-minute block. He logs into his class' Math page to see his personalized schedule, based on his color group (assigned using the NWEA/MAP assessment he took at the beginning of the year). Robert will start his first station with his teacher at the critical thinking station. His teacher begins the lesson with a Do Now and then dives into a real-world problem involving temperatures in different climates, which aligns with what Robert is learning in Science class.

10:30

At 10:30, Robert is on to his last station in Math class, Fill-in-the-Gap Remediation/Acceleration, after spending 30 minutes in his second station (Leveled-Skill Practice) where he worked in a group to solve 3 multi-step word problems. During this last station Robert works on Zeal, a math online program to help him fill in some gaps he has on 5th grade math. 5 minutes before class lets out, Robert completes an exit ticket on his computer so that his teacher can analyze the data to determine groups for tomorrow's lesson.

11:00

After Math class, Robert transitions into his ELA classroom with Mrs. Wright. She welcomes him into the class with a high five and reminds him to turn in his homework in the bin with his group color on it. His teacher also begins by going over the objective and a Do Now. Today's objective is to compare and contrast two characters from *The Circuit*, their novel study book for this unit.

12:00

By this time Robert has participated in a Socratic seminar where he represented one character and had to defend the choices the character made in the book using specific evidence from the text. For the last thirty minutes in ELA, Robert will work on comparing and contrast characters by reading two different texts from Newsela, an online program, and then answer Common Core questions before he takes his exit ticket.

12:30

It's time for lunch! Robert chooses a steak salad with a side of cucumbers and strawberries. He is an Alpha Value Award winner, so he is allowed to take a chocolate milk and sit where he likes.

1:00

After finishing up lunch, Robert goes to Personalized Leadership Training (PLT) Field (which is just like P.E., but with the addition of practicing leadership habits). Today the coach has them run the mile and records their time. Robert has decreased his time by 55 seconds since he last ran the mile. Next, the students split into their squads and do a series of strength training exercises, focusing on Leadership by taking turns modeling and demonstrating the appropriate way to do the exercises.

2:00

After PLT, Robert cools down and heads over to his homeroom classroom to see which Power Hour class he will be in. While he was at PLT, his teachers were analyzing the exit ticket data to create power hour groups. During this time students are grouped based on their needs. Robert had some difficulty with the math objective, so he will be in Math Power Hour today to focus and improve on that skill.

3:00

After Power Hour, Robert transitions into Science. Today they are reviewing the water cycle, and his teacher uses a jeopardy game to test their knowledge. Robert and his teammates spend five minutes brainstorming everything they've learned in the past week and it pays off, since the answer to many of the questions is fresh in their minds. Robert loves that he is able to work with his peers to show what they know and they have become great at holding each other accountable for their group work.

4:00

It's time to go home. Robert makes sure to place his homework folder in his bag and straightens up his desk and workspace. He pushes his chair in and lines up silently with his classmates. Robert is part of the after school program run by Citizen Schools so he goes there until his dad picks him up at 6pm.

The following curriculum¹ provides the foundation for Alpha to meet State Content Standards:

¹ Alpha Public Schools complies with Education Code Section 60210, which states that LEAs may utilize

| | TK/Kindergarten - 4th Grade | 5th Grade - 8th Grade |
|--------------------|---|--|
| English | <p>Structured around the McGraw-Hill Wonders Curriculum, Novel Study Units, and the Common Core State Standards for English Language Arts. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Provide strong literacy instruction through utilizing a balanced literacy approach focused on phonemic awareness and phonics, fluency, vocabulary, comprehension, and writing. 2. Emphasize phonics and phonemic awareness to intermediate grammar and novel reading in grades 3-4. 3. Teach students how to begin dissecting sentences and classifying various parts of speech, diagramming complex sentences and reading various prose and poetry (novels, plays, sonnets, poetry, speeches) with instructional supports. 4. Meet with 2-4 small groups during a “power hour” time where the teacher does intensive guided reading and skill review. 5. Teach a writing block to ensure students become clear, competent writers. | <p>Structured around engage^{ny}/ Expeditionary Learning’s English Language Arts Curriculum (grades 5-8), Novel Study Units, and the <i>College Board’s Springboard</i>, a pre-AP curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information. 2. Teach the fundamentals of spelling and grammar. 3. Teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising. 4. Teach oral communication skills through group discussions and classroom presentations. 5. Teach the mechanics of expository writing, creative writing, poetry, journalism, business communication, and scientific writing. |
| Mathematics | <p>Structured around Eureka Math (grades TK/K-4) and the state standards for each level, utilizing state- approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Cover the grade level curricular content specified in <i>Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 1999). 2. Teach a balance between basic fact knowledge and “automaticity” with procedural computation, as well as a deep conceptual understanding of important math principles and the | <p>Structured around Bridges in Mathematics (grade 5), College Preparatory Mathematics [CPM] (grades 6-8) and the state standards for each level, utilizing state- approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Cover the grade level curricular content specified in <i>Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 1999). 2. Teach content and learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes necessary |

| | | |
|-------------------------------------|--|--|
| | <p>ability to solve complex mathematical problems.</p> <ol style="list-style-type: none"> Spiral math standards, which gives students an exceptionally strong foundation in arithmetic skills, procedural computation, and conceptual understanding. Utilize online adaptive programs such as ST Math and iXL to supplement the curriculum and provide students with extra practice. | <p>to meet the measurable student outcomes for critical thinking and core academics listed on page 71.</p> <ol style="list-style-type: none"> Teach fluency with traditional (abstract) mathematical concepts, statistics, and computation skills. Teach mathematics with scientific quantification to emphasize the relationships between math, science, and technology. |
| Science | <p>Structured around The Next Generation Science Standards for each grade level utilizing state- approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> Present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in <i>Science Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2004). Provide instruction that combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. Use the hands-on FOSS science curriculum with the Harcourt Science textbook to ensure students have access to an engaging and challenging curriculum. Provide performance task components that will require students to synthesize and analyze data from laboratory experiments, including key mathematical concepts, especially graphing and measurement skills, during science. | <p>Structured around The Next Generation Science Standards for each grade level utilizing state- approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> Present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in <i>Science Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2004). Teach content and learning experiences in science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed on page 71. Provide a science program that combines the core sciences of biology, physics, and chemistry. Teach students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry. |
| History & Social Studies | <p>Structured around Scott Foresman History-Social Science for California (grades 5-8) and the state standards for each grade level</p> | <p>Structured around Scott Foresman History-Social Science for California (grades 5-8) and the state standards for each grade level</p> |

| | | |
|--|---|---|
| | <p>utilizing state- approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Present an effective history and social science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in <i>History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2005). 2. Teach students to master the key concepts and vocabulary, analyze primary sources, debate different points of view, and make cause-and-effect connections. 3. Work with students to hone their nonfiction reading skills, learn important content, and apply and retain it in written essays and oral presentations. | <p>utilizing state- approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Present an effective history and social science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in <i>History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2005). 2. Teach content in history and social science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for core academics listed on page 71. 3. Teach students a global perspective of history and social science by studying other nations. 4. Teach culture of societies, both ancient and modern, through archaeology, anthropology, history, and geography. |
| <p>Visual & Performing Arts</p> | <p>Structured around the state standards for each grade level. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Provide an effective visual and performing arts curriculum using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in <i>Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2003). 2. Teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics. 3. Teach content by embedding curriculum in other core classes, | <p>Structured around the state standards for each grade level. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Provide an effective visual and performing arts curriculum using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in <i>Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2003). 2. Teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics. 3. Teach content by embedding curriculum in other core classes, |

| | | |
|--|--|--|
| | promoting project based learning that encourages visual and performing arts component, and through weekly (Thursday) arts programs which may include music, painting/drawing, dance, and drama. | promoting project based learning that encourages visual and performing arts component, and through weekly (Thursday) arts programs which may include music, painting/drawing, dance, and drama. |
| Physical Education & Health | Structured around the state standards for each grade level. Alpha teachers: <ol style="list-style-type: none"> 1. Teach the grade level curricular content specified in <i>Challenge Standards for Student Success: Physical Education</i> (California Department of Education, 1998) and <i>Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment</i> (National Association for Sport and Physical Education, 1995). 2. Teach the grade level curricular content specified in <i>Challenge Standards for Student Success: Health Education</i> (California Department of Education, 1998). 3. Provide a physical education program that offers both individual and team sports, during physical education class, which may include basketball, cross-country, soccer, and other physical activities that promote fitness, teamwork, and individual abilities. | Structured around the state standards for each grade level. Alpha teachers: <ol style="list-style-type: none"> 1. Teach the grade level curricular content specified in <i>Challenge Standards for Student Success: Physical Education</i> (California Department of Education, 1998) and <i>Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment</i> (National Association for Sport and Physical Education, 1995). 2. Teach the grade level curricular content specified in <i>Challenge Standards for Student Success: Health Education</i> (California Department of Education, 1998). 3. Provide a physical education program that offers both individual and team sports, during physical education class, which may include basketball, cross-country, soccer, and other physical activities that promote fitness, teamwork, and individual abilities. |

Revisions to the list of courses and curriculum offered by the school are made based on a continuous improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the school.

Please find sample curriculum information for the core subjects of language arts, mathematics, science, and history located in M.

Pedagogy (Teaching Methods)

Alpha recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, Alpha employs a range of pedagogical strategies that are researched-based and considered “best practices” in other academically high-performing schools. This variety of instructional methods provides opportunities for all students to learn academic content at high levels of conceptual understanding.

- Instruction is differentiated. Alpha implements a full Response to Intervention model, providing three levels of intervention for students in need of additional assistance. The first level of intervention is in the classroom, where teachers differentiate instruction to deliver more individualized objectives throughout the day.
- Instruction is delivered directly from the teacher, the same approach most commonly used in the nation's top colleges and universities. Research by Kirschner, Sweller, and Clark indicates evidence from controlled studies "uniformly supports direct, strong instructional guidance rather than constructivist-based minimal guidance." (2006) Alpha's goal is to begin preparing students for the rigors of high school and college. To ensure that students develop the skills required to succeed in a lecture-based system, the curriculum is delivered through direct instruction when appropriate, and students work to develop their note taking, recall, and response skills. Students are scaffolded from direct instruction through guided practice and then ultimately independent practice.
- Instruction is project-based. The use of in-depth and rigorous classroom projects facilitates learning and assesses student competence. Students use technology and inquiry to respond to a complex issue, problem or challenge. Projects link the curriculum content with current events, primary sources, scientific investigation, and students' experiences while also allowing classroom teachers to teach and assess visual arts standards, which are integrated into many projects. Most important, project-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in college and the global economy.
- Instruction is integrated with technology. Technology is used as a tool throughout a student's experience at Alpha to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, and as another vehicle through which a student can express his or her knowledge and understanding of content. Instruction properly integrated with technology allows more individualized and differentiated delivery of the curriculum.

Computer-based activities allow motivated, high-achieving students to move through more challenging material at their own pace. Additionally, it helps to diagnose and remediate learning gaps for low-achieving students. These activities = employ computer-based curricula that is either purchased off-the-shelf or developed by teachers using open-source resources. Computer-based learning is a powerful way of engaging today's students who have a natural affinity to technology. Computer-based curricula provide an additional tool for teachers to differentiate their instruction. Students are able to move at their own pace, moving faster through material they understand and repeating the more difficult sections. In addition, the multimedia capabilities of online programs enable students to visually interact with abstract concepts that are often difficult to understand when presented in traditional textbooks or lectures.

The availability of online curricula and learning resources has grown tremendously over the last several years. Alpha continuously outreaches and engages the technology community so richly found in our geographic area. Alpha constantly evaluates and where appropriate, selects, new computer-based content for the school, in addition to the programs currently in use by Alpha schools, with which we have had success in improving student performance. Our criteria for selection are that the programs:

- a. adhere to state/national content standards
- b. provide rich, interactive, and engaging materials and activities for students

- c. provide a sufficient number and variety of lessons and materials for teachers to be able to differentiate their instruction
- d. allow teachers to customize lessons
- e. include embedded assessments
- f. enable students to be largely self-directed as they progress through the course. (Ideally the programs would have an “adaptive” capacity that automatically changes the difficulty level of the material based on the student’s performance.)

Materials and Technology

The materials used by the Alpha: José Hernández School’s teachers are selected in accordance with the guidelines and recommendations provided by the California Department of Education.

The materials Alpha will use are necessary to support the college-preparatory program and include:

- Textbooks
- Computers and Projection Devices
- Software Programs
- Laboratory Science Materials
- Test Preparation Guides
- Internet Connectivity
- Research and Reading Library Materials
- Math Manipulatives
- Maps and Atlases
- Dictionaries and Thesauruses
- Televisions, VCRs and DVD Players
- California Physical Fitness Test Equipment

Professional Development

There are 6.5 hours of professional development built in to the staff schedule each week. These sessions take place after students have been dismissed from the building. Sessions cover a variety of topics including, lesson planning, academic data analysis, school culture and classroom management. A lead teacher, administrator or guest speaker facilitates sessions.

There are also full professional development days built into the staff calendar. For new and returning teachers, there are 13 and 8 days respectively of professional development that take place before the school year begins. In July, there is a two-day retreat for all staff that focuses on the social, cultural and emotional development of staff. In addition to the summer professional development schedule, there are three full days of professional development built into the school year in November, February and May. At least once every two weeks, teachers receive coaching and feedback from a school leader. In-class observations are conducted on a regular basis and teachers have the chance to discuss feedback with a school leader. This provides school leaders an opportunity to individualize professional development to further strengthen the skills of teachers.

Additionally, we offer personalized professional development for our teacher leaders by sending them to the National Academy of Advanced Teacher Education ([NAATE program](#)) (See Appendix N).

The following are some of the major topics and themes addressed through professional development during the school year.

Common Core and Next Generation Science Standards

Curriculum at Alpha is created in alignment with the Common Core and Next Generation Science Standards. During summer professional development, teachers receive curriculum maps outlining the content and standards that will be covered for each subject and grade level. Teachers are trained on their curriculum and implementation tools. In addition, grade level and content partner teachers are provided with weekly common planning time. There are also professional development sessions built in to the school year where staff analyzes student mastery data and creates plans to bridge any gaps. This time is also used to ensure that Common Core and Next Generation Science Standards are being implemented appropriately throughout the school year.

Blended Learning

Alpha uses a blended learning model to individualize instruction for students. Every student at Alpha is provided with a personal computer to use at school. Throughout professional development, teachers learn to integrate the use of online software into their daily lessons so that students are able to further explore content and practice skills. The software used is highly personalized so that all students may access the material. For example, a science teacher may have students read an article about earthquakes. Instead of each student being handed the same article, the article is available online in a variety of reading levels. This allows all students, regardless of reading level, the ability to access the same content. The use of blended learning also allows students to learn and practice in a variety of different ways. This further differentiates instruction and gives students more control over their learning.

Positive School Culture

School culture is an integral piece to the success of students. Teachers are trained in proactive and positive classroom management techniques that foster a comfortable and community driven learning environment. Teachers also receive training on a comprehensive advisory curriculum that is implemented throughout the school year. In addition to professional development centered on student culture, teachers also participate in activities and discussions that encourage the development of a positive and productive staff culture.

Culturally Relevant Teaching Practices

At the beginning of the year, teachers learn what culturally relevant teaching means and are educated on the background of their students. Families and community members educate staff about Latino and Vietnamese culture through discussions and home visits. Throughout the school year, teachers work together to strategize ways to ensure their teaching practices are consistently culturally relevant. Teachers learn that culturally relevant teaching is more than just facilitating a one-time Kwanzaa activity in December. Diverse cultural relevancy should drive daily instruction to ensure the identity of all students is validated and respected. Teachers use a variety of instructional methods that empower students to embrace their heritage and foster a sense of community between diverse groups. For example, culturally relevant practices distinguish between academic and home language, being careful to message that one is not better than the other. In a classroom that is not culturally relevant, student language is corrected frequently and students perceive that their family language is bad and should not ever be used. Teachers are also given time on a regular basis to reflect on their own teaching practices to ensure lessons are culturally relevant to their students, and not just themselves.

ELD

Alpha fully integrates English language learners into the core curriculum. Alpha uses the New ELD standards to ensure that students are developing their English skills at an appropriate rate in addition to meeting core

curriculum standards. Learning coaches at Alpha provide English language learners with additional English development support when needed. Teachers receive GLAD training on the ELD standards, as well as instructional strategies geared toward improving ELL achievement, and time to collaboratively problem solve when students are not achieving these standards.

SPED

Alpha staff receive training and guidance on the individual needs of their students with special needs. Members of the Special Education team receive two weeks of professional development alongside their colleagues. During this intensive training, staff receive development in the basics of IEPs, case management, assessment and data collection, and instruction. Alpha uses its internal talent to provide wider trainings to the full staff on a variety of topics, including: inclusion, supporting students' behavioral and academic needs in the general education environment, school psychology and assessment, mental health and counseling, accommodations and modifications, and educational disabilities. Additionally, outside agencies (Seneca Center, El Dorado County Charter SELPA, etc.) are brought in to provide additional trainings as needed. Throughout the year, both special education and general education staff are given numerous opportunities to better their instruction, and provide truly individualized supports for all students.

Data Analysis

In order to drive instruction, teachers collect and analyze data on a regular basis. It is essential that staff understands what students are learning and areas in which students need more assistance. Every week teachers participate in an hour of collaborative data analysis. This includes the analysis of exit tickets, quizzes, unit assessments, projects, and writing assignments. This ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows for staff to compare data, share best practices, and normalize on grading application. There are also three scheduled full professional development days for teachers to analyze Common Core-aligned exit tickets, interim assessments, and NWEA/MAP data. This ensures that there is strong alignment between teacher created assessments and national standards. If there are any discrepancies between data, teachers take a collaborative approach to increasing the rigor of their assessments and adapting the way they are teaching new content.

| Sample PD Calendar | |
|---------------------------|--|
| July | Behavior Management 101 |
| | Orientation to Alpha's Systems and Procedure |
| | Long Term Planning |
| | Building Lesson and Unit Plans |
| | Aligning Assessment and Instruction |
| | Classroom Management Role Plays |
| | Intro to the CCSS and Smarter Balance |
| | Building a Positive Class Culture |
| | Accommodating Students With Disabilities/ IEPs 101 |
| August | FOSS |
| | College Prep Math |
| | EL and SPED Modifications |
| September | Responding to Misbehavior |
| | Improving the Ratio of Positive to Negative Student Interactions |
| | Data Analysis (NWEA) |
| | What is Blended/Personalized Learning |
| October | Close Reading |
| | COST and Tier 2 Interventions |
| | Class Culture Building/Reset |
| | Intro Collaborative Teaching (FTLCs) |
| | CFUs |
| November | DBQ Best Practice |
| | Together Teacher/Organizational PD |
| | Classroom Management Plan Review |
| | Data Analysis (Interims) |
| December | Blended Learning Best Practices |
| | Intro to Culturally Relevant Teaching |
| January | Smarter Balance Follow Up |
| | Chronically Misbehaving Students/ COST |
| | Differentiation Through Personalization |
| | Data Analysis (NWEA) |
| | Supporting ELs |
| February | Smarter Balance Follow Up |
| | Data Analysis (Interims) |
| | Collaborative Teaching Best Practices |
| | Blended Learning Best Practices |
| March | Developing Rigorous Questioning Techniques |
| | Smarter Balance Follow Up |
| | Student Incentive Systems |

| | |
|--------------|---------------------------------|
| | Analyzing Student Work |
| | Personalization Best Practices |
| April | Smarter Balance Follow Up |
| | Analyzing Blended Learning Data |
| | CFUs |
| May | Data Analysis (Interims) |
| | Analyzing Student Work |
| | Smarter Balance Follow Up |

Special Populations

Academically Low-Achieving Students

At Alpha, low-achieving students are defined as those who perform at a level one (standard not met) or level two (standard nearly met) on the SBAC state assessment, those who earn one or more grades of “C-” or lower per grading period, or those who score below proficiency level on interim benchmark assessments. Students designated as low-achieving may or may not qualify for special education services (as discussed below).

Low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-risk students benefit greatly from placement in a classroom with students who achieve at different levels. Low-achieving students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. Lastly, as discussed in a previous section, Alpha schools implement a full Response to Intervention (RtI) model, providing three levels of intervention for students in need of additional assistance.

The following list provides examples of the methods by which Alpha serves its low-achieving/at-risk students:

- After School Program– Alpha, in partnership with Citizen Schools, operates the Program from 4-6 pm, Monday – Thursday, and 1-6 pm on Fridays. As outlined in a previous section, teaching fellows also provide intervention to low-achieving students. The focus of the Program is on providing low-achieving students the support necessary to ensure rapid progress towards the mastery of core academic standards.
- Power Hours– The purpose of Power Hour is to provide targeted instruction for students in order to address deficits in foundational skills so that students can master grade-level content standards. Students below grade level receive targeted intervention during Power Hour in Reading and Math. Students at or above grade level practice extension of grade level standards (mastered by exit ticket data). School leaders use MAP assessments, diagnostic placement data, and exit ticket data to determine where students are and place them into appropriate groups. Power Hours happen 4 times a week for 1 hour each of those days.

Academically High-Achieving Students

At Alpha, academically high-achieving students are those who perform at a “Standard Exceeded” level on the SBAC state assessment and/or who consistently earn “A” grades in a majority of their courses. The curriculum at Alpha is designed to challenge all students, including high-achieving students. The differentiated curriculum regularly provides high achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments.

In addition to ensuring that the needs of high-achieving students are met inside the classrooms, Alpha takes steps to support high-achieving students outside of core instruction. This includes providing access to novels and supplemental literature activities that are appropriate for each student’s reading level, in particular during Power Hour. An example of this may include listening to podcast and holding a Socratic seminar based on that content, or utilizing project-based learning to incorporate ELA and Social Studies standards.

Alpha’s academically high achieving students also have access to more advanced content when using online blended programs to ensure they continue to accelerate. These programs are adaptive and allow students to work at their own pace and move ahead if they have demonstrated mastery on specific standards. Additionally, Alpha’s innovative PLT (Personalized Leadership Training) program allows high achieving students to demonstrate leadership with their peers during class by leading training exercises and coaching others.

English Learners

Overview

Alpha meets all applicable legal requirements 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 (FEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. Alpha implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Alpha complies with federal, state, and district mandates regarding EL education and re-designation of EL students.

Program Goals

- A. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- B. Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students in the domains of listening, speaking, reading, and writing.
- C. ELs are taught challenging academic content that enables them to meet performance standards in all content areas.
- D. ELs receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
- E. ELs are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.

Identification and Referral for Assessment/Evaluation

Alpha has established a procedure for the identification of ELL students, beginning with the completion of the Home Language Survey or with the submission of a referral.

- A. **Home Language Survey:** All families are asked to complete this survey at the time of registration regardless of the student's language, race, or ethnicity. Administration review the educational records of potential ELLs identified through the survey as well as the records of students with possible ESL needs. (See home language survey below)

**HOME LANGUAGE SURVEY
ENGLISH VERSION**

Name of Student: _____
Surname / Last Name First Given Name Second Given Name

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian

Date

Form HLS, Revised October 2005
California Department of Education

This survey is available in different languages in order for parents to fully understand what is being asked. If any of the responses to the first three questions is a language other than English, California Education Code requires that the child be assessed within 30 days of enrollment, using the state-designated assessment instrument, the California English Language Development Test (CELDT).

Alpha notifies parents of the school’s responsibility to conduct CELDT testing and informs parents of CELDT testing results within 30 calendar days following receipt of test results. Parents or guardians are informed of their rights, and they are encouraged to participate in the reclassification process. As Alpha serves 21 or more EL students, an English Learner Advisory Council has been formed.

- B. **Referral:** A student experiencing academic difficulty may be referred for ELL services by the classroom teacher or the parent. The referring individual completes the Informal Assessment of Primary Language Proficiency referral form and submits the form to administration to determine if there is a second language influence. If considered necessary, administration will refer the student for assessment/evaluation.

Informal Assessment of Primary Language Proficiency

Please use this form to acquire more information about English learners’ primary language skills. This form may be completed by teacher/counselor in conference with parent or by the student.

The purpose of the Informal Assessment of Primary Language Proficiency is to provide additional information, along with the results of the California English Language Development Test (CELDT), to design appropriate instruction and support services.

Person completing form: ___Parent/Guardian ___Teacher ___Counselor ___Student

I. General Information

Student’s Name: _____ School: _____
 Primary Language: _____ Grade: _____ Date: ___/___/___

II. School Experience

List the country or countries where the student attended school and the grade levels that were completed.

| Country | Grade | Completed | |
|---------|-------|-----------|-----|
| | | Yes | No |
| _____ | _____ | ___ | ___ |
| _____ | _____ | ___ | ___ |

III. Oral Language

Check the box that best describes the student’s ability to speak and understand the primary language.

A. The student uses the primary language at home:

- Never
- Sometimes
- Almost always

B. The student uses the primary language with siblings and/or friends:

- Never
- Sometimes
- Almost always

IV. Literacy

Place a check in the box that best describes the student’s ability to read and write in the primary language.

A. How often does the student read in the primary language?

- Never (does not know how to read in primary language)
- Reads sometimes
- Almost always (prefers to read in primary language)

B. How often does the student write in the primary language?

- Never (does not know how to write in primary language)
- Writes sometimes
- Almost always (prefers to write in primary language)

V. Comments

Provide any comments that will give more information to the school about the student’s primary language proficiency, academic background, and ability to function in school.

Assessment/Evaluation

The California English language Development Test (CELDT) is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English learners. It shall be administered to a student if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT test results. CELDT testing takes place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at Alpha and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. Alpha maintains a record of all students who participate in each administration of the CELDT test and CELDT testing is used to fulfill the requirements for annual English proficiency testing and complies with the accountability requirements under Title III of the Elementary and Secondary Education Act. Alpha adheres to all legal requirements regarding oversight and administration of the CELDT test.

The CELDT is used to identify students who are limited English proficient, determine the level of English language proficiency of students who are limited English proficient, and assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. Overall English proficiency on this test is identified in one of five categories:

1. **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
2. **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
3. **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
4. **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
5. **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

The appropriate placement and educational program for each student is determined by this assessment. Parents are notified in writing of their child's test results, the recommended instructional program for their child based on the assessment results and their option for seeking parental exception waivers from those plans. If they need translation services to fully understand this information, one will be provided for them; these waivers require written informed consent on the part of the parent, an annual request for the waiver and a personal visit to the school to apply for it.

Once all steps in the identification process have been completed, the following criteria are used to determine eligibility:

- A designation of less than "Fully English Proficient" based on information gathered from the Home Language Survey and the CELDT;

AND

- Less than average progress towards mastery of content-area standards;

OR

- Cannot fully access the curriculum due to their level of English language proficiency;

OR

- Scoring below the 50th percentile in ELA and Math on the NWEA/MAP assessment;

English Language Learner Reclassification Plan

The EL reclassification cycle occurs every fall and is initiated by Alpha administration. Newly enrolled English Learners may be re-designated at any point throughout the year.

The school has established local reclassification policies and procedures based on the four criteria below:

1. Assessment of ELP using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to EC Section 60810 (i.e., the CELDT);
2. Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
3. Parental opinion and consultation; and
4. Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

The local policy for reclassification requires that students:

1. Achieve a scaled score of "5" on the overall score of the CELDT test, with a score of 4 or 5 in each of the subcategories (Speaking, Reading, Listening, and Writing).
2. A designation of a "Bridging" proficiency level in 3-4 core skills (speaking skills, listening skills, writing skills, reading skills) for ELD standards;
3. Achieve a score on or above grade level on the NWEA/MAP assessment in reading OR show significant progress (+2 grade levels) towards on grade level status.²
4. Achieve a grade of A or B in English on their Alpha report cards for all four quarters OR a gradual progression of growth to an A or B average across the four quarters
5. Evidence presented by the family and school at the EL reclassification meeting demonstrates proficiency in English.

Alpha staff meets with the English Learner's family to discuss and determine reclassification. If a student is reclassified, Alpha monitors the progress of English Learners after classification for a minimum of two years.

Strategies for English Language Learner Instruction and Intervention

Academically, Alpha primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by subject area teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects, e.g., using non-verbal and context clues to provide meaning for instruction, pre-teaching background knowledge and key vocabulary, and increasing interaction for EL students while creating a classroom climate that allows students to be comfortable taking risks. In addition, like all students at Alpha, all EL students are held to clearly articulated high expectations, provided

² The school currently uses NWEA MAP as its objective assessment of basic skills in English–language arts. NWEA MAP has an empirically established range of performance in basic skills based on the performance of English proficient students of the same age and is suitable for comparison of student performance.

access to the school's rigorous curriculum, and offered personalized support as needed. Though EL students may not be characterized as low-achieving, EL students are provided access to and benefit from the same resources outlined above for low-achieving students. These may include academic enrichment period activities to improve literacy and language development, Saturday school, and After School Academy.

English Learners are expected to meet school and state standards in all academic and non-academic areas of the instructional program. At Alpha, we believe that holding EL students to such high expectations will ensure that every student at our school is challenged to reach his or her highest potential.

In order to make sure that all English Learners have the ability to meet these expectations, all teachers at Alpha utilize pedagogical strategies that “shelter” and “scaffold” both content and skills in each discipline, and all teachers will receive training and support in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and Scaffolding. Additional strategies may include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis.

English Learners are enrolled in regular classes and depending upon individual needs, may receive small group instruction, including designated ELD practice, during the school day. These students are also able to receive before and after school support as needed through Alpha's afterschool tutoring program. The goal is high-quality instructional programs and services for English Learners that allows them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills are assessed daily through formal and informal assessments, class discussions, and small group workshops during academic enrichment periods and the After School Academy. In Alpha's model of ELD instruction students receive extensive exposures to literature through teachers reading aloud, daily silent reading time, weekly reading and writing circles and workshops, and direct literacy instruction via the mainstream Common Core English language arts curriculum. As they emerge into content reading and writing, extensive language and academic support is provided. To ensure English Learners' success on the Common Core State Standards, Alpha: José Hernández integrates a variety of resources into its professional development and instructional programs, including: exemplar lesson plans from the Stanford Graduate School of Education's Understanding Language and the Framework for English Language Proficiency Development (ELPD) Standards corresponding to the Common Core State Standards and Next Generation Science Standards (NGSS). The ELPC CCSS and NGSS provide teachers a clear framework for unpacking the language demands of each standard, so that they can scaffold their instruction appropriately.

Alpha uses a variety of assessment tools, including those discussed above, to diagnose the needs of our English Learners (EL). Based on the CELDT, as well as the range of assessments administered to all Alpha students, students in need of additional support and/or challenge-including EL students- are identified for differentiated instructional, acceleration, and/or support services.

In summary, Alpha utilizes an English Language Mainstream classroom setting for English learners. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services (pull-out groups) in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. The instructional practices and lesson design of our ESL supports include:

- Classroom GLAD Strategies for EL Students
 - Integrating language teaching with the teaching of curricular content
 - Customizing the learning environment to meet individual language needs
 - Providing explicit instruction in learning strategies and complex thinking skills
 - Providing research-based explicit instruction in reading comprehension

- Instructional Strategies geared toward ELL development
- Teaching the English Language Development (ELD) standards in correlation with Common Core State Standards (CCSS)
- Providing access to online programs dedicated to increasing English language proficiency through pull-out groups.

GLAD Strategies for EL Students

Alpha Public Schools uses and will continue to strengthen its use of effective, research-based instructional strategies to support our EL students. Specifically, this includes the following:

- Sheltered Instruction. Using sheltered instruction, teachers enable EL students to access grade level content and concepts as they continue to improve their language proficiency. This instructional approach integrates language and content while also infusing socio-cultural awareness. Teaching and learning is appropriately scaffolded to aid comprehension of content and objectives by adjusting delivery of instruction, modifying tasks, and providing students with appropriate background information and experiences.
- Sheltered English Observation Protocol (SIOP). To effectively support all EL students at Alpha and strengthen our teachers' knowledge and skills in effectively meeting their needs, Alpha has begun to integrate the SIOP Model into our existing professional development and planning processes. Using this model, lessons will be evaluated to ensure they include three critical components: (1) preparation (determining content objectives, selecting concepts and vocabulary, and assembling supplementary materials to contextualize lessons for EL students); (2) instruction (using strategies such as activating and connecting background experiences and prior learning, modulating teacher speech, emphasizing vocabulary development, using multimodal techniques, promoting higher-order thinking skills, grouping students appropriately for language and content development, and providing hands-on materials and experiences); and (3) review/assessment (conducting informal assessment of student comprehension and learning of lesson objectives).
- Guided Language Acquisition Design (GLAD). GLAD strategies are used within instruction to support our EL population. These strategies include: (1) holding high expectations and standards for all EL students and providing authentic opportunities for use of academic language; (2) utilizing and integrating metacognitive strategies such as activating prior knowledge, charting, clustering, graphic organizers, "think alouds"; (3) utilizing and integrating second language acquisition methods such as including a student set purpose for learning, inclusion of cooperative activities and problem-solving, and use of flexible grouping; (4) emphasizing reading and writing to, with, and by students such as conferencing and maintaining a language functional environment; (5) providing active participation in all components of a curricular unit; (6) fostering respect, identify, and voice; and (7) a use of ongoing assessment and evaluation to provide reflection on what has been learned, how it was learned, and what will be done with the information.
- EL students receive additional in-class support in mathematics through the use of a variety of differentiated instruction strategies, including strategies designed to support language acquisition such as GLAD techniques, explicit vocabulary support/instruction, and/or other appropriate language acquisition strategies.

- EL students who demonstrate difficulty with reading according to the NWEA MAP are grouped according to their instructional reading level and are provided small group guided reading instruction related to their areas of need. For reading groups that include English Language Learners, teachers employ additional instructional strategies, such as GLAD techniques, explicit vocabulary support and instruction, and/or other appropriate language acquisition strategies. In addition, teachers work with each student in order to assist him/her in selecting independent reading material that is appropriate for each student's independent reading level.

In addition to GLAD Training for staff, we send administrators and lead teachers to the Multilingual Education Services professional development opportunities offered by the Santa Clara County Office of Education, to include:

The Santa Clara County Summit on Educating Long-Term English Learners and Newcomers, the ELA/ELD Framework 3-Day Series, the CELDT 2016-17 Pre-Administration Workshop, the Overview of CA ELD Standards, as well as the Dr. Kate Kinsella Workshops on Tools to Prepare English Learners to Construct Competent CCSS-Aligned Responses and Helping English Learners Gain Control of Persistent Errors in Academic Speaking and Writing.

Key Instructional Strategies

Alpha's Academic Program for TK/Kindergarten - 4th grade emphasizes Phonemic Awareness and Phonics, Vocabulary Instruction, and Accountable Talk as instructional strategies throughout all classrooms.

1. *Phonemic Awareness and Phonics* is the balanced literacy approach, which begins by teaching phonemic awareness and sound-letter correspondence and progresses to word and passage reading, vocabulary development, comprehension, and building oral reading fluency. After building a foundation, later lessons emphasize accurate and fluent decoding while teaching students the skills necessary to comprehend and learn from expository text. Lessons are fast-paced and interactive. Student instruction is differentiated as students are grouped by similar reading level, based on placement tests. In upper grades, literacy instruction makes the transition from emphasizing phonics and phonemic awareness to intermediate grammar and novel reading. Students begin dissecting sentences and classifying various parts of speech, diagramming complex sentences and reading various prose and poetry (novels, plays, sonnets, poetry, speeches) with instructional supports in different subject areas across grade levels.
2. *Vocabulary Instruction*: Research has shown that low-income children hear two-thirds fewer words in the home each hour than children of more affluent families. This means that between the ages of zero and three, a low-income child is exposed to some 30 million fewer words than a high-income child. This lack of exposure has the average low-income child arriving at school on the first day of kindergarten with only half the vocabulary of his or her more affluent peers.³

Embedded in each curriculum are strong vocabulary strands, and Alpha teachers use these as guides to build the vocabulary skills of our students through a strong compliment of independent reading and explicit vocabulary instruction. Students have independent reading time during the day and are expected to read at least 20-40 minutes at home. We utilize a leveled library system to ensure students are reading books at their appropriate reading levels. In a leveled library system, text analysis and language characteristics of a book are used to assign a letter or number to a set of books with similar

³ Betty Hart and Todd R. Risely, The Early Catastrophe: "The 30 Million Word Gap by Age 3," *American Educator*, (Spring 2003).

characteristics. A student is then free to choose any book within that group and will be secure in selecting one that matches his reading ability. We utilize this practice within each subject area in each grade level.

3. *Accountable Talk*: is an instructional method that structures the discourse between students in classroom discussions. It enables students the opportunity to organize their thinking, hear how their thinking sounds out loud, listen to how others respond, and hear others add to or expand on their thinking. *Accountable Talk* creates classrooms that respond to and further develop what students are thinking and saying, demand knowledge that is accurate and relevant to the issue under discussion, and use evidence to support claims with established norms of good reasoning. *Accountable Talk* also incorporates speaking and listening skills essential to the success of mastering the CCSS. Students synthesize several sources of information, construct explanations, formulate conjectures and hypotheses, test their own understanding of concepts, and challenge the quality of each student's evidence and reasoning. Focusing on these skills also gives ELL students the structure to practice language skills with their entire classroom.

Alpha's Academic Program for 5th-8th grade emphasizes Close Reading, Accountable Talk, and Socratic Seminar as instructional strategies throughout all classrooms.

1. *Close Reading*: is a central focus of the Common Core State Standards. It requires students to get truly involved with the text they are reading by teaching them to notice features and language used by the author. Students are required to think thoroughly and methodically about the details in the text. While this strategy is initially modeled and then guided by a teacher, over time the teacher releases the responsibility of close reading to the student. Teachers help students determine how a text is organized, and understand the effect of the author's word choice in a certain passage. Close Reading goes deeper than the text to mine what is under the surface of the words. Students then evaluate or critique what is written to gain that deeper understanding. Close Reading also provides ELLs with an opportunity to reread information and decipher the meaning of words in context and provides opportunities for discussion of all types of questions at all levels.
2. *Accountable Talk*: is an instructional method that structures the discourse between students in classroom discussions. It enables students the opportunity to organize their thinking, hear how their thinking sounds out loud, listen to how others respond, and hear others add to or expand on their thinking. *Accountable Talk* creates classrooms that respond to and further develop what students are thinking and saying, demand knowledge that is accurate and relevant to the issue under discussion, and use evidence to support claims with established norms of good reasoning. *Accountable Talk* also incorporates speaking and listening skills essential to the success of mastering the CCSS. Students synthesize several sources of information, construct explanations, formulate conjectures and hypotheses, test their own understanding of concepts, and challenge the quality of each student's evidence and reasoning. Focusing on these skills also gives ELL students the structure to practice language skills with their entire classroom.
3. *Socratic Seminar*: The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After "reading" the common text open-ended questions are posed. Open-ended questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. Dialogue is exploratory and involves the suspension of biases and prejudices.

Discussion/debate is a transfer of information designed to win an argument and bring closure. Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the "eyes" and use each other names. This simple act of socialization reinforces appropriate behaviors and promotes team building. ELL students benefit from speaking practice and by hearing their peers using the academic language they are struggling to learn. Socratic Seminar allows ELLs to practice their answers in English and increase their success in academic discourse.

ELD Standards/CCSS

Alpha curriculum follows the Common Core State Standards (CCSS), which provide standards for reading, writing, speaking, listening, and language that make clear what students are to know and do. Aside from the CCSS Alpha teachers use the CA ELD standards to determine how to support their ELs in achieving the CA CCSS for ELA/Literacy and the content standards specific to each discipline. The CA ELD standards guide teachers to support their EL students to fully engage with the academic grade-level curricula that the CA CCSS for ELA/Literacy and other content standards call for while developing English in an accelerated time frame.

The CA CCSS for ELA and the CA ELD standards recognize the role that complex skills in literacy and language analysis and applications play across the curricula. The language arts are used in all content areas to acquire knowledge and inquiry skills (through reading, listening, viewing, and conversing) as well as convey knowledge in a variety of modes (writing, speaking, incorporating multimedia). Although presented separately in the CA CCSS for ELA, the strands of Reading, Writing, Speaking and Listening and Language are learned and used by students in an interrelated fashion. This relationship is made even more visible by the focus on literacy across the content areas in grades TK/K through eight.

Students in grades TK/K through first are expected to have rich exposure to and multiple opportunities to engage thoughtfully with a range of high-quality literary and informational texts. They understand and use increasingly varied vocabulary, grammatical structures, and discourse practices as they share with one another their understandings and ideas about texts and other learning experiences. They learn about the English written system and acquire the foundational skills that enable them to interact independently with print as readers and writers in the years ahead.

Students in grades two and three are expected to build knowledge through content area instruction and through interactions with literary and informational texts, including history/social studies, science, and technical texts. They also engage in wide reading and research projects, both which contribute mightily to knowledge. They continue to gain skill in expressing themselves effectively as they participate in collaborative discussions about texts and topics and provide formal presentations of their knowledge to an audience.

Students in grades four and five learn to employ and further develop their literacy and language skills to comprehend, use, and produce increasingly sophisticated and complex texts as well as communicate effectively with others about a range of texts and topics. Importantly, they read widely and they read a great deal. They read to pursue knowledge (as when they engage in research) and they read for pleasure.

Students in grades six through eight are expected to comprehend literary works as well as informational and technical materials of increasing length and complexity, basing their analyses and inferences on explicit and relevant evidence from the texts. Similarly, the components of the CA ELD Standards-- "Interacting in Meaningful Ways," "Learning About How English Works." and "Using Foundational Literacy Skills"-- are integrated throughout the curriculum in classrooms with ELs, rather than being addressed exclusively during designated ELD time.

Given these interrelationships, all teachers from TK/K through grade eight become teachers of language--the language needed to understand, engage with, and communicate about written texts, digital formats, and oral discourse in each discipline.

EL Pullouts/Online Programs

Aside from providing the above supports, Alpha provides an additional ELD specific pull-out each week for 90 minutes using ESL Reading Smart. This is an innovative, standards-based English language-learning program for grades 4-12 and 30 minutes of ELD specific pull-out using ESL Reading Smart for grades TK/K-3. ESL Reading Smart helps EL students face the formidable challenge of learning English while mastering content in academic subjects. It offers a unique program for newcomers who are beginning to learn English and includes 126 content-based reading selections written at all levels of English proficiency. The program provides a placement test that generates an individualized path for each student to follow. Aside from this path our Full-Time Learning Coaches can select a specific level for a class or individual student in order to focus on specific skills.

ESL Reading Smart includes a section called Newcomers, as well as a four-level Lexiled reading program based on multicultural, high-interest selections. The Newcomers section facilitates the introduction of basic vocabulary and sentence structure needed by beginning English language learners. The reading program includes Lexiled multicultural, multi-genre reading selections that incorporate vocabulary support, audio tracks, activities, and quizzes. The reading selections increase in complexity as students progress through the program.

The instructional pedagogy of ESL Reading Smart is balanced. Lessons for each unit in the program contain activities that support all four modalities of language learning: listening, speaking, reading, and writing. The lessons that support each unit offer vocabulary development, reading comprehension, grammar activities, and writing opportunities. Each instructional level is designed to provide a comprehensive sequence of learning activities.

Staffing

Alpha Public Schools is committed to hiring an instructional staff that can meet the needs of all students, including English Learners, by prioritizing the hiring of teachers who have already obtained CLAD certification. Alpha teachers are supported in their ongoing growth and professional development in serving EL students through professional development training and other resources to support the use of best practices to support the academic acceleration of our English Learner population.

Alpha Public Schools complies with all applicable federal law in regard to services and the education of English Learner students. Alpha Public Schools has developed and implemented policies and procedures for the provision of services to EL students in accordance with guidelines published by the Office of Civil Rights of the U.S. Department of Education. At a minimum, these policies and procedures shall ensure the following:

- Identify students who need assistance (through CELDT and a Home Language Survey);
- Implement the Alpha program which, based on research by experts in the field, has a reasonable chance for success;
- Ensure that necessary staff, curricular materials, and facilities are in place and properly used;
- Apply appropriate evaluation standards, including program exit criteria for measuring the progress of students, assess the success of the program and modify it where needed.

Special Education

Overview

The following provisions govern the application of special education to Alpha students:

- It is understood that all children will have access to Alpha and no student shall be denied admission due to disability.
- Alpha shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA” or “IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities (“ADA”).
- Alpha shall be solely responsible for compliance with Section 504 and the ADA.
- Alpha agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.
- Alpha is a member of the El Dorado County Charter SELPA for provision of special education services pursuant to Education Code Section 47641(a) as of July 1, 2014. As an LEA, and a member of a SELPA, the charter school shall be solely responsible for compliance with the IDEIA.
- All special education services shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA.

Section 504 of the Rehabilitation Act

Alpha recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Alpha. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Principal and, as appropriate, shall include the parent/guardian, the student and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, the 504 team will make a referral for assessment under the IDEIA. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. The 504 plan can be found in Appendix O.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and learning coaches, must have a copy of each student’s 504 Plan. The principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEIA

The charter school is a member of the El Dorado County Charter SELPA (commencing July 1, 2014). Any change in the charter school’s SELPA affiliation or LEA status for purposes of special education shall require written notification to the SCCOE. If the charter school wishes to join the SCCOE SELPA, the charter school must send written notification to the SCCOE SELPA Director by March 15th for the coming school year.

The charter school is responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law, regardless of students’ home districts.

The charter school’s Special Education Responsibilities:

- The charter school will work to identify students with special needs and refer students through the SST process who have or may have exceptional needs that qualify them to receive services under the Individuals with Disabilities Education Act (IDEA).
- The charter school as an LEA is responsible to have a full continuum of services to address the needs of students with IEPs and provide a “free and appropriate education” (FAPE) as defined in the IDEA at no cost to the parent/student.

- The charter school will obtain the cumulative files, prior and/or current individual education plan (IEP) and other special education information on any student enrolling.
- The charter school will provide appropriate and timely interim placements for students who are new to the charter school and have IEPs. Students with an existing individualized education program (IEP) are entitled to receive a comparable program on a 30-day "interim placement" basis, unless the parent and the charter school agree otherwise or the charter school does not currently have a service or program specified on the transfer IEP. The interim placement is to begin as soon as the charter school verifies the student has an existing IEP and the parent completes the school enrollment process.
- The charter school will participate in the evaluation and assessment processes to make certain that the appropriate services are provided on an individualized basis for every child with a disability.
- The Education Specialist along with the IEP team will lead development of IEPs, manage IEPs, communicate plans for modifications and accommodations, and work with teachers and stakeholders to implement the IEP.
- The charter school will develop, maintain and implement policies and procedures to ensure that all parents/guardians are fully informed of their rights and those families of Special Education students are given the most current version of the document, *Special Education Rights of Parents and Children: Notice of Procedural Safeguards*. The link for this document is <http://www.cde.ca.gov/sp/se/qa/documents/pseng.doc>

Special Education Program Structure

Case managers ("CMs") are RSP teachers assigned to provide academic services and manage the IEPs of specific students. The ratio of CMs to students is 21:1, though that ratio drops to 15:1 including the teacher resident and paraprofessional who work with students with IEPs. CMs write and share an IEP-At-A-Glance document with each student's GenEd teacher, which includes information about all IEP goals (baselines, end goals, frequency of monitoring, and suggestions on measuring progress on the goal). In addition to this, GenEd teachers receive professional development on how to read and use these documents, as well as trainings on how to support CMs in updating progress on goals.

GenEd teachers also receive ongoing support throughout the year from CMs in how to work effectively with individual students (including goal support), and how to problem solve challenges that arise (this collaboration is written into the IEP as an accommodation for all students).

CMs split academic time with each student into three categories; the percentage depends on individual student need. The categories include GenEd work support, corrective instruction for GenEd content, and work on IEP goals/remedial skills. In addition to having a binder with targeted IEP goal practice that students work on if they finish an assignment early, CMs spend 1-2 days per week working directly on IEP goals, depending on student need.

IEP goals are updated by CMs four times per IEP year. During these updates, CMs compile data both from their work with the student and from qualitative and quantitative reports from GenEd teachers, which are synthesized and included in the goal update. Goals are updated in the online IEP system, printed, and sent to teachers and

home to parents. The school has purchased licenses for Goalbook, an online program with customizable goals that can be easily scaffolded based on student need. Additionally, as our SPED model is one of inclusion, we elicit feedback and suggestions from GenEd teachers when designing goals, as they have unique insight into what skills are truly holding back student performance in the GenEd classroom.

Please see Appendix P for the Alpha Public Schools K-12 Special Education Vision Document. This document outlines a long-term plan that will be fully realized during the next charter term and beyond. Certain components are being implemented currently, the foundation is being constructed for others, and some aspects will begin in one to two years. In addition, a special education playbook is in development. The SPED Playbook will combine all of the resources and guidance that is provided the special education team in one place, and will serve not only as a tool to onboard new staff, but also as a resource for existing staff to reference in order to work efficiently toward student success.

Transportation

The school does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP which shall be handled in accordance with the MOU between the County and Alpha if the school operates as a public school of the County for special education purposes, but solely by Alpha in accordance with SELPA policy and the IDEIA as Alpha operates as an LEA and a member of a SELPA as intended by this charter.

MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the Charter School. "Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school." California Education Code Section 47605(b)(5)(B) All identified subgroups (EL and low income) will meet performance goals stated herein.

Goals and Actions Aligned with the Eight State Priorities

Alpha has clearly defined school wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). Alpha will pursue the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards, including the Common Core State Standards, and reflect proficiency measures required by the CAASPP, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school.

As the State finalizes new standardized assessment tools (e.g., CAASPP and SBAC) and new school performance measures (e.g., API), Alpha will work with the County to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in Education Code section 47607.

Below please find, in accordance with the Local Control Funding Formula ("LCFF") requirements, a description, for the School, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the state priorities, as described in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the School, and specific annual actions to achieve those goals. Relevant subgroups include English Learners and low-income students.

STATE PRIORITY #1— BASIC SERVICES

STATE PRIORITY #7— COURSE ACCESS

Goal 1: All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century classrooms at a safe, clean, welcoming facility.

| | |
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| <p><i>Expected Actions/Services</i></p> <p>Subpriorities:</p> <ul style="list-style-type: none"> ● Teachers ● Instructional Methods ● Facilities | <p>1.1 All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Alpha Public Schools Human Resources will annually review assignment and credential status.</p> <p>1.2 The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.</p> <p>1.3 Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.</p> <p>1.4 The school will provide teachers with collaborative time to plan, create and share standards-based lessons.</p> <p>1.5 The school will conduct an annual assessment of course offerings and will determine whether to maintain or increase course offerings.</p> <p>1.6 Professional development based on CCSS and NGSS will be provided to all teachers.</p> <p>1.7 Regular custodial cleaning and facility inspections will occur.</p> |
| <p><i>Expected Annual Measurable Outcomes</i></p> <ul style="list-style-type: none"> ● 100% of core teachers will be appropriately assigned and will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. ● 100% of pupils will have access to standards-aligned materials and additional instructional materials. ● The school will maintain or increase course offerings. ● 100% of teachers will receive CCSS and NGSS professional development. ● School leaders rate the facilities as “excellent” on 90% of inspections. | |
| <p>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</p> <p>STATE PRIORITY #4— STUDENT ACHIEVEMENT</p> <p>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</p> | |
| <p>Goal 2: All students will make significant growth toward mastery of the Common Core State Standards in English Language Arts and Math; EL students will demonstrate growth in meeting EL standards.</p> | |

| | |
|--|---|
| <p><i>Expected Actions/Services:</i></p> <p>Subpriorities:</p> <ul style="list-style-type: none"> ● CCSS Implementation ● CA Assessment of Student Performance and Progress statewide assessment ● API ● EL students & academic content knowledge ● EL students and progress towards English language proficiency ● EL reclassification rates | <p>2.1 Provide differentiated instruction through use of Learning Coaches.</p> <p>2.2 The school will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.</p> <p>2.3 EL students participate in English Language Arts/Literacy instruction with targeted instructional support.</p> <p>2.4 All teachers will participate in professional development focusing on appropriate strategies of support and intervention and on ELD standards, and effective instruction through Integrated and Designated ELD.</p> <p>2.5 Teachers will closely monitor progress of EL students, providing support to accelerate academic achievement through the use of regular data analysis cycles.</p> <p>2.6 EL students will receive in class instructional support, which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, and additional EL instructional practices as outlined in the charter.</p> <p>2.7 Implementation of the CCSS aligned curriculum and the school’s core instructional strategies, monitored through classroom observation protocol using Alpha’s teacher effectiveness tool.</p> <p>2.8 Implement COST process to address academic issues.</p> <p>2.9 Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.</p> |
| <p><i>Expected Annual Measurable Outcomes</i></p> <ul style="list-style-type: none"> ● 50% of students demonstrate at least one year of growth towards grade-level proficiency in the areas of language arts and math on NWEA MAP. ● 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content. ● 40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at the school. ● 10% of students will be reclassified after three years of enrollment at the school. | |
| <p>STATE PRIORITY #3— PARENTAL INVOLVEMENT</p> <p>STATE PRIORITY #5— STUDENT ENGAGEMENT</p> <p>STATE PRIORITY #6: SCHOOL CLIMATE</p> | |

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|---|--|
| <p>Goal 3: Establish effective systems and a welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in student learning and the school community.</p> | |
| <p><i>Expected Actions/Services</i></p> <p>Sub Priorities:</p> <ul style="list-style-type: none"> ● School Attendance Rates ● Student absenteeism rates ● Middle school dropout rates ● Pupil expulsion rates ● Pupil suspension rates ● Other measures | <p>3.1 Implementation of community and culture building events related to student attendance at school.</p> <p>3.2 The school will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.</p> <p>3.3 The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.</p> <p>3.4 The school will implement a daily advising program that helps students build a close relationship with a trusted adult, who will monitor their academic standing and other factors related to middle school persistence, and intervene when appropriate.</p> <p>3.5. The school will hold monthly community meetings.</p> <p>3.6 The school will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.</p> <p>3.7 The school will administer an annual survey, and will tabulate and share results.</p> |
| <ul style="list-style-type: none"> ● At least 95% attendance as measured by ADA. ● No more than 15% of students will have more than 5 unexcused absences in any school year. ● The school will maintain an annual suspension rate of less than 10% as measured by the State. ● The school will maintain an annual expulsion rate of less than 2%. ● The school will maintain an annual dropout rate of less than 3%. ● At least 25% of families will volunteer three hours annually and will participate in Alpha community events.⁴ ● At least 75% of responding parents indicate that the school environment is safe and supportive on an | |

⁴ Volunteering is not required, only encouraged.

annual parent survey.

Measurable Student Outcomes

The school's outcomes are designed to align with the school's mission, curriculum, and assessments and the California State Standards for the courses offered at Alpha. Upon graduation from the School, students will have demonstrated the following, which indicate their ability to be self-motivated, competent, lifelong learners.

Academic Achievers who:

1. produce quality work across the curriculum
2. are proficient readers
3. compute and solve advanced math problems
4. are knowledgeable about educational pathways and career choices
5. are equipped with the necessary skills to succeed in high school

Effective Communicators who:

1. demonstrate excellent listening, speaking, writing skills
2. collaborate, work effectively, and manage interpersonal relationships within diverse groups
3. read and respond accurately and analytically to text questions
4. possess the academic vocabulary, confidence, and etiquette to thrive in the professional world

Critical Thinkers who:

1. know how to access information and integrate knowledge
2. identify and use resources effectively to gather, communicate, and evaluate information
3. demonstrate creative, logical, and critical thinking skills enhanced through art, science, and technology
4. are eager to synthesize and act upon new information
5. find, select, evaluate, organize, and use information from various sources and disciplines of thought, so that they are able to make logical, interdisciplinary connections

Life-long Learners who:

1. are curious about the world around them, leading them to be inquisitive and self-motivated
2. have confidence in adapting to a wide array of professional and cultural settings
3. are goal-oriented, understand the importance of hard work and continual goal setting
4. comprehend and use technology as a tool for learning and communication
5. are willing to take risks and to persevere when they encounter obstacles or failure

Socially Responsible Citizens who:

1. are aware and understand the relevance of different cultures in society
2. respect themselves, their classmates, their school, their families and their community at all times
3. understand that actions have consequences, and who demonstrate personal responsibility and integrity
4. value discipline, concentration, and healthy competition

Alpha will use the following clearly articulated measurable student outcomes to determine success:

| Measurable Outcomes | Local Formative Metric | Statewide Summative Metric |
|--|--|--|
| Attendance Rate \geq 95% | Daily attendance reporting via Student management System | Calculated ADA rate |
| 40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at the school. | Formal and informal classroom assessments and bi-monthly interim assessments | CELDT Individual Student Score Reports |
| 10% of students will be reclassified after three years of enrollment at the school. | Formal and informal classroom assessments and bi-monthly interim assessments | CELDT Individual Student Score Reports |
| 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content | Northwest Evaluation Association (NWEA) assessment administered four times per year | CAASPP/SBAC scores; state assessments are not currently as precise as NWEA in calculating student gains, but can be used to show quintile growth |
| 50% of students demonstrate at least one year of growth towards grade-level proficiency in the areas of language arts, math, science, and social studies | Northwest Evaluation Association (NWEA) assessment administered four times per year, pre-post diagnostic assessments, curriculum embedded benchmark assessments aligned to standards, informal classroom based assessments | CAASPP/SBAC scores; state assessments are not currently as precise as NWEA in calculating student gains, but can be used to show quintile growth |

Academic Performance Index

Should API be in effect in subsequent years, Alpha will meet or exceed the school’s annual Academic Performance Index (API) growth target. In addition, Alpha will meet or exceed Adequate Yearly Progress (AYP). Alpha will incorporate the Content Standards for California Schools in the curriculum. Alpha will update all amended standards and will continue to incorporate them in the curriculum to enhance student performance.

METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. California Education Code Section 47605(b)(5)(C) The methods by which pupil progress in meeting outcomes shall be aligned with the measurable student outcomes.

Alpha uses a variety of assessment tools that are appropriate for the grade level, subject matter, skills, knowledge, and attitudes being assessed. These assessments are aligned with pupil outcomes, which themselves are aligned with the state priorities. As such, the assessments selected provide targeted information about student progress towards meeting the above described pupil outcomes. Alpha uses objective means of assessment that are frequent and sufficiently detailed to determine whether students are making satisfactory progress. Assessments, and the outcomes themselves, may be modified over time.

| Assessments, Annually | Assessments, Each Trimester | Assessments, Ongoing |
|---|--|---|
| <ul style="list-style-type: none"> ● California SBAC State Assessments ● California English Language Development Test (CELDT) ● 7th Grade Test of Physical Fitness ● Cumulative Final and Diagnostic Exams | <ul style="list-style-type: none"> ● Progress in coursework, including tests, quizzes, projects, homework, participation and other formal and informal assessments ● Progress toward achieving Individual Education Plan (IEP) goals ● NWEA MAP assessments | <ul style="list-style-type: none"> ● Daily Exit Tickets ● Curriculum embedded interim standards-aligned assessments ● Assessments via Illuminate ● Provider assessments including those from Reading Plus and Accelerated Reader ● Benchmark Assessments via IlluminatED ● Informal classroom-based assessments ● Experiment design ● Homework ● Student behavior/display of competencies of character ● Research projects ● Revision process ● Class discussion ● Essays ● Lab reports |

Use and Reporting of Data

The primary tool used for capturing student data is IlluminatED, a database designed specifically for school use. This system has the capability to record results for the tools described in the previous section and to aid in the analysis and reporting of data.

Collection

- All standardized assessment results are available electronically and are uploaded by the Principal or his/her designee.
- All results from assessments given at school are inputted by faculty members.
- All information pertaining to student goals is inputted by faculty members or RSP teachers.

Analysis

- Individual students, their families, and faculty members will analyze each student's individual performance through progress reports as well as report cards
- The school faculty will analyze data from all of the tools listed for individual students as well as school-wide, at least 4 times per year.
- The Board will review the data, and the faculty's analysis of it, at least 2 times per year.

Reporting

- Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based IlluminatEd platform that can be accessed from any internet connection or on specially designated computers at the school during regular operating hours.
- Beginning in year two and annually, the school will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the main office.
- On an as-needed basis, the school will publish bulletins reporting general student or school performance data.

Continuous Improvement

Alpha is committed to using student performance data to refine and improve the educational program. As outlined above, Alpha teachers, leaders, and staff participate in bi-monthly professional development days dedicated to the analysis and interpretation of student data every eight weeks. Too often schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled "data days" allow for professional development that focuses on effective uses of data, data analysis, and the development of school-wide action plans based on student performance data. Students, families, teachers, and leaders carefully analyze these and other data to identify the causes of academic strengths and weaknesses. Teachers, through collaboration and consultation with one another and with instructional leaders, modify instruction based on the analysis of student data, effectively individualizing instruction for each student. The school community embraces a culture of data-driven instruction. NWEA MAP assessments provide detailed, actionable data about student performance. MAP questions adapt to a student's responses; as they take the test and answer a question correctly, the test presents a more challenging item. If a student misses a question, MAP provides a simpler item. In this way, the test narrows in on a student's learning level. MAP provides normative data, based on samples of at least 20,000 students per grade level. NWEA provides growth targets for students and allows teachers to analyze student growth in discrete areas within content areas, providing a powerful tool for reteaching and extended learning.

GOVERNANCE STRUCTURE

The Governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement. California Education Code Section 47605 (b)(5)(E)

Legal Status

Alpha Public Schools has constituted itself as a California nonprofit public benefit corporation pursuant to California law that has 501(c)(3) tax-exempt status, as Alpha Public Schools, Inc.

The Alpha: José Hernández School is operated by Alpha Public Schools in accordance with Education Code Section 47604(a). Alpha is governed pursuant to the corporate bylaws adopted by the Board of Directors of Alpha Public Schools, which are consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Alpha Public Schools' Articles of Incorporation, approved by-laws, 501(c)(3) tax-exempt letter, and other related documents are included in Appendix Q.

Alpha shall operate autonomously from the Santa Clara County Office of Education with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the Santa Clara County Office of Education shall not be liable for the debts and obligations of Alpha Public Schools, operated as a California non-profit, public benefit corporation or for claims arising out of the performance of acts, errors or omissions by the school, as long as the Santa Clara County Office of Education has complied with all oversight responsibilities required by law.

Board of Directors

Alpha Public Schools is governed by a Board of Directors (hereinafter "the Board"). The Board shall be ultimately responsible for the operation and activities of the school. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization that shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing their responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the CEO.

In accordance with the Alpha Public Schools bylaws, the Board consists of at least five members and should not exceed thirteen members. Each Board member serves a three-year term. Terms are staggered to ensure that at any given time no more than one third of the members has less than one year of experience on the board. All members of the board participate in annual training, which covers – at a minimum – conflicts of interest and the Brown Act. In addition, new Board members are partnered with experienced ones in order to further the new Board members' effectiveness. Board members may not serve more than two consecutive terms.

Board members' terms will expire according to the Board of Directors with Term Expiration Dates chart, included below. Board members shall have experience in one or more areas critical to charter schools success: curriculum, instruction, assessment, finance, facilities, business management, organization, governance, and administration.

| Member | Position | Term Expiration Date |
|----------------|-----------------|-----------------------------|
| Alison Elliott | Chair | June 30, 2018 |
| Allison Putnam | Vice-Chair | June 30, 2019 |

| | | |
|-------------------|----------|---------------|
| Richard Garrett | Director | June 30, 2018 |
| Frances Teso | Director | June 30, 2019 |
| Ann Waterman Roy | Director | June 30, 2019 |
| Valerie Faillace | Director | June 30, 2019 |
| Jacqueline Guzman | Director | June 30, 2017 |

Summary of Necessary Background Critical to Charter School Success

| | Curriculum | Instruction | Assessment | Finance | Facilities | Business Management | Organization | Governance | Administration |
|-------------------|------------|-------------|------------|---------|------------|---------------------|--------------|------------|----------------|
| Alison Elliott | | | | | | | | | |
| Allison Putnam | | | | | | | | | |
| Richard Garrett | | | | | | | | | |
| Frances Teso | | | | | | | | | |
| Ann Waterman Roy | | | | | | | | | |
| Valerie Faillace | | | | | | | | | |
| Jacqueline Guzman | | | | | | | | | |

Board and Responsibilities

The Board meets quarterly for regular meetings, more often when special meetings are needed. The responsibilities of the Board include but are not limited to:

- Uphold the mission of the School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the School’s fiscal practices
- Review and approve Local Control Accountability Plan (LCAP)
- Approve contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the school’s facility arrangements and plans
- Oversee and evaluate the CEO
- Hire the Principal upon recommendation of the CEO
- Hire Alpha employees upon recommendation of the CEO

- Employee action upon recommendation of the CEO
- Approve Board Policies

The Board complies with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. Alpha Public Schools has adopted a conflicts code, which is included in Appendix R. The organization retains its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

Alpha Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Alpha Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at a minimum Conflicts of Interest and the Brown Act.

To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the employees of the organization or other responsible parties. At the current time, consistent with best practice, the Alpha Public Schools Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Principal at the School. The Principal may delegate his or her responsibilities further to other school site staff such as the Assistant Principal, office manager, and/or teachers.

The Principal is the senior authority at the school site but the final management authority resides with the Chief Executive Officer and the ultimate overall organizational authority resides in the Board of Directors, as indicated above. This is separate from the oversight responsibilities of the charter authorizer under the Charter Schools Act.

Principal

The Principal works full-time within the school and communicates with and reports directly to the Chief Schools Officer or his or her designee. The Principal is the instructional leader and key person at the School responsible for supervising the teachers and non-instructional staff at the school. The Principal is responsible for guiding the School student achievement outcomes as outlined in the Educational Program.

The responsibilities of the Principal or his/her designee may include, but are not limited to, the following:

- Attend County Administrative meetings as necessary and stay in direct contact with the County regarding changes, progress, etc.
- Assist CEO in developing Board meeting agendas in conjunction with the Board president in compliance with the Brown Act.
- Supervise all employees of the School.
- Provide timely performance evaluations of all School employees.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend Charter Board meetings and attend as necessary any County Office of Education meetings as the charter representative.
- Establish procedures designed to carry out Charter Board policies.

Board Committees

The Board may, in accordance with the Alpha bylaws, appoint one or more committees, comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. The Board of Directors will select the committees.

Parent Participation

As the school was established to serve the needs of its families and their students, it is imperative that families are actively involved. Further, Alpha has a strong vision for parent leadership and feels it plays a strong role in helping parents to know their power to bring about change.

Alpha works with families to form a Parent Council which is established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school. Meetings are held, at a minimum, every other month. The school principal and his or her designee actively participates in Alpha's Parent Council. In this way, parents have direct and regular communication with the school's leadership. Alpha parents will develop their organization based on the needs of their community.

Procedurally, the school initially forms two groups-the Parent Council (SSC) and the English Learner Advisory Council ("ELAC"), consistent with the statutory requirements for each group with respect to composition and training. Should the ELAC agree, the group delegates its responsibilities, pursuant to law, to the SSC for up to two years, at which point the Parent Council functions as the ELAC. The Parent Council also assists with the development and annual review of the school's Local Control Accountability plan, as required by law.

Families are encouraged to become actively involved in the school and their child's education. Several opportunities for parent involvement exist and include:

- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics as high school and college preparation, school finances, and organizational planning.
- Parents can assist in a variety of on-site and at-home, short-term and ongoing, daytime and evening projects that help improve the school. These activities are organized and communicated by the Parent Council.
- Parents are invited to all school social functions.
- Parents are asked to complete a parent satisfaction survey each year.
- Alpha Board meetings are open to the public, and parents are encouraged to attend.
- Parents are actively involved in the interview and hiring process for new staff.

EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school. California Education Code Section 47605(b)(5)(E).

Qualifications of School Employees

Alpha recruits and employs professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees of the school are employees of Alpha Public Schools and subject to state and federal employment laws.

In accordance with Education Code 47605(d)(1), Alpha shall be nonsectarian in its employment practices and all other operations. Alpha shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening).

Specific Qualifications for All Staff

The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing Alpha's program
- Belief in the basic philosophy of emphasizing the core curriculum
- Commitment to working with parents as educational partners
- Strong written and verbal communication skills
- Knowledge of the developmental needs of students
- Awareness of the social, emotional and academic needs of the students
- Ability to plan cooperatively with other staff
- Willingness to continue education through additional courses and training, workshops, seminars and staff development
- Active participation in faculty meetings
- Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance
- Take a leadership role in some aspect of Alpha's development

Administrators

The Principal at Alpha shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Principal shall possess skills in hiring and supervising excellent teachers, and, where possible, business experience.

Alpha administrators should have demonstrated at least three years of successful teaching or school leadership experience. Alpha administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. Alpha will give preference to administrative

candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment.

Principal

The Principal is the instructional leader at the School and is responsible for helping the School and students achieve the outcomes outlined in this charter petition. The Principal has the following qualifications:

Required knowledge, skills, and abilities:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and secondary program design
- A record of success in developing teachers
- Entrepreneurial passion

Assistant Principal

The Assistant Principal is the student culture leader, provides teachers support via coaching and will support operations at the School. The Assistant Principal is responsible for helping the School and students achieve the outcomes outlined in this charter petition. The school employs two Assistant Principals - one for lower grades and one for upper grades. The Assistant Principal has the following qualifications:

Required knowledge, skills, and abilities:

- Highly collaborative style
- Relationship builder with the flexibility and finesse to “manage by influence”
- Excellent project and process management skills
- Exceptional writing/editing and verbal communication skills
- Skilled at analyzing, interpreting, and using data to identify best practices and areas for improvement, and drive results
- Excellent decision making and problem solving skills

Office Manager

The School’s Office Manager is responsible for overall front office activities, reports to the Principal, and works with students, parents, and outside parties. The Office Manager has the following qualifications:

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multitasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team
- Fluency in Spanish is highly desirable

Teachers

Instructional employees hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. Alpha complies with Section 47605(l), which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Alpha retains or employs teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Additionally, core teachers, as defined by the No Child Left Behind Act (“NCLB”), shall meet the applicable definitions of “highly qualified.”

In addition to the specific qualifications expected of all Alpha staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership
- Responsible for students and their academic success
- Familiarity with or willingness to be trained in Alpha’s curriculum, instructional methodology, and procedural compliance
- Demonstrable effectiveness in teaching, mentoring, and writing
- Commitment to the philosophy of Alpha and its mission
- Recognizing the family as a vital partner in the learning process
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community
- Deep commitment to student achievement

Responsibilities

- Implement curricula and activities to meet academic standards.
- Design and implement assessments that measure progress towards academic standards.
- Use assessment data to refine curriculum and inform instructional practices.
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions.
- Provide consistent rewards and/or consequences for student behavior.
- Be accountable for students’ mastery of academic standards.
- Communicate effectively with students, families, and colleagues.
- Participate in an annual three-week staff orientation and training.

See Appendix S for Teacher Performance Documents, including the Alpha Public Schools Evaluation Rubric.

Learning Coaches

As part of Alpha’s unique blended model, learning coaches serve an integral role in ensuring students perform exceptionally well at Alpha. Alpha learning coaches have high expectations for all students and work with them individually and in small groups, coaching students on all computer programs and performing targeted individual interventions during school day and during the afterschool program. Learning coaches are very comfortable with technology, skilled at tracking student progress, and value communication with classroom teachers, collaborating effectively as part of a team. Learning coaches have the option to participate in the *Alpha Residency Program*, whereby individuals who wish to become teachers will have the benefit of spending significant time with students in an interventionist role, receiving meaningful professional development, and being paired with a mentor teacher, while independently pursuing a teaching credential.

Alpha may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Principal and Board of Directors.

Non-Core, Non-College Preparatory Staff

Alpha may also employ non-core, non-college prep staff. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Principal and Board of Directors. All non-core, non-college staff must meet the base level expectations listed below:

- High school degree or GED equivalent
- Ability to work independently as well as with a team
- Commitment to the philosophy of Alpha and its mission
- Willingness to work flexible schedules in order to accommodate the varying needs of students, parents, and community
- Experience working with students is highly desirable

Services Provided Via Contractors

Alpha receives service from employees of organizations with which Alpha contracts. Additionally, Alpha receives financial, human resource, technology, leadership, facilities and professional development services from Alpha Public Schools. Alpha ensures that the qualifications of the employees of contractors and Alpha Public Schools are consistent with the expectations for Alpha's employees.

Professional Development

Each faculty and staff member has a Personalized Growth Plan ("PGP"). The plan is developed by the employee with the input and approval of the Principal using a template that will be finalized through a collaborative process that includes the school's principal and teachers. The plan asks the employee to identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of an Alpha educator. They include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the teacher's annual goals for growth in one or more strand, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the school and its professional development activities throughout the year.

HEALTH AND SAFETY PROCEDURES

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 Section 44237. California Education Code Section 47605(b)(5)(F).

A healthy and safe environment is imperative to productive teaching and learning. Alpha has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with Alpha's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are incorporated as appropriate into the Family and the Employee handbooks. The Board has adopted a set of Health and Safety Policies. The policies are contained in Appendix T.

The following summarizes the health and safety policies of Alpha:

Procedures for Background Checks

Employees and contractors at Alpha will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable training and reporting laws.⁵

TB Testing

Alpha will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

Alpha will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

CPR /First Aid Training

Alpha will provide CPR and First Aid training to all employees, annually.

Medication in School

Alpha will adhere to Education Code Section 49423 regarding administration of medication in school.

⁵ The school will comply with Education Code Section 44691; specifically, the school will train all applicable staff using an online training module to be provided by the State Department of Social Services, or an alternate source, and will comply with other provisions outlined in this section. All applicable policies and procedures will be updated to reflect this recent change.

Epinephrine Auto-Injectors

Alpha will maintain emergency epinephrine auto-injectors for school nurses and/or trained personnel to provide emergency medical aid to persons suffering from an anaphylactic reaction, or another reaction warranting use of an epinephrine auto-injector, pursuant to Education Code Section 49414.⁶

Vision/Hearing/Scoliosis

Alpha shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

Diabetes

Alpha will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

Alpha shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall, as appropriate. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating Alpha's plan.

Blood Borne Pathogens

Alpha shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Alpha Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

Alpha shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test sprinkler systems, fire extinguishers,

⁶ Health and Safety Policies and Procedures will be updated to reflect this recent change.

and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills in accordance with Title 5 California Code of Regulations Section 550.

Drug Free/Smoke Free Environment

Alpha shall maintain a drug and alcohol and smoke free environment.

MEANS TO ACHIEVE 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. - California Education Code Section 47605(b)(5)(G)

Alpha will make attempts to recruit a student population that will be reflective of the school age population of ARUSD. Alpha will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via elementary schools, neighborhood groups, community organizations, churches, and local businesses
- Each year the School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population

ADMISSION REQUIREMENTS

Governing Law - Admission Requirements, if applicable—California Education Code Section 47605(b)(5)(H)

Overview

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at Alpha. All students attending Alpha must follow the application, admission, and enrollment policies of the school. The application packet for admission to Alpha includes information that allows students and parents to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the School. The application packet includes:

- An enrollment guide outlining the enrollment process at Alpha
- Registration form which requests basic information about the prospective student
- Alpha Family Handbook

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Alpha. The determination of school capacity shall be based on, among other things, the school's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

Alpha ensures that all application materials will reference application deadlines and proposed lottery dates, as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Admission Criteria

Alpha shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. Alpha shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If oversubscribed by the application deadline, admission to Alpha, except for existing students, shall be determined by a public random drawing in accordance with the preferences given in the next section.

The only enrollment requirement is that students wishing to attend Alpha must follow the school's admission procedures with respect to completing registration forms by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following September, may be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

There shall be no admission testing or other evaluation required of any applicant. Alpha shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. Alpha will neither solicit nor require parent contributions to help fund Alpha's educational programs nor shall it require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the school's required educational activities. Alpha will encourage parent participation but will not require it.

Alpha shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].

Public Random Drawing and Preferences

Alpha will annually establish an enrollment window and a deadline by which applications must be submitted. If the number of students who apply to attend Alpha within each grade level by the application deadline exceeds the school's capacity, attendance, except for existing students shall be determined by a public random drawing for each grade level conducted in advance of the start of summer school. During any period of Public Charter School's Grant Program ("PCSGP") funding, the public random drawing shall be handled as a single weighted drawing. In accordance with Education Code Section 47605(d)(2), preference in the public random drawing shall be provided in the following order of descending priority:

1. Siblings of currently enrolled students (During any PCSGP funding, siblings will be considered an "exception" to the single weighted drawing.)
2. Students residing within the boundaries of the District
3. All other students who wish to attend the School

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the public random drawing. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year. The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait-list. Applications received after the application deadline will be added to the wait-list in the order received.

Alpha and the County mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the PCSGP, or for other reasons, such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the County.

Conditions of Enrollment

Conditions for enrollment at Alpha are communicated in writing to parents throughout the application and enrollment process.

FISCAL AND PROGRAMMATIC AUDIT

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. California Education Code Section 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of Alpha is conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of Alpha are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee appointed by the Board of Alpha Public Schools selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit is completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the County, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, reviews any audit exceptions or deficiencies and meets with the County with regard to resolution of audit exception or deficiencies to the satisfaction of the County and shall report to the Board of Directors of Alpha Public Schools with recommendations. The Board submits a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Any appeals of audit exceptions will be made to the Education Audit Appeals panel in accordance with applicable law.

The independent fiscal audit of Alpha is a public record to be provided to the public upon request.

PUPIL SUSPENSION/EXPULSION

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

Alpha has a comprehensive set of suspension and expulsion policies, which are attached in Appendix U. Additionally, the school has a school wide discipline system, called Positive Behavioral Interventions and Supports (PBIS). See a sample playbook in Appendix V⁷. The discipline system and policies are printed and distributed as part of Alpha's Family Handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. These policies provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

PBIS Documents

In the case of students with an IEP, or a student who receives 504 accommodations, Alpha will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or a student with an IEP, Alpha's Principal convenes a manifestation hearing, which will include the IEP team, to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

RETIREMENT SYSTEMS

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. California Education Code Section 47605(b)(5)(K).

The financial compensation for school employees includes a base salary that is competitive with like jobs in other local public secondary schools and the opportunity to earn an annual achievement bonus. An achievement bonus may be awarded based upon the employee successfully achieving goals and objectives identified by the Board.

The CEO, or his or her designee, oversees the arrangements for retirement coverage for all employees at Alpha. All employees at Alpha participate in the federal Social Security System. The Alpha Public Schools Board of Directors will have the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) or to implement any other retirement plan at its disposal. If Alpha Public Schools chooses to participate in STRS/PERS program, it will work directly with the Santa Clara County Office of Education and STRS/PERS to provide the appropriate payroll information.

Alpha Public Schools provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security. Alpha Public Schools provides health, dental, and vision insurance to each qualifying employee at Alpha.

⁷ The included PBIS Playbook is targeted to middle grades; an elementary version is in development.

ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —California Education Code Section 47605(b)(5)(L)

No student shall be required to attend Alpha. Students who opt not to attend Alpha may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in Alpha shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Alpha, except to the extent that such a right is extended by the local education agency.

RETURN RIGHTS OF EMPLOYEES

A description of the rights of any employee of the county office upon leaving the employment of the county office to work in a charter school, and of any rights of return to the county office after employment at a charter school. California Education Code Section 47605(b)(5)(M).

All employees at Alpha shall be considered the exclusive employees of Alpha Public Schools and not those of any school district or the Santa Clara County Office of Education unless otherwise mutually agreed in writing. No county office employee shall be required to work at Alpha. Employees of the County who resign from employment to work at Alpha Public Schools and who later wish to return to the County shall be treated the same as any other former County employee seeking reemployment in accordance with County policy, applicable law, and applicable bargaining agreements. Alpha Public Schools shall not have any authority to confer any rights to return on County employees. Sick or vacation leave or years of service credit at the Santa Clara County Office of Education or any county office of education shall not be transferred to Alpha.

A former employee of any county office of education shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the charter school that are outlined in law.

Integrated Complaint and Investigation Procedure

The Board of Directors has adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into Alpha. These procedures can be found in Appendix W.

Comprehensive Sexual Harassment Policies and Procedures

Alpha is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Alpha Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee

to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in the Employee Handbook, which can be found in Appendix X.

Procedures

Alpha Public Schools on behalf of Alpha adopted procedures to implement the policy statements listed above.

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. California Education Code Section 47605(b)(5)(N)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on the County, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. Alpha understands that agreement to a dispute resolution process must be bilateral and that Alpha cannot unilaterally bind the County to a specific procedure. As such, the following represents Alpha’s proposed process for resolving disputes between the County and Alpha. Alpha agrees that this process may be revised as agreed upon by the County and Charter School in a mutually agreed upon MOU.

Public Comments

The staff and Board and Santa Clara County Office of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within Alpha

Disputes arising from within Alpha, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the School. The Santa Clara County Office of Education shall not intervene in any such internal disputes without the consent of the Board of Directors and shall refer any complaints or reports regarding such disputes to the Board of Directors or the Principal for resolution in keeping with Alpha’s policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of the material provisions of the charter or related laws or agreements has occurred, or unless the Board of Directors has requested the County to intervene in the dispute.

Disputes between Alpha and the Santa Clara County Office of Education

Alpha and the County will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

- **Actions That Could Lead to Revocation: Charter School Due Process** – In the event that the County determines that Alpha has engaged in an act that could lead to revocation of the charter, the County and Alpha shall have a face to face meeting within 10 days of the Superintendent’s and/or designee’s determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the County or designee and Alpha’s Principal. If after such meeting, the County Board determines that a violation has occurred which requires a cure, the County Board may act to send a formal written notification to Alpha

outlining the alleged violation and demanding the violation be cured in accordance with Education Code Section 47607 and its implementing regulations. Alpha shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the County, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion. Thereafter, if necessary, revocation of the charter may be commenced by the County Board of Education in accordance with Education Code Section 47607 and its implementing regulations.

- Disputes not Leading to Revocation: Dispute Resolution – In the event that Alpha and the Santa Clara County Office of Education have disputes regarding the terms of this charter or any other issue regarding Alpha and the County’s relationship, both parties agree to follow the process outlined below.
 - a. In the event of a dispute between Alpha and the County Office, the staff and Board of Directors of Alpha and the County administration agree to first frame the issue in written format and refer the issue to the Superintendent of the County Office and the Principal of Alpha. The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute; (3) the specific sections of the charter, memorandum of understanding, law etc. that are in dispute; and (4) the specific resolution sought by the party. Within ten days from receipt of the notice of dispute the representatives from Alpha shall meet with representatives from the County in an informal setting to try to resolve the dispute.
 - b. If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 45 days after receipt of the request for appointment. If the State Mediation and Conciliations Service is not available the parties shall mutually agree upon a mediator. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party at least five (5) business days before the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the County and Alpha. If the County and Alpha fail to meet within the specified time line, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, either party may terminate mediation and may pursue its dispute as otherwise allowed by law.
 - c. All costs of the mediation, including but not limited to, the mediators’ fees, per diem, travel, and subsistence expenses, and the costs, if any, of the location for mediation, shall be borne equally by the County and Alpha.

- d. All timelines and procedures for mediation as described herein may be revised by mutual agreement.

This dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable or injunctive relief, neither party may commence a civil action with respect to the matters submitted to dispute resolution until that process is complete.

Parent Complaints

Alpha maintains both a Uniform Complaint Policy that addresses complaints alleging discrimination or violations of law and a Local Complaint Policy that addresses complaints regarding other areas. Alpha will not, at any time, refer complaints to the County.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the Family Handbook and are available in the school's office.

Alpha designates 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 Alpha alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Alpha notifies its students and employees of the name, office address, and telephone number of the designated employee or employees.

Alpha adopts and publishes grievance 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.

Alpha implements specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

EMPLOYEE REPRESENTATION

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. California Education Code Section 47605(b)(5)(O).

For the purposes of the Educational Employment Relations Act ("EERA"), Alpha Public Schools, as the California non-profit public benefit corporation operating Alpha, is deemed the exclusive public school employer of the school's employees. Thus, the collective bargaining contracts of local school districts shall not be controlling. Alpha Public Schools recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

Persons employed by the school are not considered employees of the Santa Clara County Office of Education for any purposes whatsoever.

CLOSURE PROTOCOL

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 public records. California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Board of Alpha Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the School, the District, the Santa Clara County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the closeout process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. Alpha shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

Alpha will ask the County to store remaining original records of Alpha students. All records of the Alpha shall be transferred to the County upon closure. If the County will not or cannot store the records, Alpha shall work with the County Office of Education to determine a suitable alternative location for storage.

As soon as reasonably practical, Alpha shall prepare final financial records. The school shall also have an independent audit completed within six months after closure. Alpha shall pay for the final audit. The audit shall be

prepared by a qualified CPA selected by the school and shall be provided to the County Office of Education, and California Department of Education promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Alpha.

Alpha will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, shall remain the sole property of Alpha Public Schools and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the County or County property will be promptly returned upon School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Alpha Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As Alpha Public Schools is organized as a nonprofit public benefit corporation under California law, if Alpha Public Schools will dissolve along with Alpha, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix Y, Alpha will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. —California Education Code Section 47605(g).

Budgets

Alpha will ensure that it operates using a sound financial model. The budget, cash flow, and budget narrative and assumptions can be found in Appendix Y.

The budget demonstrates that when Alpha is fully enrolled with 572 students, there will be no need for private funding. Alpha will operate its basic program on the general purpose entitlement, categorical block grant revenue and Title funding amounts.

Financial Reporting

Alpha has drafted a complete set of fiscal control policies and procedures (See Appendix Z) for Alpha's operation. Alpha shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

Insurance

Alpha will maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of its size and nature for the operation of the school.

Throughout the life of this contract, Alpha shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$3,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$3,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. — California Education Code Section 47605(g).

With the exception of services performed by the County in providing oversight to Alpha as defined by Education Code Section 47604.32, all charter-requested services from the County will be on a pay-for-service basis.

The County may charge for the actual costs of supervisorial oversight of Alpha not to exceed 1% of the charter school's revenue, or the County may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if Alpha is able to obtain substantially rent free facilities from the County. Notwithstanding the foregoing, the County may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. For purposes of this charter, "revenue of the charter school" means the general-purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, Alpha may request SCCOE services on a pay-for-service basis.

The school reports daily attendance requirements to the County in a format acceptable to the County and state. Required reports regarding daily attendance are completed and submitted to requesting agencies.

All other administrative services will be completed by Alpha employees or through contracted agreements with qualified outside agencies.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. — California Education Code Section 47605(g).

Alpha will operate within the boundaries of Alum Rock Union Elementary School District. Alpha has secured a long-term Facility Use Agreement with the Alum Rock Union Elementary School District, which can be found in Appendix AA.

IMPACT ON THE CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the County.

Civil Liability

Alpha shall be operated by a California non-profit public benefit corporation, Alpha Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law. Alpha shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of Alpha.

Further, Alpha Public Schools and the County shall enter into a memorandum of understanding, wherein Alpha shall indemnify County for the actions of Alpha under this charter.

The corporate bylaws of Alpha Public Schools shall provide for indemnification of the School's Board, officers, agents, and employees. The School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The County shall be named an additional insured on the general liability insurance that Alpha Public Schools maintains for the operation of Alpha.

The Board of Alpha Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

MISCELLANEOUS CHARTER PROVISIONS

County Visitation/Inspection

Alpha will comply with a County requested visitation process to enable the County to gather information needed to validate the school's performance and compliance with the terms of this charter. Additionally, Alpha agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

Public Record

Alpha acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Alpha to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Alpha and of the County. Alpha further acknowledges that it has the obligation to provide all of such information to the County that is required by these referenced authorities in a timely manner so that the County may meet its obligations under those authorities as well. To the extent that there is information that the County has, but that Alpha does not have that Alpha needs in order to meet its obligations, the County shall provide the same to Alpha in a reasonably timely manner upon request.

Notification

Should this charter petition be granted, Alpha will provide written notice of its approval and a copy of the petition to the California Department of Education and the State Board of Education.

Attendance Accounting

Alpha will implement a student attendance recording and accounting system that complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the California Legislature.

Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a) *Improve pupil learning.*
- b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c) *Encourage the use of different and innovative teaching methods.*
- d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- g) *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Pursuant to Education Code §47605:

Charter law outlines the criteria governing the approval or denial of charter school petitions. The following excerpt is taken from the Charter Schools Act, Education Code §47605. This excerpt delineates charter approval and denial criteria:

A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- 1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- 2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- 3) *The petition does not contain the number of signatures required.*
- 4) *The petition does not contain an affirmation of each of the conditions described in Education Code §47605(d).*
- 5) *The petition does not contain reasonably comprehensive descriptions of the 16 required charter elements.*

Alpha pledges to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible charter proposal requesting a five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 476



HARVARD Ed. MAGAZINE

FALL 2012

Do Middle Schools Make Sense?

BY [MARY TAMER](#), ON SEPTEMBER 5, 2012 10:15 AM

New research finds that keeping students in K–8 schools has benefits.



Illustrations by Scoty Reifsnyder

Transitioning from elementary school to middle school can be tough. Assistant Professor [Martin West](#) remembers the "shock" of the new environment he encountered at the larger, all-boys school when he entered the seventh grade.

Still, his transition was pretty mild, he says. He was lucky to have been the beneficiary of "outstanding" educators in his private K–6 school located within the beltway of Washington, D.C., and the fact that his new school spanned grades three through 12 meant he would avoid making another transition once he reached high school. It was even during this time that West decided he wanted to be a teacher one day.

Not all students are so fortunate, as West discovered last spring when he released a study that explored the achievement and dropout rates of students enrolled in grades three through 10 in Florida's public schools. The findings? In sum, students who left elementary schools for middle schools in grades six or seven "lose ground in both reading and math compared to their peers who attend K–8 schools," he wrote in "The Middle School Plunge," published in the spring 2012 issue of *Education Next*. Additionally, Florida students who entered middle school in sixth grade were 1.4 percentage points more likely than their K–8 peers to drop out of high school by 10th grade — a whopping increase of 18 percent.

"Intuitively, I had not expected this to be an important policy lever, but there are a lot of indicators that things are not going well for students in the middle school grades in the United States," says West, who serves as executive editor of *Education Next*. "If you look at international comparisons, kids in the United States perform better at elementary school than the later grades ... so it made sense to look at whether grade configuration influenced this."

West decided to take a closer look after he read a 2010 study out of New York City by two Columbia University researchers that "produced compelling evidence that the transitions to middle schools were harmful for students in that setting." That research found that students entering grades six through eight or seven to eight schools experience a "sharp drop" in achievement versus those attending K–8 schools. West wondered whether the same patterns would be evident elsewhere and, if so, whether the drop in achievement was temporary or persisted into high school.

With a mass of Florida data from his prior research projects, West was able to review nine years of results from the Florida Comprehensive Assessment Test (FCAT), administered annually to students in third through 10th grade. West says that Florida's size and diversity allowed him to study the effects of middle school transitions for students of all kinds in urban, suburban, and rural districts. And because some Florida students attend schools with grade six through 12 or seven through 12 configurations, he was able to compare the effect of entering a middle school in grade six or seven to that of entering high school in grade nine.

"We do find clear evidence of a drop in achievement to high school, but it is one-quarter the size of the drop we see with the middle school transition," he says. "By grade 10, those

students are back up" where they were expected to be before making the transition. "In middle school, the decline persists as long as they remain in a middle school and even into high school; they don't just have a one-time drop. That suggests to me ... that while there is a cost with school transitions in general, the middle school transition is particularly tough."

So what does this mean for America's public middle schools? Possibly nothing.

While widespread consensus may be hard to achieve on whether middle schools work for the students enrolled within them, most people can agree on one thing: Regardless of one's zip code, there is a healthy amount of trepidation around middle school and the middle school years.

The question is, is this an indictment of the middle school model or of middle schools themselves?

"Obviously the transition years are very difficult for kids, so whether it's moving from grade five to six or eight to nine, it's a challenging situation," says Joseph Bumsted, Ed.M.'82, assistant principal of South Fort Myers High School in Florida. "The things that make it especially difficult moving from grade five to grade six is the students go from a self-contained, supportive atmosphere where they have one teacher they know ... to sixth grade and they are confronted with seven different [teachers'] personalities. They don't know how to handle it."

The Middle School Movement

Trying to figure out how to meet the needs of young people isn't new, says Laura Rogers, Ed.M.'75, Ed.D.'87, a lecturer and codirector of the school psychology program in the Department of Education at Tufts University, and author of *Fires in the Middle School Bathroom*.

"Our education system has been grappling to meet the need of early adolescents for 100 years," she says.

What's changed is the configuration for how and where that age range is educated.

Until the early 20th century, U.S. schools were mainly K–8 models. By the midcentury, in response to growing enrollment, many places created junior highs which typically started in grade seven and served grades seven through eight or seven through nine. But, as cited on the National Center for Education Statistics website, school districts began moving away from the junior high model in the 1960s and rapidly toward the creation of middle schools starting in grade six or even grade five. These schools either replaced junior highs or were created where there were still K–8 schools. In 1970–71, there were 2,100 middle schools. By the 1998–99 school year, there were 11,200, an increase of more than 430 percent. During

the same period, the number of junior high schools declined by nearly 54 percent, from 7,800 in 1970–71 to 3,600 in 1998–99.

Initially, middle schools tended to have a distinctive educational philosophy compared with junior highs. (West says that distinction is less clear today.) They would also, says Rogers, a developmental psychologist by training, "create a bridge" for students, one that would focus on the specific needs and developmental stages of children between the ages of 11 and 13.

In time, however, the effectiveness of the middle school model came into question. A 2001 article "Reinventing the Middle School," published in the *Middle School Journal*, spoke of the "arrested development" of this once-promising educational model. So too did a January 27, 2007, article in *The Boston Globe*, which mentioned that several districts around the nation were moving toward the return of K–8 schools. Affirming Rogers' earlier point, the *Globe* article noted, "Middle schools were conceived in the 1970s and '80s as a nurturing bridge from early elementary grades to high school, but critics say they now more often resemble a swamp, where urban youth sink into educational failure."

As a result of growing evidence, parental preference, and, in the case of urban districts, the continued loss of students in the middle grades to charter schools, West says in his article that several sizeable districts — Baltimore, Charlotte-Mecklenburg (N.C.), and Philadelphia, among others — have transitioned back to more K–8 schools.

Another district, Cambridge (Mass.) Public Schools, is trying an entirely new model: This fall it moved away from its long-held K–8 configuration with the creation of a lower school and an upper school, with sixth- through eighth- graders in the upper school still housed within four of the city's elementary buildings. Superintendent Jeffrey Young, Ed.D.'88, says he proposed the move in December 2010 to level the academic and socioeconomic field of Cambridge students as they enter the middle and high school years.

West says there is no one correct model.

"There are, no doubt, many highly effective middle schools and many ineffective K–8 schools," he says. "Our evidence suggests that, on average, students do worse academically when they attend middle schools than when they attend K–8 schools — and that this is true in urban, suburban, and rural settings. This suggests that it may be harder to create an effective middle school than an effective K–8 school, and that part of the challenge is simply that middle school grade configurations require an additional school transition."

Rogers says it's also important to take into consideration other factors — not just grade configuration — when it comes to achievement and determining "cause and effect" in education. This can be challenging, she admits, especially since other indicators are not always easily measured. But data like that from FCAT may not tell the full story.

"Things can be statistically significant but not educationally relevant," she says. "There are so many other social factors that influence these results. ... It is hard to draw conclusions."

West says some middle schools have worked well, such as the KIPP charter school network, which includes 61 schools that house grades five through eight.

"But even many charter organizations like KIPP are now growing back toward elementary schools to provide more continuity of service," he says.

Jonathan Bush, Ed.M.'09, understands the value of that continuity. As a seventh- and eighth-grade math teacher in a K–8 charter school in Massachusetts, he points to several factors that he believes contribute to the success of his school, including ongoing communication and collaboration among staff of all grade levels, as well as the development of a curriculum that "ramps up" each year, preventing gaps or holes in nine consistent years of academic preparation.

"I think one of the most compelling reasons to support the K–8 grade configuration is the leadership aspect for students," Bush says. "We put an emphasis on our seventh- and eighth-graders to be leaders. ... They are teamed up with the younger kids for tutoring, as one example, and that is a big element of our school. If [you] are not given those leadership roles and you're in the sixth grade in a middle school, you're at the bottom of the totem pole. From the leadership standpoint, the K–8 model is important."

Important, yes, but while West hopes that his research will open the door for districts to take a closer look at more K–8 models, the configuration alone is hardly a magic bullet or panacea for success.

"I happen to agree with the idea that it's good to have K–8 or seven through 12 schools, but this is not based on data," Rogers says. "Small schools, with less than 400 kids, can make a difference, as can having children over a longer period of time. None of these things, alone, makes a difference. The question is, what are the practices that are occurring to make some schools successful?"

Florida by the Numbers



West's data on Florida includes annual FCAT math and reading test scores as well as two behavioral outcomes: days absent and a measure of whether they dropped out of high school by grade 10.

As West shows in his *Education Next* article, moving to middle school leads to a "substantial drop in student test scores" in the first year of the transition, and the "relative achievement of middle-school students continues to decline in the subsequent years they spend in such schools." Essentially, the longer students stay in a middle school, the lower their achievement. In addition, while the Florida study shows that although the "negative effects of entering a middle school are somewhat smaller outside of urban districts, ... they remain substantial even in rural areas."

Among student subgroups, the study also finds that "grade configuration has a larger effect on the math scores of traditionally disadvantaged subgroups than on other students. Black students in particular demonstrate large relative gains in math achievement prior to entering a middle school but then suffer larger drops both at and following the transition."

While some earlier studies questioned the role of grade configuration in school success and student achievement, including the 2008 National Forum "Policy Statement on Grade Configuration" and a 2010 study by EdSource, "Gaining Ground in the Middle Grades: Why Some Schools Do Better" in California, "the evidence on academic benefits has become much stronger in the past two years," West says.

"I'm generally sympathetic with this argument, especially to the extent that it points to a set of practices that middle schools could adopt to address their performance problems given that wholesale changes to grade configuration are unlikely to occur overnight," he says. "That said, our evidence indicates that effective school practices are more common in K–8 schools than in middle schools and that the transition to middle school itself is detrimental for students and should be eliminated wherever possible."

Perhaps most importantly, Rogers says the one consistency she has found among K–8 schools is that "kids tend to say they feel safer, so there is less of a *Lord of the Flies* environment" at a critical stage when they are "navigating through social currents. For many kids, it's distracting."

So whether the reasoning is leadership, safety, or the lessening of transitions that may affect academic achievement, West hopes policymakers will continue to review grade configurations for the benefit of all students.

"The flip side of the point I'm making is that there is not one grade configuration for everyone," says West, "but I think for policymakers, it is too easy to say we know there is a problem with middle schools and we can mitigate those problems. I don't think my research or anyone else's gives us the steps to take to mitigate them."


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Intent to Enroll

The individuals listed below certify that they are parents or guardians who are enrolled in the school under the charter renewal petition. Signatures are subject to verification.

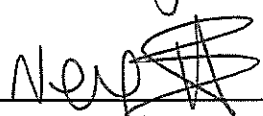
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Gael Paramo | | 12/27/12 |
| Parent Name | | |
| Mari Esther Paramo | | |
| Home Address | | |
| 1554 Bahamaway San Jose CA 95122 | | |
| Phone Number(s) | Home | Cell |
| | | (539) 724 2662 |
| Email | | |
| | | |
| Signature  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

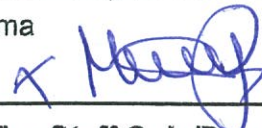
Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| ✓ Andrea Sandoval | | 9-13-12 |
| Nombre del padre | | |
| Nereyda Hernandez | | |
| Dirección | | |
| 3625 Eastridge dr. SJ CA 95148 | | |
| Número de teléfono(s) | Casa | Celular |
| 408 887-1358 | | X |
| Correo electrónico | | |
| Nene 1508@gmail.com | | |
| Firma | | |
| Nene  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Eliza Solano | | 10-21-12. |
| Nombre del padre | | |
| Emanuela Pealta | | |
| Dirección | | |
| 1925 Biscayne way San Jose CA. 95127 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 650-471-3239 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.


Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| F. EVAN GUTIERREZ | | 9-7-12 |
| Nombre del padre | | |
| ERICK GUTIERREZ EVELIN TAPIA | | |
| Dirección | | |
| 1327 KANE CT SAN JOSE CA. | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-991-5879 |
| Correo electrónico | | |
| Firma | | |
| ERICK GUTIERREZ | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | | |
|---|------|---------------|--|
| Student Name | | Date of Birth | |
| Dana Lopez | | 9/9-12 | |
| Parent Name | | | |
| Dominga Zagueros | | | |
| Home Address | | | |
| 1385 Foxdale loop # 711 San Jose 95122 | | | |
| Phone Number(s) | Home | Cell | |
| (408) 797 9996 | | | |
| Email | | | |
| Signature | | | |
|  | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|-----------------------------------|
| Student Name <i>Angel Gael Jimenez</i> | | Date of Birth <i>9/10/2012</i> |
| Parent Name <i>Julio Lopez</i> | | |
| Home Address <i>95122 CA 1981 Stony Rd Apt 22 San Jose</i> | | |
| Phone Number(s) <i>408/</i> | Home | Cell <i>408-824-3312</i> |
| Email | | |
| Signature <i>Julio Lopez</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jacoboo Rejo | | Oct-23-2002 |
| Nombre del padre | | |
| Maria S F Samarrifa | | |
| Dirección | | |
| 1388 Carnelian Drapt y San Jose 75722 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 829-4879 |
| Correo electrónico | | |
| Firma | | |
| + Ma. de Jose [Signature] | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who **are meaningfully interested in having their child or ward attend the School under the charter renewal petition**. Signatures are subject to verification.

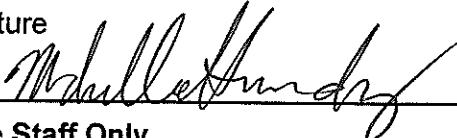
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---|
| Student Name <i>Fernando Cabrera</i> | | Date of Birth <i>Sep - 14 - 2012</i> |
| Parent Name <i>* Fernando Cabrera</i> | | |
| Home Address <i>10170 Calgany Ct San Jose CA 95127</i> | | |
| Phone Number(s) | Home | Cell <i>408-685-9203</i> |
| Email | | |
| Signature <i>* Fernando Cabrera</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|--|
| Student Name <div style="text-align: center; font-size: 1.2em;">William Cruz</div> | | Date of Birth <div style="text-align: center; font-size: 1.2em;">12/20/12</div> |
| Parent Name <div style="text-align: center; font-size: 1.2em;">Michelle Hernandez</div> | | |
| Home Address <div style="text-align: center; font-size: 1.2em;">88 S 3rd street San Jose 95103</div> | | |
| Phone Number(s) | Home | Cell |
| 408 658 7096 | | |
| Email | | |
| Signature <div style="text-align: center; font-size: 1.5em;"></div> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

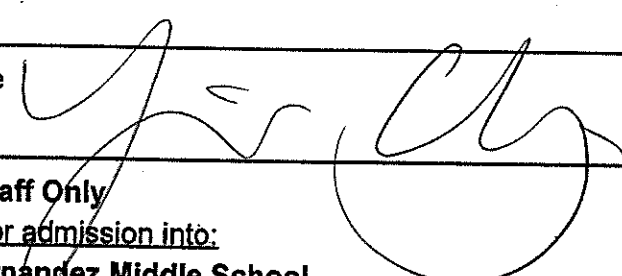
Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | | |
|---|--|---------------------|---------|
| Nombre del estudiante | | Fecha de nacimiento | |
| Lyana Paredes Hernandez | | 10/12/12 | |
| Nombre del padre | | | |
| Estela Hernandez Campos | | | |
| Dirección | | | |
| 1934 Brahms st. San Jose 95122 10134 Bne | | | |
| Número de teléfono(s) | | Casa | Celular |
| 503-496-6888 | | | |
| Correo electrónico | | | |
| Firma | | | |
|  | | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

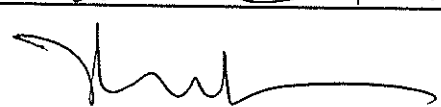
| | | |
|---|------|----------------------------------|
| Student Name <i>JENNISV) Alvarez</i> | | Date of Birth <i>10/02/12</i> |
| Parent Name <i>Jessica Aguilera</i> | | |
| Home Address <i>Foxdale loop San Jose CA</i> | | |
| Phone Number(s) <i>(408) 757-2290</i> | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường**. Chữ ký có thể chứng thực.

Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

11/18/12

| | | |
|---|------|------------------------------------|
| Student Name <i>Pax PHAN</i> | | Date of Birth <i>18/11/2012</i> |
| Parent Name <i>PHAM, Van</i> | | |
| Home Address <i>2492 S. King Road San Jose Apt 349.</i> | | |
| Phone Number(s) <i>408 828 7524</i> | Home | Cell <i>408 394 6940</i> |
| Email <i>Aivan202002@yahoo.com</i> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|--|
| Nombre del estudiante <i>Isabela Ortiz</i> | | Fecha de nacimiento <i>10¹⁰ / 9⁹ / 2012</i> |
| Nombre del padre <i>María Cerna</i> | | |
| Dirección <i>1391 familee Dr apt 3 San Jose 95122</i> | | |
| Número de teléfono(s) | Casa | Celular <i>(408) 697-0103</i> |
| Correo electrónico | | |
| Firma <i>María Cerna</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are residing in the area of the school under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|---|
| Student Name <div style="text-align: center; font-size: 1.2em;">Lilian Hoang.</div> | | Date of Birth <div style="text-align: center; font-size: 1.2em;">10/19/2012.</div> |
| Parent Name <div style="text-align: center; font-size: 1.2em;">Anh Ha.</div> | | |
| Home Address <div style="text-align: center; font-size: 1.2em;">2527 Brahms Ave, SJ, 95122.</div> | | |
| Phone Number(s) <div style="font-size: 1.2em;">408-239-0630</div> | Home | Cell |
| Email <div style="font-size: 1.2em; text-align: center;">hoanganh279@yahoo.com.</div> | | |
| Signature <div style="text-align: center; font-size: 1.5em;">[Handwritten Signature]</div> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are eanin II intere ted in ha in their hild or ard attend the hool nder the harter rene al etition Signatures are subject to verification.

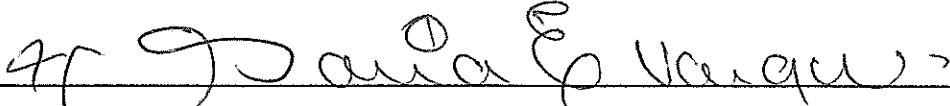
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Fernando Cabrera | | 09-14-2012 |
| Parent Name | | |
| Diane Berni | | |
| Home Address | | |
| 10170 calgary CT San Jose CA 95127 | | |
| Phone Number(s) | Home | Cell |
| (408) 685-4703 | | |
| Email | | |
| Cernadiaz@yahoo.com | | |
| Signature | | |
| Diane Berni | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

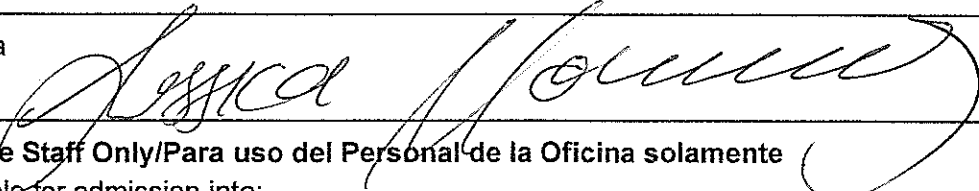
Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Carlos Alberto Vargas | | 9-22-2012 |
| Nombre del padre | | |
| Sonia Vargas | | |
| Dirección | | |
| 1834 Biscayne wy San Jose 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 888-4212 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.


Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Giselle Aguilar | | 10/28/2012 |
| Nombre del padre | | |
| Jessica Monarres | | |
| Dirección | | |
| Stubbins Way San Jose | | |
| Número de teléfono(s) | Casa | Celular |
| (408) 849-1551 | | |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị đổi mới của Trường. Chữ ký có thể chứng thực.

Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép đổi mới cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

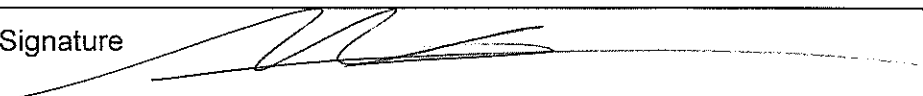
| | | |
|---|------|-----------------------------|
| Student Name Richard Tran | | Date of Birth 12/03/2012 |
| Parent Name Thanh Phan | | |
| Home Address 1160 Creston Lane, San Jose CA 95122 | | |
| Phone Number(s) | Home | Cell 669 225 4393 |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh



Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường. Chữ ký có thể chứng thực.

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| | | |
|---|---------------|---------------------------|
| Student Name HO, HAI-TIEN STELLA | | Date of Birth 02/21/12 |
| Parent Name HO, QUYEN | | |
| Home Address 1319 Lodge Ct, San Jose, CA 95121 | | |
| Phone Number(s) 408-757-6093 | Home _____ | Cell _____ |
| Email quyeny2000@gmail.com | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

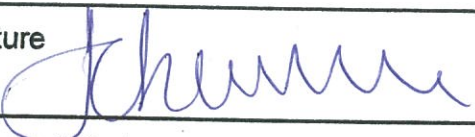
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|---------------|---------------|
| Student Name | | Date of Birth |
| Joelyn Gozman | | 10-5-2012 |
| Parent Name | | |
| Maria Raza | | |
| Home Address | | |
| 224 Montclair AVE San Jose CA - #2 | | |
| Phone Number(s) | Home | Cell |
| | 408) 775-2677 | 408) 805-2791 |
| Email | | |
| | | |
| Signature | | |
| Maria Raza | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Maria Cruz | | 10-17-12 |
| Parent Name | | |
| Johana meltonado | | |
| Home Address | | |
| 1320 Foxdale loop #215 San Jose CA | | |
| Phone Number(s) | Home | Cell |
| | | 408-3730262 |
| Email | | |
| | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---|
| Nombre del estudiante <i>Damian Sanchez</i> | | Fecha de nacimiento <i>sep/20/2012</i> |
| Nombre del padre <i>Diana Melendres</i> | | |
| Dirección <i>633 Serenade way San Jose Ca 95111</i> | | |
| Número de teléfono(s) | Casa | Celular <i>(408) 775-2090</i> |
| Correo electrónico | | |
| Firma <i>[Signature]</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input checked="" type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

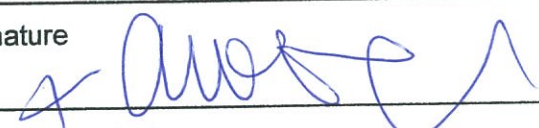
Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Maritza Rubio | | Nov-15-2012 |
| Nombre del padre | | |
| Norma Hernandez | | |
| Dirección | | |
| 2159 Newton Ave San Jose CA 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 816-9648 |
| Correo electrónico | | |
| Firma | | |
| X Norma P. H. | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are enrolled in public education in California and attend the school under the charter renewal petition. Signatures are subject to verification.

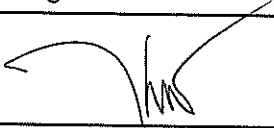
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Love Laura Lebell | | Oct-3-2012 |
| Parent Name | | |
| Anita Marquez | | |
| Home Address | | |
| 1885 Midfield Ave APT 21 San Jose CA 95111 | | |
| Phone Number(s) | Home | Cell |
| | | (408) 679-6817 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường**. Chữ ký có thể chứng thực.

Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|------------------------------------|
| Student Name KATELYN TRAN | | Date of Birth 12/26 2012 |
| Parent Name THUY QUACH | | |
| Home Address 2517 Sierra Serena Ct, SAN JOSE, CA 95116 | | |
| Phone Number(s) | Home | Cell (408) 674 2791 |
| Email Thuy-quach88@yahoo.com. | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input checked="" type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Alma Zumini | | 10/24/2012 |
| Parent Name | | |
| Gabriella Assaad | | |
| Home Address | | |
| 85 N 31st St San Jose, CA 95116 | | |
| Phone Number(s) | Home | Cell |
| | | (408) 839-8152 |
| Email | | |
| gabbyassaad@yahoo.com | | |
| Signature | | |
| Gabriella Assaad | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.


Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|--------------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Miguel Angel Lares | | 12/20/12 |
| Nombre del padre | | |
| Miguel Lares | | |
| Dirección | | |
| 1905 Poco Wy #4 San Jose 95196 | | |
| Número de teléfono(s) | Casa | Celular |
| | 408-854-3447 | 408-854-3452 |
| Correo electrónico | | |
| Firma | | |
| X Miguel Lares | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|--|
| Student Name <div style="font-size: 1.2em; font-family: cursive;">Noel Carrasco</div> | | Date of Birth <div style="font-size: 1.2em; font-family: cursive;">09/03/12</div> |
| Parent Name <div style="font-size: 1.2em; font-family: cursive;">Macrina Torres</div> | | |
| Home Address <div style="font-size: 1.2em; font-family: cursive;">405 Costa Mesa Drive SJ, CA 95111</div> | | |
| Phone Number(s) <div style="font-size: 1.2em; font-family: cursive;">408-893-2638</div> | Home | Cell <div style="font-size: 1.2em; font-family: cursive;">408-893-2638</div> |
| Email <div style="font-size: 1.2em; font-family: cursive;">maky_58@yahoo.com</div> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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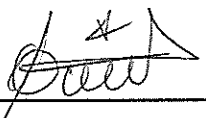
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Daphnie Tary Pichardo | | Oct-9-2012 |
| Nombre del padre | | |
| Blanca Pichardo | | |
| Dirección | | |
| 398 Erie St San Jose Ca 95111 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-318-3321 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Wendy Carpio | | 12/27/12 |
| Nombre del padre | | |
| Maria Romero | | |
| Dirección | | |
| 2689 Camino Ecco San Jose 95121 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408 770 6441 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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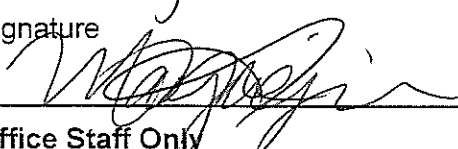
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Emmanuel Roldan P | | 10.6.2002 |
| Parent Name | | |
| Ma Anita Padilla | | |
| Home Address | | |
| 911 Tomlinson Ln San Jose Ca 95116 | | |
| Phone Number(s) | Home | Cell |
| | | 408-726-7215 |
| Email | | |
| Signature | | |
| Ana Anita Padilla Acuña | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| ↖ Maria Sarah Mejia | | 10/18/12 |
| Parent Name | | |
| Mayra Mejia | | |
| Home Address | | |
| 698 Elmbrook Way | | |
| Phone Number(s) | Home | Cell |
| 408 600-4381 | | |
| Email | | |
| mmejia128@gmail.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| + Rolando | | 9/11/12 |
| Parent Name | | |
| EVA G | | |
| Home Address | | |
| 40. N. 11 St SJ | | |
| Phone Number(s) | Home | Cell |
| 408-637-3858 | | |
| Email | | |
| eva.esq914@yahoo.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Guadalupe Karlo Cervantes Gordillo | | 29/10/2012 |
| Parent Name | | |
| Esmeralda L. Cervantes | | |
| Home Address | | |
| 1792 Cortez Ave San Jose CA 95122 | | |
| Phone Number(s) | Home | Cell |
| | | (408) 393-5086 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường**. Chữ ký có thể chứng thực.


Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|---|------|---|
| Student Name <div style="text-align: center; font-size: 1.2em;">QUYEN DO</div> | | Date of Birth <div style="text-align: center; font-size: 1.2em;">9/21/2012</div> |
| Parent Name <div style="text-align: center; font-size: 1.2em;">ROBERT P O</div> | | |
| Home Address <div style="text-align: center; font-size: 1.2em;">126 Maryland Ct San Jose, CA 95138</div> | | |
| Phone Number(s) <div style="text-align: center; font-size: 1.2em;">40</div> | Home | Cell <div style="text-align: center; font-size: 1.2em;">408 788-5100</div> |
| Email | | |
| Signature <div style="text-align: center; font-size: 1.2em;"></div> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who **are meaningfully interested in having their child or ward attend the School under the charter renewal petition.** Signatures are subject to verification.


We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Edgarr Sandoval | | 10/13/2012 |
| Parent Name | | |
| Estela Sanchez | | |
| Home Address | | |
| 486 Calero Ave San Jose CA 95123. | | |
| Phone Number(s) | Home | Cell |
| | | (408) 204-4535 |
| Email | | |
| — | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | | |
|---|------|----------------|--|
| Student Name | | Date of Birth | |
| Lily Tran | | 12 - 05 - 2012 | |
| Parent Name | | | |
| LeAnn Ngo | | | |
| Home Address | | | |
| 1341 Holly Hill Dr. San Jose, CA. 95122. | | | |
| Phone Number(s) | Home | Cell | |
| (408) 646-4867 | | | |
| Email | | | |
| | | | |
| Signature | | | |
|  | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intent to Enroll

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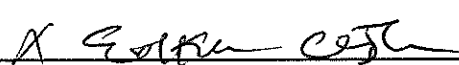
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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Yaritza Estrada | | 12/19/12 |
| Parent Name | | |
| Virginia Lopez | | |
| Home Address | | |
| 256 la Pala DR. San Jose CA | | |
| Phone Number(s) | Home | Cell |
| | | 707 2350497 |
| Email | | |
| Signature | | |
| Virginia Lopez | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Christopher Estrada | | Sep 27 2012 |
| Nombre del padre | | |
| Erika Ceja | | |
| Dirección | | |
| 714 So Almaden Ave San Jose CA #104 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-8164257 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| America Ortega | | 12/15/12 |
| Nombre del padre | | |
| MARIA del SOL DIAZ G. | | |
| Dirección | | |
| 1698 June Ave San Jose CA 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 775-1728 |
| Correo electrónico | | |
| Firma | | |
| MARIA D. DIAZ G. | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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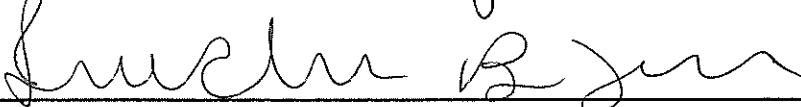
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| | | |
|---|------|--|
| Nombre del estudiante <i>Paola Luna</i> | | Fecha de nacimiento <i>09-24-2012</i> |
| Nombre del padre <i>María del Carmen Rezendiz</i> | | |
| Dirección <i>1869 Reguleto Dr. San Jose Co 95122</i> | | |
| Número de teléfono(s) | Casa | Celular <i>408-594-2272</i> |
| Correo electrónico | | |
| Firma  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| GUSTAVO Sanchez BERRA | | 09-17-2012 |
| Nombre del padre | | |
| Francisco BERRA | | |
| Dirección | | |
| 1963 Tym way | | |
| Número de teléfono(s) | Casa | Celular |
| | | 61081310-5298 |
| Correo electrónico | | |
| francib95@gmail.com | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị đổi mới của Trường. Chữ ký có thể chứng thực.


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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| ALEX TRAN | | 8-19-12 |
| Parent Name | | |
| TIEN PHAM | | |
| Home Address | | |
| 540 BONITA AVE #206 SAN JOSE CA | | |
| Phone Number(s) | Home | Cell |
| (408) 568 7832 | — | — |
| Email | | |
| thuytien88@hotmail.com | | |
| Signature | | |
| TienPham | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

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| | | |
|---|------|------------------------------------|
| Student Name EMMA NGUYEN | | Date of Birth 11/10/2012 |
| Parent Name TUNG NGUYEN | | |
| Home Address 814 LE COMPTE PLACE SAN JOSE CA | | |
| Phone Number(s) 408 780 5179 | Home | Cell |
| Email tung_nguyen_2009@yahoo.com | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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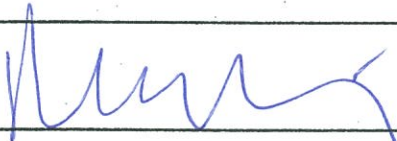
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| <i>Jose Fuente</i> | | <i>Oct-15-2012</i> |
| Nombre del padre | | |
| <i>Mirna Pineda.</i> | | |
| Dirección | | |
| <i>San Jose Ca</i> <i>5330 Monterrey Rd Hwy A3 95111</i> | | |
| Número de teléfono(s) | Casa | Celular |
| | | <i>408-899-8190</i> |
| Correo electrónico | | |
| Firma | | |
| <i>Mirna Pineda</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | | |
|---|--|---------------------|---------|
| Nombre del estudiante | | Fecha de nacimiento | |
| Emilio Tamayo | | 04/25/12 | |
| Nombre del padre | | | |
| Nancy Ramirez | | | |
| Dirección: | | | |
| 2320 Delano Dr Sargose CA - 95122 | | | |
| Número de teléfono(s) | | Casa | Celular |
| (408) 661 3837 | | | |
| Correo electrónico | | | |
| | | | |
| Firma | | | |
|  | | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intención de Matricular

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jahir Castillo | | 2-11-12 |
| Nombre del padre | | |
| Wendy Velazquez | | |
| Dirección | | |
| 1449 Dubern Lane San Jose CA 95122 #1 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 568-31-69 |
| Correo electrónico | | |
| Firma | | |
| Wendy Velazquez | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | | |
|--|--|---------------|------|
| Student Name | | Date of Birth | |
| Nathem López | | 02 / 16 / 12 | |
| Parent Name | | | |
| Emy López | | | |
| Home Address | | | |
| 2950 Story Rd Apt 37 San Jose CA 95127 | | | |
| Phone Number(s) | | Home | Cell |
| 408-795-1702 | | | |
| Email | | | |
| | | | |
| Signature | | | |
| Emy López | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

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| | | | |
|---|------|---------------------|--|
| Nombre del estudiante | | Fecha de nacimiento | |
| George FUZMAN | | May: 18 - 12 | |
| Nombre del padre | | | |
| Guadalupe Jcares San Jose CA | | | |
| Dirección | | | |
| 1195 Via Ferrari | | | |
| Número de teléfono(s) | Casa | Celular | |
| +108-8495454 | | | |
| Correo electrónico | | | |
| Firma | | | |
| GJH | | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường. Chữ ký có thể chứng thực.

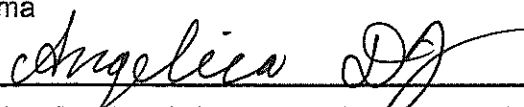
Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|-----------------------------|
| Student Name Tyler Truong | | Date of Birth 07/19/2012 |
| Parent Name Cindy Truong | | |
| Home Address 5590 Cooney Place San Jose CA 95123 | | |
| Phone Number(s) (408)806-3269 | Home | Cell |
| Email cn929@yahoo.com | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Kaylee Ramirez | | 4-17-12 |
| Nombre del padre | | |
| Angelica De Jesus | | |
| Dirección | | |
| 1285 Tripp Ave Apt#30 San Jose, CA 95116 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 429 4685 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Tania varquez | | 6-4-2012 |
| Nombre del padre | | |
| Leticia Encarnacion | | |
| Dirección | | |
| 1576 Virginia PL San Jose 95116 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 808-236-0195 |
| Correo electrónico | | |
| Firma | | |
| +Leticia Encarnacion | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

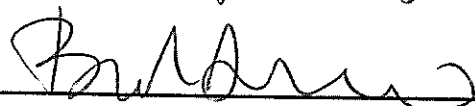
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|--------------------------------|
| Student Name Chris Estrada | | Date of Birth 5/7/12 |
| Parent Name Crystal Torres Solorio | | |
| Home Address 944 E. Santa Clara St SJC 95116 | | |
| Phone Number(s) | Home | Cell 408 849 5834 |
| Email | | |
| Signature Crystal Torres | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | | |
|---|------|---------------|--|
| Student Name | | Date of Birth | |
| Emma Acosta Guerrero | | 7-29-12 | |
| Parent Name | | | |
| Brenda Guerrero | | | |
| Home Address | | | |
| 1109 Owsley Ave Apt C, SF, CA 95122 | | | |
| Phone Number(s) | Home | Cell | |
| 408-624-2237 | | 408-624-2237 | |
| Email | | | |
| Brendamgo28@gmail.com <small>Yahoo.com</small> | | | |
| Signature | | | |
|  | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

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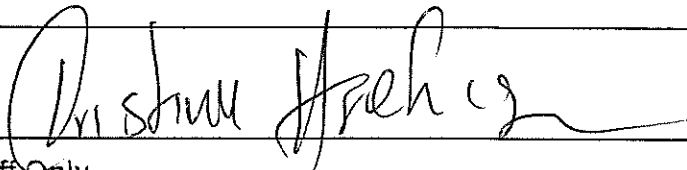
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| | | | |
|---|--|---------------|------|
| Student Name | | Date of Birth | |
| Lesley Cantero | | 04/6/12 | |
| Parent Name | | | |
| Elizabeth Mendez F. | | | |
| Home Address | | | |
| 234 Pamela Ave apt. 5 San Jose CA 95116 | | | |
| Phone Number(s) | | Home | Cell |
| (408) 718-6042 | | | |
| Email | | | |
| elizamo328@gmail.com | | | |
| Signature | | | |
|  | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

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| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Joshua Carrillo | | 08/21/12 |
| Parent Name | | |
| Cristina Arechiga | | |
| Home Address | | |
| 2060 Naida Ave S.J. CA. 95022 | | |
| Phone Number(s) | Home | Cell |
| 408 | | (408) 824-3058 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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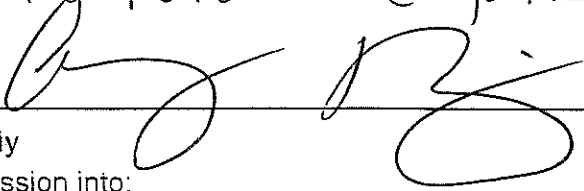
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| | | |
|--|------|------------------------------------|
| Student Name <i>Faith Farley</i> | | Date of Birth <i>08/03/2012</i> |
| Parent Name <i>GABRIELA Farley</i> | | |
| Home Address <i>1918 ALUM ROCK AVE APT # 380 SJ, CA 95114</i> | | |
| Phone Number(s) | Home | Cell <i>408-679-5777</i> |
| Email <i>enlove_hill@hotmail.com</i> | | |
| Signature <i>Gabriela Farley</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Laylanie Elias | | 4/05/12 |
| Parent Name | | |
| Angelica Ruiz | | |
| Home Address | | |
| 19164 Panama Av. San Jose CA | | |
| Phone Number(s) | Home | Cell |
| 408 3940975 | | |
| Email | | |
| angelica.ruiz92@yahoo.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
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| | | |
|--|------|--------------------------------------|
| Student Name <i>Sonia Wang</i> | | Date of Birth <i>July 7, 2012</i> |
| Parent Name <i>Pearl Liang</i> | | |
| Home Address <i>1885 Geneva Street, San Jose, CA 95124</i> | | |
| Phone Number(s) <i>408-883-4964</i> | Home | Cell |
| Email <i>wenyuu@yahoo.com</i> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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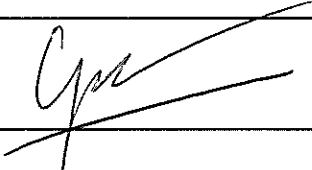
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| | | |
|---|-------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Rachael Gutierrez | | 4/10/12. |
| Nombre del padre | | |
| Oscar Gutierrez, Sonia Vargas | | |
| Dirección | | |
| 1750 Cathay DR, San Jose CA | | |
| Número de teléfono(s) | Casa | Celular |
| | (408) | (408) 888 4212 |
| Correo electrónico | | |
| Firma | | |
| Sonia Vargas | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
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Dự định Ghi danh

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| | | |
|--|------|----------------------------------|
| Student Name <i>Tennifer X. Tran</i> | | Date of Birth <i>01/02/12</i> |
| Parent Name <i>Quynh X. Le</i> | | |
| Home Address <i>205 SEDONA PL, SAN JOSE CA 95116</i> | | |
| Phone Number(s) <i>408 726 1246</i> | Home | Cell <i>408 726 1246</i> |
| Email <i>quynhle7@yahoo.com</i> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jacqueline Negrete | | 07/10/12 |
| Nombre del padre | | |
| Maria Ortiz | | |
| Dirección | | |
| 653 Oldham Wy, SJ, CA 95111 | | |
| Número de teléfono(s) | Casa | Celular |
| (408) 444-0849 | | |
| Correo electrónico | | |
| Ortiz.marya77@qchsd.com | | |
| Firma | | |
| Maria Ortiz | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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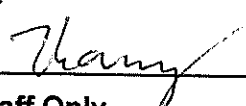
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| | | |
|--|------|----------------------------------|
| Student Name <i>Giovanni Perez</i> | | Date of Birth <i>09-01-12</i> |
| Parent Name <i>Sanchez Andrade</i> | | |
| Home Address <i>2198 Angu Ave, SD, CA 95116</i> | | |
| Phone Number(s) <i>8411284</i> | Home | Cell |
| Email <i>andradepervez@yahoo</i> | | |
| Signature <i>[Handwritten Signature]</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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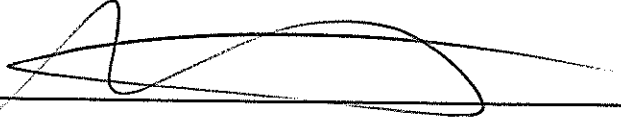
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| | | | |
|---|------|---------------|--|
| Student Name | | Date of Birth | |
| Jayden Le | | 02/01/2012 | |
| Parent Name | | | |
| TRANG NGUYEN | | | |
| Home Address | | | |
| 1385 MOCHO CT SAN JOSE CA 95121 | | | |
| Phone Number(s) | Home | Cell | |
| (408) 726 4096 | | | |
| Email | | | |
| mytrangtran2000@yahoo.com | | | |
| Signature | | | |
|  | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường. Chữ ký có thể chứng thực.

Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|----------------|
| Student Name | | Date of Birth |
| Kayla Au | | 04/24/2012 |
| Parent Name | | |
| Amy Ngo | | |
| Home Address | | |
| 2509 Roslyn CT SAN JOSE CA 95121 | | |
| Phone Number(s) | Home | Cell |
| | | (408) 239-6079 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.


Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Carlos Miron | | 02-04-12 |
| Nombre del padre | | |
| Eliud Miron - Paula Martinez | | |
| Dirección | | |
| 1151 PAULCHE AVE SAN JOSE CA 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| 209 570 8269 408 658 4633 | | |
| Correo electrónico | | |
| Firma | | |
| Paula Martinez | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested in having their child or ward attend the School under the charter renewal petition**. Signatures are subject to verification.


We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|---|
| Student Name <i>Johan Alexandre Andrade</i> | | Date of Birth <i>March /29 /2012</i> |
| Parent Name <i>Alexandro Andrade</i> | | |
| Home Address <i>2155 Lani Ave Apt 165 San Jose CA 95122</i> | | |
| Phone Number(s) <i>408-7753644</i> | Home | Cell |
| Email <i>aa.garcia.2103@gmail.com</i> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường**. Chữ ký có thể chứng thực.

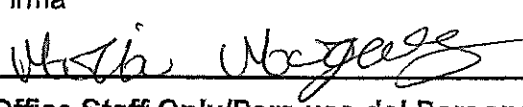
Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|---|
| Student Name HUYNH VIVIAN | | Date of Birth 5/14/12 |
| Parent Name NGUYEN THO | | |
| Home Address 1641 VIRGINIA AVE # 3 SAN JOSE CA 95116 | | |
| Phone Number(s) (408) 251-2642 | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Yaritza Alvarenga | | 07/22/2012 |
| Nombre del padre | | |
| Maria Marquez | | |
| Dirección | | |
| 2973 Moss Point Dr. San Jose CA 95 27 | | |
| Número de teléfono(s) | Casa | Celular |
| (408) 826-5309 | | |
| Correo electrónico | | |
| maria-marquez123@live.com | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Bryana Lopez | | 2 / 18 / 2012 |
| Nombre del padre | | |
| X Ariana Flores | | |
| Dirección | | |
| 1439 S. King Rd San Jose CA 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-669-7194 |
| Correo electrónico | | |
| Firma | | |
| Ariana Flores | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are residing in California and intending to reside in the state of California and attend the school under the charter renewal application. Signatures are subject to verification.


We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Armando Rey Trochez | | 01-12-12 |
| Parent Name | | |
| Armando Trochez | | |
| Home Address | | |
| 435 Southside dr San Jose ca 95111 | | |
| Phone Number(s) | Home | Cell |
| | | 408 592-3281 |
| Email | | |
| trocheza@gmail.com | | |
| Signature | | |
| Armando | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị đổi mới của Trường. Chữ ký có thể chứng thực.


Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép đổi mới cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|------------------------------------|
| Student Name 1 <i>Kristy</i> | | Date of Birth <i>02/05/2012</i> |
| Parent Name <i>Vi Vo</i> | | |
| Home Address <i>216 Gramercy PL # 2 San Jose CA 95116</i> | | |
| Phone Number(s) | Home | Cell <i>(408) 439-9207</i> |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are meaningfully interested in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Santiago Galvan | | 3/31/2012 |
| Parent Name | | |
| Cristina Aragon | | |
| Home Address | | |
| 3100 Gardner Ave SS CA 95111 | | |
| Phone Number(s) | Home | Cell |
| 408 661-0618 | | |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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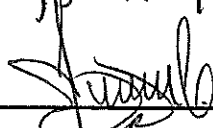
| | | | |
|---|------|---------------|--|
| Student Name | | Date of Birth | |
| Monse Paz | | 02-12-12 | |
| Parent Name | | | |
| Rocio flores | | | |
| Home Address | | | |
| 1892 Lanai ave San Jose Ca 95122 | | | |
| Phone Number(s) | Home | Cell | |
| 408 816 56 18 | | | |
| Email | | | |
| | | | |
| Signature | | | |
| Rocio flores | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

1/25/12

| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Gretel I. Santiago Miranda | | 25-Enero-2012 |
| Nombre del padre | | |
| Jorge Santiago C. | | |
| Dirección | | |
| 1797 Bradford Way Apt C. C.P. 95129 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (609) 243-79-78 |
| Correo electrónico | | |
| jsantiagoc10@gmail.com | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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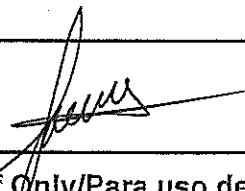
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| | | |
|--|------|---------------------------------------|
| Nombre del estudiante <i>Jaime Morales</i> | | Fecha de nacimiento <i>4-25-12</i> |
| Nombre del padre <i>Esmeralda Lopez</i> | | |
| Dirección <i>1708 Tw Cooley Dr San Jose Ca 95116</i> | | |
| Número de teléfono(s) | Casa | Celular <i>408-849-0564</i> |
| Correo electrónico | | |
| Firma <i>Esmeralda Lopez</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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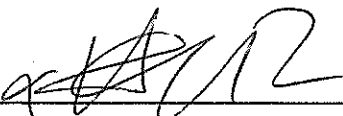
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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Alberto Sanchez | | 12-23-2011 |
| Nombre del padre | | |
| S Rosalba Sanchez | | |
| Dirección | | |
| 524 Chiechi Ave San Jose Ca ⁹⁵¹²² | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 5098035 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jesus Cuevas | | Dec-30-2011 |
| Nombre del padre | | |
| Rocio Cruz | | |
| Dirección | | |
| 1445 E. Kirt St San Jose CA | | 95122 |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 680-7674 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal **petition**. Signatures are subject to verification.

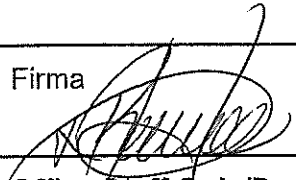
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Ryan Pivara | | 11-29-11 |
| Parent Name | | |
| x Jessica Pivara | | |
| Home Address | | |
| 1759 Chavcer Dr San Jose CA 95126 | | |
| Phone Number(s) | Home | Cell |
| | | 408-4-854-4709 |
| Email | | |
| Signature | | |
| x Jessica Pivara | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---------------------------------------|
| Nombre del estudiante | | Fecha de nacimiento ^{entero} |
| Danielle Romero | | 11-15-11 |
| Nombre del padre | | |
| Ruben Romero | | |
| Dirección | | |
| 454 Doyle Doyle Rd San Jose Ca 95129 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-561-4062 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|------------------------------------|
| Student Name <i>Jayden Perez</i> | | Date of Birth <i>11/02/2011</i> |
| Parent Name Jose <i>Juanita Rodriguez</i> | | |
| Home Address <i>1400 Robert Lane Apt #2 San Jose CA. 95122</i> | | |
| Phone Number(s) <i>(408) 417-6111</i> | Home | Cell |
| Email <i>Rodriguez Juanita22@gmail.com</i> | | |
| Signature <i>Juanita Rodriguez</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are enrolled in the school under the charter renewal petition. Signatures are subject to verification.


We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------------------------|
| Student Name | | Date of Birth |
| Brandy Gonzalez | | 11/25/11 02/10/10 |
| Parent Name | | |
| Natali Rodriguez | | |
| Home Address | | |
| 1602 Pensacola dr San Jose CA 95122 | | |
| Phone Number(s) | Home | Cell |
| | | (408) 382 9655 |
| Email | | |
| Signature | | |
| Natali Rodriguez | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jesus Lopez | | Dec-21-2011 |
| Nombre del padre | | |
| Lucia Valdez | | |
| Dirección | | |
| 117 Bernal Rd #70-560 ST, CA 95119. | | |
| Número de teléfono(s) | Casa | Celular |
| 408-401-5843 | | (408) |
| Correo electrónico | | |
| w1911jo@yahoo.com. | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---|
| Nombre del estudiante <i>Jazlyn Lupercio (Pre-school)</i> <i>Julissa Lupercio (TK)</i> | | Fecha de nacimiento <i>9/17/2011</i> |
| Nombre del padre <i>Juana Lupercio</i> | | |
| Dirección <i>1150 Mc Laughlin Ave Apt 208 San Jose</i> <i>CA 95122</i> | | |
| Número de teléfono(s) <i>(408) 449-2972</i> | Casa | Celular <i>(408) 449-2972</i> |
| Correo electrónico | | |
| Firma <i>Juana Lupercio</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Abigail Pacheco | | 12-4-2011 |
| Nombre del padre | | |
| Gema García | | |
| Dirección | | |
| 3387 Rocky Mountain Dr 95127 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) - 393-1467 |
| Correo electrónico | | |
| Firma | | |
| Gema Garcia | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are enrolled in the school under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Yahel Guzman | | 12.13.11 |
| Parent Name | | |
| Tereza Toledo | | |
| Home Address | | |
| 4990 Snow Dr. San Jose ca 95111 | | |
| Phone Number(s) | Home | Cell |
| | | (408) 509-8623 |
| Email | | |
| Tere.toledo82@gmail.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

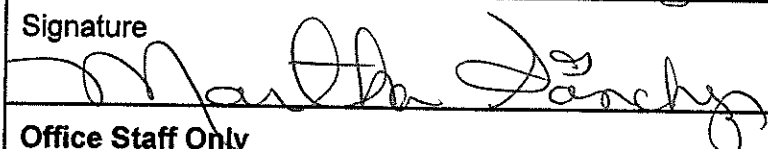
Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Janell Lopez | | 12/14/2011 |
| Nombre del padre | | |
| Doris Amaya | | |
| Dirección | | |
| 1634 Cunningham Ave San Jose CA 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 658-4030 |
| Correo electrónico | | |
| Firma | | |
| Doris Amaya | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years. ✓

| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| Bianca Rose Sanchez | | 12.5.2011 |
| Parent Name | | |
| Martha E Sanchez | | |
| Home Address | | |
| 2091 McLaughlin Ave #211 San Jose CA 95122 | | |
| Phone Number(s) | Home | Cell |
| | | (408) 775-0456 |
| Email | | |
| MarthaBianca78@gmail.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|----------------------------------|
| Student Name <i>Sophia Sandoval</i> | | Date of Birth <i>11/13/11</i> |
| Parent Name <i>Marisela Madrigal</i> | | |
| Home Address <i>2080 Alum Rock Av. Apartment #103 San Jose, CA, 95116</i> | | |
| Phone Number(s) <i>(408) 642-7888</i> | Home | Cell |
| Email <i>Madrigal.Marisela@yahoo.com</i> | | |
| Signature <i>Marisela Madrigal</i> | | |
| Office Staff Only Eligible for admission into: Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.


We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|---|
| Student Name <p style="text-align: center; font-size: 1.2em;">JASON</p> | | Date of Birth <p style="text-align: center; font-size: 1.2em;">2011. 12-6-2011</p> |
| Parent Name <p style="text-align: center; font-size: 1.2em;">Rong Waters</p> | | |
| Home Address <p style="text-align: center; font-size: 1.2em;">1082 victories Loop San Jose CA</p> | | |
| Phone Number(s) <p style="text-align: center; font-size: 1.2em;">408-614-8179</p> | Home | Cell |
| Email <p style="text-align: center; font-size: 1.2em;">joyzhouRong@gmail.com</p> | | |
| Signature <p style="text-align: center; font-size: 1.2em;">Rong Waters</p> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.


Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Guadalupe R. Magaña Torres | | 12/11/11 |
| Nombre del padre | | |
| Claudia P. Torres Peralta | | |
| Dirección | | |
| 2266 Berkely way San Jose Ca 95116 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 648-7963 |
| Correo electrónico | | |
| pattyperalta1987@hotmail.com | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn **đề nghị của Trường**. Chữ ký có thể chứng thực.

Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|-----------------------------|------------------------------------|
| Student Name <i>IRICK NGUYEN</i> | | Date of Birth <i>12/19/2011</i> |
| Parent Name <i>NGUYEN LE</i> | | |
| Home Address <i>13565 HIGHWOOD DR SAN JOSE CA 95127</i> | | |
| Phone Number(s) <i>408-627-5012</i> | Home <i>408-475-0623</i> | Cell |
| Email <i>nle@andpak.com</i> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Diana Vargas | | DEC 6 2011 |
| Nombre del padre | | |
| Celene Jimenez | | |
| Dirección | | |
| 1433 Dubem Ln Sanford FL 32782 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 724-3431 |
| Correo electrónico | | |
| Firma | | |
| KCC | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|----------------------------------|------|
| Student Name <i>Giana Angelique Acosta Cortez</i> | Date of Birth <i>10-29-11</i> | |
| Parent Name <i>Susana Acosta</i> | | |
| Home Address <i>1754 Midkield Ave San Jose CA . 95122</i> | | |
| Phone Number(s) <i>408-508-2550</i> | Home <i>1</i> | Cell |
| Email <i>ramirezs109@yahoo.com</i> | | |
| Signature <i>[Handwritten Signature]</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Azul Salinas | | 12-02-11 |
| Parent Name | | |
| Mayra Amador | | |
| Home Address | | |
| 1683 E San Antonio St San Jose CA. 95116 | | |
| Phone Number(s) | Home | Cell |
| 408)512-93-18 | | 408)512-93-18 |
| Email | | |
| Mayraamador13@gmail.com | | |
| Signature | | |
| Mayra Amador | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|--|------|------------------------------------|
| Student Name <i>BRIANNA CONDOLI</i> | | Date of Birth <i>11-10-2011</i> |
| Parent Name <i>DANIEL CONDOLI</i> | | |
| Home Address <i>510 SADDLE BROOK DR. ST. LA 95136</i> | | |
| Phone Number(s) <i>(408) 551-9433</i> | Home | Cell |
| Email <i>danielon1970@att.net</i> | | |
| Signature <i>Daniel Condoli P.</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường**. Chữ ký có thể chứng thực.


Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|------------------------------------|
| Student Name <i>Crystal Nguyen</i> | | Date of Birth <i>12/27/2011</i> |
| Parent Name <i>Duong Tan</i> | | |
| Home Address <i>2855 Senter Rd Spc 61, San Jose CA 95111</i> | | |
| Phone Number(s) | Home | Cell <i>408-499-8337</i> |
| Email <i>Duong Dong Tan 0672@gmail.com</i> | | |
| Signature <i>Tan</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường. Chữ ký có thể chứng thực.

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| | | |
|--|------|------------------------------------|
| Student Name <i>Tran Huyen Katy</i> | | Date of Birth <i>12/23/2011</i> |
| Parent Name <i>Nhi Huyen</i> | | |
| Home Address <i>3884 Tirverton st, San Jose CA 95121</i> | | |
| Phone Number(s) | Home | Cell <i>669-294-1975</i> |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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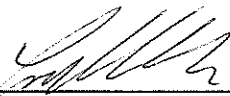
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| | | |
|--|------|--|
| Student Name <i>Jean Maelyn Jo</i> | | Date of Birth <i>Sept. 24, 2011</i> |
| Parent Name <i>Jenny Thong</i> | | |
| Home Address <i>1664 Hollow Creek Lane, San Jose CA 95121</i> | | |
| Phone Number(s) <i>408-368-4601</i> | Home | Cell <i>408-368-4601</i> |
| Email | | |
| Signature <i>Jenny Thong</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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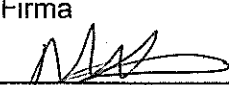
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| | | |
|--|------------------------------------|------|
| Student Name Jesus Lopez Valdez JR Patricia Lopez Valdez → sister | Date of Birth 12-21-2011 | |
| Parent Name Lucia Valdez Lozano | | |
| Home Address 1663 Merrill Dr #0 ST, CA 95129 | | |
| Phone Number(s) cell 408-401-5843 | Home | Cell |
| Email lucia19@yahoo.com | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Andrea Valladolid | | 01-19-12 |
| Nombre del padre | | |
| Marisol Hernandez | | |
| Dirección | | |
| 307 Ryeate St San Jose. CA 95133 | | |
| Número de teléfono(s) | Casa | Celular |
| 408-660-9093 | | |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|---------------------------------------|
| Student Name <i>Isabela Guerrero</i> | | Date of Birth <i>June 22, 2012</i> |
| Parent Name <i>Jesus Guerrero</i> | | |
| Home Address <i>965 Catherine Ct San Jose 95126</i> | | |
| Phone Number(s) | Home | Cell <i>A. (408) 931 3127</i> |
| Email | | |
| Signature <i>Jesus Guerrero</i> | | |
| Office Staff Only Eligible for admission into: Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación. ✓

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | | |
|---|------|---------------------|--|
| Nombre del estudiante | | Fecha de nacimiento | |
| Jennifer Lopez | | 03 / 11 / 12 | |
| Nombre del padre | | | |
| Azael Lopez | | | |
| Dirección | | | |
| 1622 Midfield Ave | | | |
| Número de teléfono(s) | Casa | Celular | |
| 408) 4497-403 | | 408) 449-1389 | |
| Correo electrónico | | | |
| Firma | | | |
| Rosa Sa Sanchez | | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intención de Matricular

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Angel jair | | 5/20/2012 |
| Nombre del padre | | |
| irma rico | | |
| Dirección | | |
| Jackson street | | San Jose CA |
| Número de teléfono(s) | Casa | Celular |
| (408) 272-7481 | | |
| Correo electrónico | | |
| Firma | | |
| irma rico | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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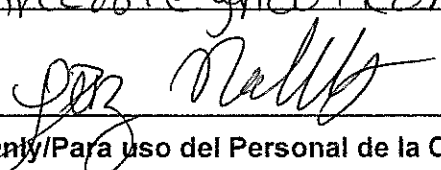
| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Gabriella Taylor Torres | | 07/30/12 |
| Nombre del padre | | |
| Adairis Ortiz Torres | | |
| Dirección | | |
| 1757 Cooley ct San Jose CA 95128 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (323) 437-6763 |
| Correo electrónico | | |
| adairistorres@gmail.com | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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✓

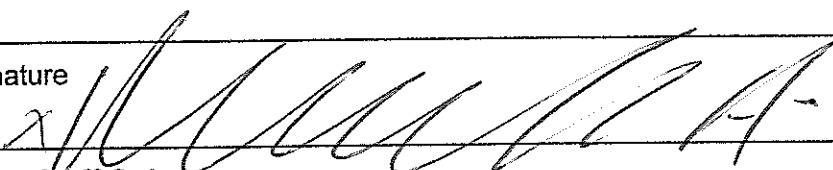
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Santiago Hernandez | | 03-30-12 |
| Nombre del padre | | |
| Luz Ramirez | | |
| Dirección | | |
| 1364 E. San Fernando St. San Jose CA 95116 | | |
| Número de teléfono(s) | Casa | Celular |
| (408) 770-6350 | | |
| Correo electrónico | | |
| luzramirez864@yahoo.com | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | | |
|---|------|-------------------|--|
| Student Name | | Date of Birth | |
| Alberto Caba | | 4-2-12 | |
| Parent Name | | | |
| Marisela Apregado | | | |
| Home Address | | | |
| 159 Senter Rd | | San Jose CA 95111 | |
| Phone Number(s) | Home | Cell | |
| | | 408-930-3922 | |
| Email | | | |
| | | | |
| Signature | | | |
|  | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

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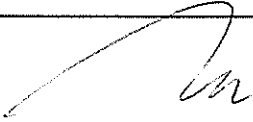
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Leonardo Samano | | 8 feb 28-2012 |
| Nombre del padre | | |
| Eneclna del Villar. | | |
| Dirección | | |
| 1377 Sippola way San Jose Ca 95121 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-661-0241 |
| Correo electrónico | | |
| Firma | | |
| Eneclna Del Villar | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

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| | | |
|--|------|--------------------------|
| Student Name Vinh Le | | Date of Birth 5/13/12 |
| Parent Name KINH HUYENH | | |
| Home Address 2763 Othello Ave, SS CA 95122 | | |
| Phone Number(s) 408 986-1348 | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|----------------------------------|
| Student Name <i>Genesis Maciel</i> | | Date of Birth <i>04/27/12</i> |
| Parent Name <i>Angelica Minera</i> | | |
| Home Address <i>San Jose CA</i> | | |
| Phone Number(s) <i>408595-2773</i> | Home | Cell |
| Email <i>Angelicamrojas04@gmail.com</i> | | |
| Signature <i>AMR</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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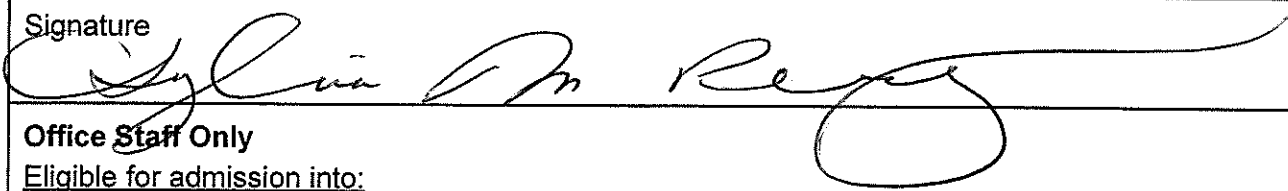
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| | |
|---|----------------|
| Student Name | Date of Birth |
| Santiago Lomeli | 6/7/2012 |
| Parent Name | |
| Yadira Romero | |
| Home Address | |
| 536 Nordyke Dr San Jose #2 95127 Ca | |
| Phone Number(s) | Home Cell |
| | (408) 757-3416 |
| Email | |
| Signature | |
| X Yadira Romero | |
| Office Staff Only | |
| <u>Eligible for admission into:</u> | |
| Jose Hernandez Middle School | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | |
| Blanca Alvarado Middle School | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | |

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| | | |
|--|------|---|
| Student Name <i>David gonzalez</i> | | Date of Birth <i>2012" July 31 2011</i> |
| Parent Name <i>Sylvia m Perez</i> | | |
| Home Address <i>1355 J. King Rd, San Jose CA</i> | | |
| Phone Number(s) <i>593 - 408 408 - 9000</i> | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|---------------------------------|
| Student Name <i>Gerardo Quezada</i> | | Date of Birth <i>8-24-12</i> |
| Parent Name <i>Mayra Quezada</i> | | |
| Home Address <i>1900 Poco Wy. #105 San Jose CA</i> | | |
| Phone Number(s) <i>(408) 387-3173</i> | Home | Cell |
| Email | | |
| Signature <i>Mayra Quezada</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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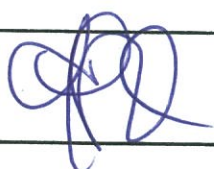
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| | | |
|--|------|----------------------------------|
| Student Name <i>Alejandro Valverde</i> | | Date of Birth <i>01/19/12</i> |
| Parent Name <i>Susana Cardenas</i> | | |
| Home Address <i>643 Nordale Avenue Apto 1 San Jose CA</i> | | |
| Phone Number(s) | Home | Cell <i>408-757-8940</i> |
| Email | | |
| Signature <i>[Signature]</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|----------------------------------|
| Student Name Prince BARRON | | Date of Birth 02-13-12 |
| Parent Name Marilyn Ohler | | |
| Home Address 1997 Lavonne Ave SAN JOSE CA | | |
| Phone Number(s) 408 856 5672 | Home | Cell |
| Email maryland_lombay@gmail.com | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | | |
|---|--|---------------|------|
| Student Name | | Date of Birth | |
| CARLOS ALFREDO SANTOYO | | 4-25-12 | |
| Parent Name | | | |
| Amanda Elias | | | |
| Home Address | | | |
| 676 Dennies DR San Jose CA | | | |
| Phone Number(s) | | Home | Cell |
| 466 8364741 | | | |
| Email | | | |
| LuisAngel5101@gmail.com | | | |
| Signature | | | |
| Amanda Elias | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

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| | | |
|--|------|---------------------------------|
| Student Name <i>Fabian Torres</i> | | Date of Birth <i>6-30-12</i> |
| Parent Name <i>Rose de la O</i> | | |
| Home Address <i>1506 Orlando Dr San Jose Ca 95122</i> | | |
| Phone Number(s) | Home | Cell <i>(408) 903-8478</i> |
| Email | | |
| Signature <i>Rose de la O</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

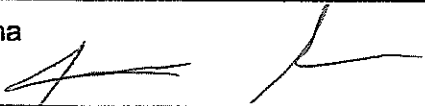
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| | | |
|---|------|-----------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| <i>Isabella Ann Guerrero</i> | | <i>08/22/2012</i> |
| Nombre del padre | | |
| <i>José MARIA Guerrero</i> | | |
| Dirección | | |
| <i>1123 S. King Rd / SAN JOSE / CA . 95122.</i> | | |
| Número de teléfono(s) | Casa | Celular |
| | | <i>(408) 931 3127</i> |
| Correo electrónico | | |
| <i>guerreroadug@yahoo.com</i> | | |
| Firma | | |
| <i>José M Guerrero</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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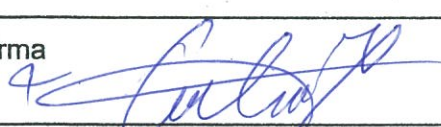
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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Matthew Emeliano Pimentel | | 07-13-2012 |
| Nombre del padre | | |
| Joana Loza | | |
| Dirección | | |
| 873 Summerbrook Ln San Jose CA 95128 | | |
| Número de teléfono(s) | Casa | Celular |
| 408) 849-6786 | → | → |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Elizabeth Gonzalez | | 1/7/2012 |
| Nombre del padre | | |
| Maired Gonzalez | | |
| Dirección | | |
| 110 Roundtable Dr #5 Bld 25 San Jose CA 95711 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-230-68-66 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| ↓ <i>Abelardo Solano</i> | | <i>July-26-12</i> |
| Nombre del padre | | |
| <i>Arnulfo Solano y Rosa Isela Solano</i> | | |
| Dirección | | |
| <i>x 743 Remo St San Jose CA 95116</i> | | |
| Número de teléfono(s) | Casa | Celular |
| | | <i>408-826-5286</i> |
| Correo electrónico | | |
| Firma | | |
| <i>A. Arnulfo Solano</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------------------|------------------------------------|
| Student Name <i>Angel Doroteo JR.</i> | | Date of Birth <i>08/21/2012</i> |
| Parent Name <i>Adriana Flores</i> | | |
| Home Address <i>495 Sinclair Dr. San Jose, CA 95116</i> | | |
| Phone Number(s) | Home <i>/</i> | Cell <i>408-835-3153</i> |
| Email <i>adriana.flores299@gmail.com</i> | | |
| Signature <i>Adriana Flores</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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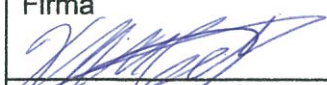
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| | | |
|--|------|------------------------------------|
| Student Name <i>Conlas Castillo paneagrov</i> | | Date of Birth <i>01/22/2012</i> |
| Parent Name <i>Josefina paneagna Vargas</i> | | |
| Home Address <i>2065 Terilyn Ave San Jose CA 95122</i> | | |
| Phone Number(s) <i>(708) 272-3087</i> | Home | Cell |
| Email | | |
| Signature <i>Josefina Vargas</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Amme Amaya | | 8-25-12 |
| Nombre del padre | | |
| Kenny Amaya | | |
| Dirección | | |
| 2318 Tolbert Ct San Jose CA 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408 963-9633 |
| Correo electrónico | | |
| Firma | | |
|  | | |
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Manuel Alejandro Mendon | | feb/5/2012 |
| Nombre del padre | | |
| Enibel Solorio | | |
| Dirección | | |
| 1997 POCO WY San Jose 95116 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (669) 669-6695 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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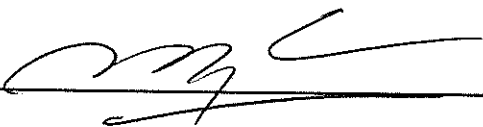
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| r Nathan Godner | | 3-9-2012 |
| Nombre del padre | | |
| María Ortiz | | |
| Dirección | | |
| 1340 Foxdale Loop 900 #410 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| (408) 688 4265 | | (408) |
| Correo electrónico | | |
| Firma | | |
| r María Ortiz | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường. Chữ ký có thể chứng thực.

Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|------------------------------------|
| Student Name <i>Vanessa Flayher</i> | | Date of Birth <i>01/04/2012</i> |
| Parent Name <i>Hanh Nguyen</i> | | |
| Home Address <i>1641 Uagina St, San Jose CA 95116</i> | | |
| Phone Number(s) | Home | Cell <i>206 915 9469</i> |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

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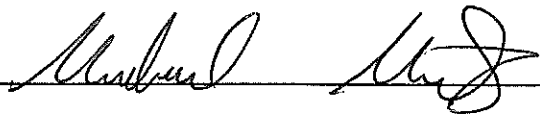
Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|----------------------------------|
| Student Name <i>Miley</i> | | Date of Birth <i>11/23/12</i> |
| Parent Name <i>Ai PHAN</i> | | |
| Home Address <i>2 NEPTUNE SF, CA 94124</i> | | |
| Phone Number(s) | Home | Cell <i>(415) 513-8293</i> |
| Email | | |
| Signature <i>[Handwritten Signature]</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested in having their child or ward attend the School under the charter renewal petition**. Signatures are subject to verification.


We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|--|--|
| Student Name Romeo Ochoa | | Date of Birth January 30, 2012 |
| Parent Name Macarida Ochoa | | |
| Home Address 5398 Dellwood way APT 2 San Jose CA | | |
| Phone Number(s) | Home 408 702-472-5715 | Cell |
| Email maribelomarhnc213@yahoo.com | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Dalya Orbe | | May-12-12 |
| Nombre del padre | | |
| Dalila Hernandez | | |
| Dirección | | |
| 1797 Ocala Ave SS, CA 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 977-4947 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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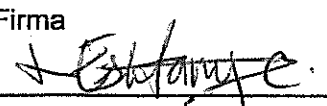
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| | | | |
|--|--|---------------------|---------|
| Nombre del estudiante | | Fecha de nacimiento | |
| Yareli Lopez | | 07/29/2012 | |
| Nombre del padre | | | |
| Eliana Muñoz | | | |
| Dirección | | | |
| 265 Staples Ave, SS, GA 95127 | | | |
| Número de teléfono(s) | | Casa | Celular |
| (408)791-7375 | | | |
| Correo electrónico | | | |
| emuñoz2010@yahoo.com | | | |
| Firma | | | |
| Eliana Muñoz | | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intención de Matricular

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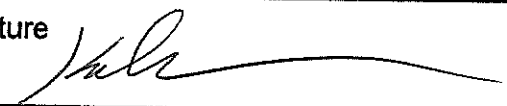
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Alaysia Zamaniego | | 04/03/2012 |
| Nombre del padre | | |
| Estefany Carrea | | |
| Dirección | | |
| 200 Lewis Road, #365, San Jose, CA 95121 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 385-5278 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.


We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|---------------------------------|
| Student Name <i>KAIDEN THONG</i> | | Date of Birth <i>4/29/12</i> |
| Parent Name <i>Kelly Nguyen</i> | | |
| Home Address <i>664 New Compton DR. SAN JOSE CA 95136</i> | | |
| Phone Number(s) | Home | Cell <i>408-888-6168</i> |
| Email <i>kelly08777@yahoo.com</i> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|---------------------------|
| Student Name Deacon Pham | | Date of Birth 04/15/12 |
| Parent Name Kieu Vo | | |
| Home Address 777 E. Hedding St. San Jose, CA 95112 | | |
| Phone Number(s) (714) 618-0872 | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|--|------|------------------------------------|
| Student Name <i>Ruth Guardado</i> | | Date of Birth <i>02/16/2012</i> |
| Parent Name <i>Janet Cabrera</i> | | |
| Home Address <i>899 N King Rd San Jose CA . 95133</i> | | |
| Phone Number(s) | Home | Cell <i>408-508-9892</i> |
| Email | | |
| Signature <i>Janet Cabrera</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

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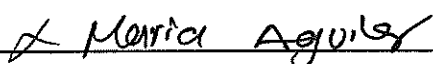
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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| JAYDEN PHAM | | 7/26/12 |
| Parent Name | | |
| QUANG PHAM | | |
| Home Address | | |
| 1656 CRUCERO DR. SAN JOSE, CA 95122 | | |
| Phone Number(s) | Home | Cell |
| (408)476-2213 | | (408)476-2213 |
| Email | | |
| gpham2012@gmail.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Ivan Villa | | 1/3/2002 |
| Nombre del padre | | |
| Marta Aguilar | | |
| Dirección | | |
| 3010 Monterrey Hwy SPC 30 San Jose CA 95111 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-794-9611 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, <u>2012</u> <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, <u>2012</u> Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, <u>2013</u> <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, <u>2013</u> | | |

Intent to Enroll

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| | | |
|--|------|----------------------------------|
| Student Name Amy ESPARZA | | Date of Birth 03-07-12 |
| Parent Name SELENE ESPARZA | | |
| Home Address 3626 EASTRIDGE DR SAN JOSE CA | | |
| Phone Number(s) 408-582-3869 | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|--|
| Nombre del estudiante <i>Alexa Valencia</i> | | Fecha de nacimiento <i>01/27/2012</i> |
| Nombre del padre <i>Mayra Montoya</i> | | |
| Dirección <i>1031 Appian Lane apt. B San Jose CA</i> | | |
| Número de teléfono(s) <i>408 829 4194</i> | Casa | Celular |
| Correo electrónico <i>Dr.mlead@aol.com</i> | | |
| Firma <i>Mayra clusman</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input checked="" type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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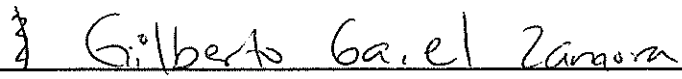
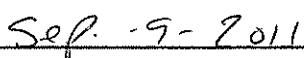
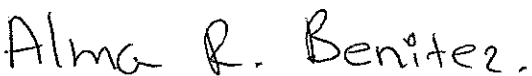
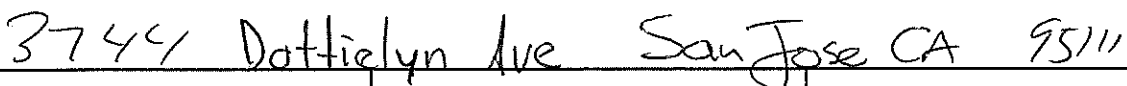

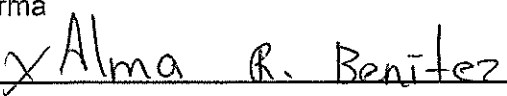
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| | | |
|---|------|--|
| Nombre del estudiante <div style="font-size: 1.2em; font-family: cursive;">Chris Paz</div> | | Fecha de nacimiento <div style="font-size: 1.2em; font-family: cursive;">12-14-2011</div> |
| Nombre del padre <div style="font-size: 1.2em; font-family: cursive;">Oralia Paz</div> | | |
| Dirección <div style="font-size: 1.2em; font-family: cursive;">149 Kirk Ave San Jose CA 95127</div> | | |
| Número de teléfono(s) | Casa | Celular <div style="font-size: 1.2em; font-family: cursive;">(408) 701-8229.</div> |
| Correo electrónico <div style="font-size: 1.2em; font-family: cursive;">Johana05Paz@gmail.com</div> | | |
| Firma <div style="font-size: 1.2em; font-family: cursive;">Oralia Paz</div> | | |
| <p>Office Staff Only/Para uso del Personal de la Oficina solamente</p> <p><u>Eligible for admission into:</u></p> <p>Jose Hernandez Middle School</p> <p><input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012</p> <p><input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012</p> <p>Blanca Alvarado Middle School</p> <p><input type="checkbox"/> 5th grade at Blanca in 2017-2018</p> <p><input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013</p> <p><input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013</p> | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

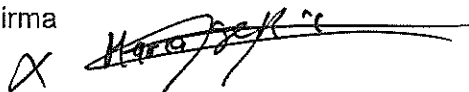
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| | | |
|--|------|---|
| Nombre del estudiante | | Fecha de nacimiento |
|  | |  |
| Nombre del padre | | |
|  | | |
| Dirección | | |
|  | | |
| Número de teléfono(s) | Casa | Celular |
| | |  |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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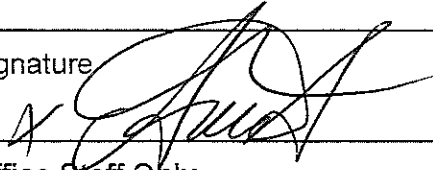
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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jaden Molina | | 10-03-2011 |
| Nombre del padre | | |
| Mara Reyes | | |
| Dirección | | |
| 702 S. 10th St San Jose 95112 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-482-8638 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested** in having their child or ward attend the School under the charter renewal petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Luis Angel Abaca | | 12/26/11 |
| Parent Name | | |
| Anastacia Abaca | | |
| Home Address | | |
| 2192 Orlando Dr San Jose CA 95122 | | |
| Phone Number(s) | Home | Cell |
| | | 408-390-9786 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School <u>9</u> | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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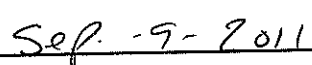
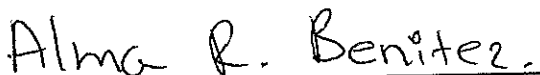
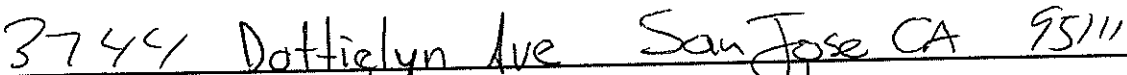


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| | | |
|--|------|------------------------------------|
| Student Name <i>Jaxson Oliva</i> | | Date of Birth <i>10-27-2011</i> |
| Parent Name <i>McKee Marta Urrutia</i> | | |
| Home Address <i>237 McKee Rd San Jose 95127</i> | | |
| Phone Number(s) | Home | Cell <i>408-449-9978</i> |
| Email | | |
| Signature <i>[Handwritten Signature]</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|---|------|---|
| Nombre del estudiante | | Fecha de nacimiento |
|  | |  |
| Nombre del padre | | |
|  | | |
| Dirección | | |
|  | | |
| Número de teléfono(s) | Casa | Celular |
| | |  |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Sandy Teresa Cortez | | 2-9-2012 |
| Nombre del padre | | |
| Rosa del Rio | | |
| Dirección | | |
| 3138 McKee Rd San Jose Ca 95127 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-912-3564 |
| Correo electrónico | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September-2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| 2 Pablo Ernesto Soto Villa | | 06/15/12 |
| Parent Name | | |
| Ana Villa | | |
| Home Address | | |
| 3953 seven trees Blvd #74 San Jose 95111 | | |
| Phone Number(s) | Home | Cell |
| 408-6200051 | | |
| Email | | |
| Yazmin88@gmail.com | | |
| Signature | | |
| Ana Villa | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Camila Tadeo | | 03/21/12 |
| Parent Name | | |
| Alma J. Cardenas | | |
| Home Address | | |
| 2390 Lucrecia Ave #607 San Jose Ca 95122 | | |
| Phone Number(s) | Home | Cell |
| 408-299-0158 | | |
| Email | | |
| | | |
| Signature | | |
| Alma J. Cardenas | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|--|------|------------------------------------|
| Student Name <i>Benjamin pham</i> | | Date of Birth <i>03/09/2012</i> |
| Parent Name <i>Huyen pham</i> | | |
| Home Address <i>2017 Ridgemoor Dr Sanjose CA 95148</i> | | |
| Phone Number(s) Work <i>408-285-7167</i> | Home | Cell <i>408-823-0349</i> |
| Email <i>Britney1405@yahoo.com</i> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|---|------|----------------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Pedro Pablo Suarez | | 1/5/12 |
| Nombre del padre | | |
| x Martha Martinez | | |
| Dirección | | |
| 1374 Lucrecia Ave • San Jose Ca 95116 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-466-7726 408-466-44 |
| Correo electrónico | | |
| Firma | | |
| x MARTHA MARTINEZ. | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jordan Frank Villafra | | 4-13-2012 |
| Nombre del padre | | |
| Mercedes Montalvo | | |
| Dirección | | |
| 201 Gramercy Pl. #2 San Jose Ca 95116 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 674-2097 |
| Correo electrónico | | |
| Firma | | |
| Mercedes Montalvo | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| Eligible for admission into: | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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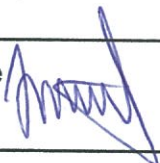
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Angelza Solis | | 7/20/2012 |
| Nombre del padre | | |
| x Angelica Rebollar | | |
| Dirección | | |
| 14491 95127 P Gre Christland Ave San Jose | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 849-0344 |
| Correo electrónico | | |
| Firma | | |
| x Angelica Rebollar-R | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|--|------|------------------------------------|
| Student Name <i>Mylie Joy Pagaduan</i> | | Date of Birth <i>09/31/2012</i> |
| Parent Name <i>Tammie Pagaduan</i> | | |
| Home Address <i>310 Oneakers dr #110, San Jose, CA 95133</i> | | |
| Phone Number(s) <i>(408) 431-1500</i> | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jorge Juan Perez Lopez | | 1-10-12 |
| Nombre del padre | | |
| Marisela Perez | | |
| Dirección | | |
| 4469 Alum ROCK AVE SAN JOSE CA 95127 | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-582-3796 |
| Correo electrónico | | |
| marisela.perez43mp@gmail.com | | |
| Firma | | |
| Marisela Perez. | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|---------------|
| Student Name | | Date of Birth |
| Romina Sanchez | | 04/01/2012 |
| Parent Name | | |
| Jessica Murillo | | |
| Home Address | | |
| 900 Goldenweel Pkwy San Jose CA 95112 | | |
| Phone Number(s) | Home | Cell |
| | | 408-646-55-26 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Esmeralda Coello | | 6-10-12 |
| Parent Name | | |
| Cristal Torres | | |
| Home Address | | |
| 399 Costa Mesa Dr. San Jose CA | | |
| Phone Number(s) | Home | Cell |
| | | 408)724-3811 |
| Email | | |
| laters_jose@yahoo.com | | |
| Signature | | |
| <i>Cristal Torres</i> | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested in having their child or ward attend the School under the charter renewal petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | | |
|---|-------------------|-------------------|--|
| Student Name | | Date of Birth | |
| Diego Castro Avila | | 05-17-12 | |
| Parent Name | | | |
| Rosa Avila | | | |
| Home Address | | | |
| 272 DUFFY CT SAN JOSE CA 95116 | | | |
| Phone Number(s) | Home | Cell | |
| (530) 693-8508 | (408) 401-0572 | (530) 693-8508 | |
| Email | | | |
| | | | |
| Signature | | | |
| Rosa d. Avila | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị đổi mới của Trường. Chữ ký có thể chứng thực.

Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép đổi mới cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|---------------|
| Student Name | | Date of Birth |
| Joshua Ayala | | 9/9/2012 |
| Parent Name | | |
| Maribel Dimas | | |
| Home Address | | |
| 1991 Story RD 16 San Jose CA | | |
| Phone Number(s) | Home | Cell |
| | | 408 648 6417 |
| Email | | |
| Signature | | |
| Maribel Dimas | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Devon Hobor | | June-14-12 |
| Nombre del padre | | |
| Maria Diaz | | |
| Dirección | | |
| 2059 Rigoletto Dr | | |
| Número de teléfono(s) | Casa | Celular |
| 408)300-8990 | | |
| Correo electrónico | | |
| Firma | | |
| Maria Diaz | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|--|
| Student Name <i>Rafael Mera</i> | | Date of Birth <i>4yr</i> <i>Dec-22-2011</i> |
| Parent Name <i>Susana Biscara</i> | | |
| Home Address <i>2390 Lucretia Ave San Jose 95122</i> | | |
| Phone Number(s) | Home | Cell <i>408-726-9557</i> |
| Email | | |
| Signature <i>Susana Biscara</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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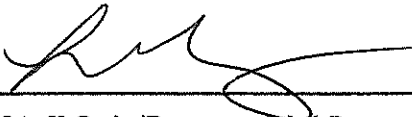
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| | | |
|---|------|----------------------|
| Student Name | | Date of Birth |
| Alan Daniel Romo | | 2/28/2012 |
| Parent Name | | |
| Edith Bucio | | |
| Home Address | | |
| 2177 Inman way 95122 San Jose | | |
| Phone Number(s) | Home | Cell |
| | | 518-9492 408-508- |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 - | | |
| <input checked="" type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Ruben Chavez | | 2/24/12 |
| Nombre del padre | | |
| LUCERO GARDINEZ | | |
| Dirección | | |
| 2245 Lanai AV Apt #73 San Jose Ca 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| (908) 509-2659 <i>cell</i> | NONE | |
| Correo electrónico | | |
| NONE | | |
| Firma | | |
|  | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|--|------|-----------------------------------|
| Student Name <i>Aaliyah Cuebas</i> | | Date of Birth <i>4/21/2012</i> |
| Parent Name <i>ALI JENNINGS</i> | | |
| Home Address <i>198 S. 13th St San Jose 95112</i> | | |
| Phone Number(s) <i>(408) 849-9403</i> | Home | Cell |
| Email <i>ali.jennings@gmail.com</i> | | |
| Signature <i>[Handwritten Signature]</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> | | |
| <div style="text-align: right;"><i>Jun Feb</i></div> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Jorge Arjun Gonzalez mota | | 8-26-12 |
| Nombre del padre | | |
| Eva mota | | |
| Dirección | | |
| 163 Rancho mayor ct 95011 San Jose | | |
| Número de teléfono(s) | Casa | Celular |
| 408) 375 0835 | | 408) 375 0835 |
| Correo electrónico | | |
| Firma | | |
| Eva Yadira Mota B. | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who are **meaningfully interested in having their child or ward attend the School under the charter renewal petition**. Signatures are subject to verification.


We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Camila Batres | | 7/18/2012 |
| Parent Name | | |
| Ofelia Hernandez | | |
| Home Address | | |
| 2983 Betsy Wy San Jose Ca 95133 | | |
| Phone Number(s) | Home | Cell |
| | | 408-849-2129 |
| Email | | |
| Signature | | |
| Ofelia Hernandez | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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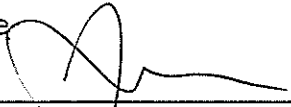
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| | | |
|---|------|----------------------------------|
| Student Name | | Date of Birth |
| Carlos Duarte Mendoza. | | 2/5/2012 |
| Parent Name | | |
| Marisol Mendoza Jimenez | | |
| Home Address | | |
| 1212 William Ave San Jose Ca 9 | | |
| Phone Number(s) | Home | Cell |
| 669-246-1213 | | 669- 408- 246-1213 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|----------------------------------|
| Student Name <i>Cynthia Diaz De Alba</i> | | Date of Birth <i>01/08/12</i> |
| Parent Name <i>Cynthia Diaz</i> | | |
| Home Address <i>159 Magellan AVE</i> | | |
| Phone Number(s) <i>(408) 643-2001</i> | Home | Cell |
| Email <i>diazdealba@yahoo.com</i> | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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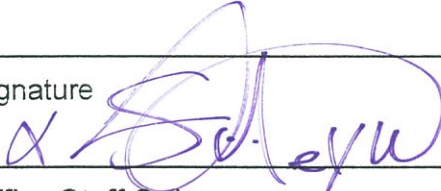
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| | | |
|---|------|----------------|
| Student Name | | Date of Birth |
| RAFA COLINDRES GARCIA | | 6/12/12 |
| Parent Name | | |
| ANA GARCIA | | |
| Home Address | | |
| 159 ADLER AVE APTO # 3 CAMPBELL CA 95008 | | |
| Phone Number(s) | Home | Cell |
| (408) 540-8426 | | (408) 540-8426 |
| Email | | |
| anasgarcia19@yahoo.com | | |
| Signature | | |
| ANA GARCIA | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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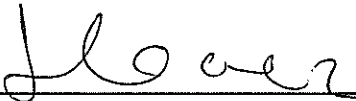
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| | | |
|--|------|---|
| Student Name Emiliano Cabrera | | Date of Birth 6/5/2012 |
| Parent Name Zuleima Galan | | |
| Home Address 142 Graham Ave # 1 Sandose Ca 95110 | | |
| Phone Number(s) | Home | Cell 408-854-1374 |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Andres - martinez | | July 29, 2010 |
| Parent Name | | |
| Diana martinez | | |
| Home Address | | |
| 252 - Muirfield Dr | | |
| Phone Number(s) | Home | Cell |
| 408 836-5713 | | 408 685-7431 |
| Email | | |
| jessicagomez4887@gmail.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|--|------|----------------------------------|
| Student Name <i>Melchor Landin</i> | | Date of Birth <i>7/4/2012</i> |
| Parent Name <i>Melchor Landin</i> | | |
| Home Address <i>780 San Pablo Ave Sunnyvale San Jose 954089</i> | | |
| Phone Number(s) | Home | Cell <i>408-499-9825</i> |
| Email | | |
| Signature <i>[Handwritten Signature]</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | | |
|--|------|---------------|--|
| Student Name | | Date of Birth | |
| Fatima Tokhi | | 1/24/12 | |
| Parent Name | | | |
| Waheda Tokhi | | | |
| Home Address | | | |
| | | | |
| Phone Number(s) | Home | Cell | |
| 408-629-3069 | | | |
| Email | | | |
| | | | |
| Signature | | | |
| Waheda Tokhi | | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intent to Enroll

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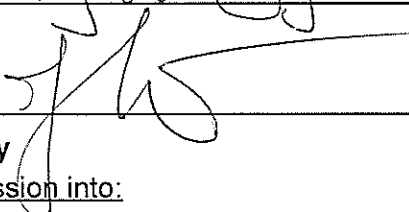
We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Ares | | 8.9.2012 |
| Parent Name | | |
| Jessica Cerrantes | | |
| Home Address | | |
| 1811 S. Capitol Ave. | | |
| Phone Number(s) | Home | Cell |
| 408.729.5706 | | |
| Email | | |
| darling xjessica @ gmail . com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

Những cá nhân được liệt kê dưới đây xác nhận họ là các bậc cha mẹ/những người giám hộ **thật sự quan tâm** đến việc có con hoặc trẻ mà họ giám hộ theo học tại Trường theo đơn đề nghị của Trường. Chữ ký có thể chứng thực.

Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép sửa đổi cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | | |
|---|--|---------------|------|
| Student Name | | Date of Birth | |
| Rodney Vu | | 02/19/12 | |
| Parent Name | | | |
| HOANG Vu | | | |
| Home Address | | | |
| 5073 Brian CT Fremont CA 94538 | | | |
| Phone Number(s) | | Home | Cell |
| 408-781-7081 | | | |
| Email | | | |
| hoangvut@gmail.com | | | |
| Signature | | | |
|  | | | |
| Office Staff Only | | | |
| <u>Eligible for admission into:</u> | | | |
| Jose Hernandez Middle School | | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | | |
| Blanca Alvarado Middle School | | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | | |

Intent to Enroll

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| | | |
|--|------|---|
| Student Name <i>Yaneris Cruz</i> | | Date of Birth <i>2012</i> <i>7/9/2012</i> |
| Parent Name <i>Veronica Cruz</i> | | |
| Home Address <i>1874 Home Gate Dr San Jose CA</i> <i>95148</i> | | |
| Phone Number(s) | Home | Cell (408) <i>601-9481</i> |
| Email | | |
| Signature <i>Veronica Cruz</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to <u>September 1, 2012</u> <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to <u>December 31, 2012</u> Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

2012
4/29/12

Intent to Enroll

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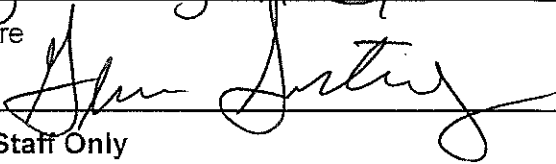
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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Keyla Gorman Reyes | | 5-07-2012 |
| Parent Name Georgina R. | | |
| 1496 Midfield Ave San Jose 95122 | | |
| Home Address | | |
| 1496 Midfield Ave San Jose 95122. | | |
| Phone Number(s) | Home | Cell |
| | | 408-625-0335 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| Eligible for admission into: | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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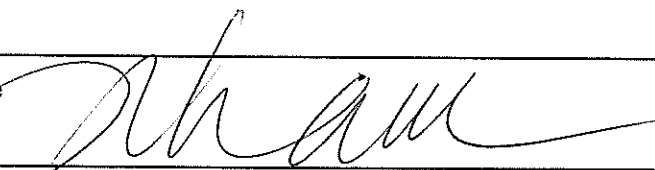
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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| X Julianna Taboya | | 6/27/12 |
| Parent Name | | |
| Gloria Santiago | | |
| Home Address | | |
| 1489 Mt. Hamilton View Dr. San Jose Ca 95127 | | |
| Phone Number(s) | Home | Cell |
| (408) 386-1385 | — | — |
| Email | | |
| gsantiago40@yahoo.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Dự định Ghi danh

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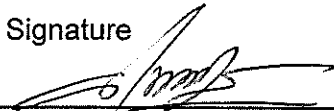
Chúng tôi, cha mẹ/ người giám hộ đã ký dưới đây, ủng hộ các đề nghị của Trường và tin rằng chúng xứng đáng được xem xét. Do đó, chúng tôi xin kiến nghị Hội đồng Giáo dục cấp phép đổi mới cho các trường: Alpha: Jose Hernandez Middle School và Alpha: Blanca Alvarado Middle School trong 5 năm.

| | | |
|--|------|-------------------------|
| Student Name ANGIE VU | | Date of Birth 2/2/12 |
| Parent Name ESTEE NGUYEN | | |
| Home Address San Jose, CA | | |
| Phone Number(s) 408 - 642 - 4915 | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|---|------|--------------------------------|
| Student Name <i>Sofia Thach</i> | | Date of Birth <i>4/9/12</i> |
| Parent Name <i>NYTHACH</i> | | |
| Home Address <i>735 Rock Rose Way Richmond CA 94806</i> | | |
| Phone Number(s) <i>510 685-3301</i> | Home | Cell |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> <u>5th grade at Blanca in 2017-2018</u> <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

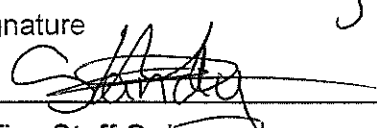
Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Oisell Facio | | 6/20/12 |
| Nombre del padre | | |
| Georgina Pacheco | | |
| Dirección | | |
| 1925 Tamph Wy San Jose CA 95122 | | |
| Número de teléfono(s) | Casa | Celular |
| | | (408) 239-7322 |
| Correo electrónico | | |
| Firma | | |
| Rafael Facio Y Georgina | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Bianca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Britanny Roman | | 06/10/2012 |
| Parent Name | | |
| Sandy Medrano | | |
| Home Address | | |
| 493 Sinclair Dr. San Jose CA, 95116 | | |
| Phone Number(s) | Home | Cell |
| (408) 910-6851 | | |
| Email | | |
| Sbritanny09@gmail.com | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|--|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Alvin Herrera Neimar Herrera | | 2/6/2012 |
| Nombre del padre | | |
| Alvin Herrera | | |
| Dirección | | |
| San José | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-7706853 |
| Correo electrónico | | |
| Firma | | |
| Alvin Herrera | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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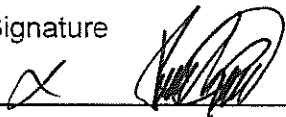
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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| Victor Sandoval | | 2/9/2012 |
| Nombre del padre | | |
| Nora Lopez | | |
| Dirección | | |
| 2945 Ad Atwood Dr San Jose ⁹⁵¹²² | | |
| Número de teléfono(s) | Casa | Celular |
| | | 408-238-5698 |
| Correo electrónico | | |
| Firma | | |
| X Nora Lopez | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|--|------|---|
| Student Name <i>Jonathan Molina</i> | | Date of Birth <i>3/20/2012</i> |
| Parent Name <i>Citlaly Perez</i> | | |
| Home Address <i>5130 Snow Dr San Jose 95111</i> | | |
| Phone Number(s) | Home | Cell <i>(669) 600-9378</i> <i>(Haw)</i> |
| Email | | |
| Signature  | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in <u>2017-18</u> : Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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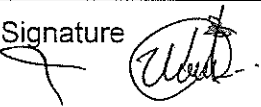
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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Guadalupe Sanchez | | 9-30-12 |
| Parent Name | | |
| Lilic Cortes | | |
| Home Address | | |
| 1360 PEACH CT San Jose Ca 95116 | | |
| Phone Number(s) | Home | Cell |
| (408) 784-9774 | - | - |
| Email | | |
| - | | |
| Signature | | |
| Lilic Cortes | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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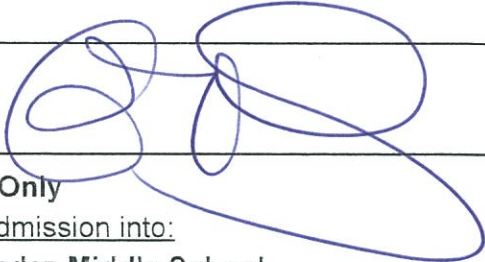
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| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| Celeste Huerta | | May-31-12 |
| Parent Name | | |
| Wendy Sanchez | | |
| Home Address | | |
| 1603 Los Sueños Ave San Jose ^{Ca} 95116 | | |
| Phone Number(s) | Home | Cell |
| | | 408-901-9048 |
| Email | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

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| | | |
|---|------|------------------|
| Student Name | | Date of Birth |
| Kristopher Amaya | | 6/17/12 |
| Parent Name | | |
| Erendra Mejia - Sanchez | | |
| Home Address | | |
| 270 la pala dr apt 36 ST 95127 | | |
| Phone Number(s) | Home | Cell |
| | | 909 - 333 - 9708 |
| Email | | |
| | | |
| Signature | | |
|  | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

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| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| <i>Manuel Sandoval</i> | | <i>2/9/2012</i> |
| Nombre del padre | | |
| <i>Nora Lopen</i> | | |
| Dirección | | |
| <i>2945 Al Atwood dr San Jose 95122</i> | | |
| Número de teléfono(s) | Casa | Celular |
| | | <i>408-238-5691</i> |
| Correo electrónico | | |
| Firma | | |
| <i>Nora Lopez</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who **are meaningfully interested in having their child or ward attend the School under the charter renewal petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| 2 Jaylene Garcia | | 1-28-12 |
| Parent Name | | |
| Star Garcia | | |
| Home Address | | |
| 1746 Berrywood Dr San Jose Ca 95133 | | |
| Phone Number(s) | Home | Cell |
| | | 408-648-6404 |
| Email | | |
| Signature | | |
| x Star Garcia | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intención de Matricular

Las personas que se mencionan a continuación certifican que son los padres o tutores y que están sumamente interesados en matricular a su hijo/a para asistir a la escuela bajo la petición de renovación de los estatutos. Las firmas están sujetas a verificación.

Nosotros, el padre o tutor firmante, apoyamos las peticiones de renovación charter y creemos que merecen una consideración. Por la presente, solicitamos a la Junta de Educación que concedan la renovación de los estatutos de las escuelas secundarias Alpha: José Hernández y Alpha: Blanca Alvarado por 5 años.

| | | |
|---|------|---------------------|
| Nombre del estudiante | | Fecha de nacimiento |
| <i>✓</i> <i>Elijah Manuel Lopez</i> | | <i>02-25-2012</i> |
| Nombre del padre | | |
| <i>Veronica Espinoza</i> | | |
| Dirección | | |
| <i>646 N 4th Street San Jose CA 95112</i> | | |
| Número de teléfono(s) | Casa | Celular |
| <i>408) 5611615</i> | | |
| Correo electrónico | | |
| <i>cabro959806@yahoo.com</i> | | |
| Firma | | |
| <i>Veronica Espinoza</i> | | |
| Office Staff Only/Para uso del Personal de la Oficina solamente <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

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| | | |
|--|------|--------------------------------------|
| Student Name <i>Johan Sanchez</i> | | Date of Birth <i>June 15/2012</i> |
| Parent Name <i>Magdalena Sanchez</i> | | |
| Home Address <i>1771 S. Capitol Ave San Jose CA 95127</i> | | |
| Phone Number(s) | Home | Cell <i>408-858-9802</i> |
| Email | | |
| Signature <i>Magdalena Sanchez</i> | | |
| Office Staff Only <u>Eligible for admission into:</u> Jose Hernandez Middle School <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 Blanca Alvarado Middle School <input type="checkbox"/> 5th grade at Blanca in 2017-2018 <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |

Intent to Enroll

The individuals listed below certify that they are parents or guardians who **are meaningfully interested in having their child or ward attend the School under the charter renewal petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the charter renewal petitions and believe they merit consideration. We hereby petition the Board of Education to grant a charter renewal to Alpha: Jose Hernandez Middle School and Alpha: Blanca Alvarado Middle School for 5 years.

| | | |
|---|------|---------------|
| Student Name | | Date of Birth |
| ✓ Leslie Martinez | | 1-14-12 |
| Parent Name | | |
| Deysi Garcia | | |
| Home Address | | |
| 1198 Adman Way San Jose Ca 95122 | | |
| Phone Number(s) | Home | Cell |
| | | 408-509-9763 |
| Email | | |
| Signature | | |
| ✍️ Daisy Garcia | | |
| Office Staff Only | | |
| <u>Eligible for admission into:</u> | | |
| Jose Hernandez Middle School | | |
| <input checked="" type="checkbox"/> K at Jose in 2017-18: Birthday between September 2, 2011 to September 1, 2012 | | |
| <input type="checkbox"/> TK at Jose in 2017-18: Birthday between September 2, 2012 to December 31, 2012 | | |
| Blanca Alvarado Middle School | | |
| <input type="checkbox"/> 5th grade at Blanca in 2017-2018 | | |
| <input type="checkbox"/> K at Blanca in 2018-19: Birthday between September 2, 2012 to September 1, 2013 | | |
| <input type="checkbox"/> TK at Blanca in 2018-19: Birthday between September 2, 2013 to December 31, 2013 | | |



Dear Alpha Parent:

Parents started Alpha Public Schools. Therefore, Alpha understands the important role parents have in the intellectual, social and emotional growth of their children. To meet the needs of Alpha students, help us form a better partnership with you by answering the following questions.

1. What specifically would you like to know about our schools? _____

2. From what source do you get school information? (Okay to circle more than one)

| | | |
|---------------------|------------------------------|-------------------------|
| School Newsletter | My child | Teacher |
| Principal | Friend | Parent Center Phone App |
| Facebook | Email | Text |
| Call from volunteer | Phone calling system (1Call) | |

Other: _____

3. Would you be interested in attending a class or session on how parents or family members can help their children learn at home? (Circle) Yes or No

4. If you circle "yes" in question 3, please indicate below the type of workshops you would like to participate in to help you help your child learn.

| | | |
|--|---------------------------------------|------------------------------------|
| Helping with homework | Improving reading skills | Improving math skills |
| English as a second language | Improving your child's self-image | Building your own parenting skills |
| Communicating with the school (parent/teacher conferences) | College admissions, SAT and ACT tests | Drug use and gang prevention |
| Bullying (including cyber) | Immigration reform | DELAC |
| School volunteer groups | | |

Other: _____

5. Where would you like these parenting programs to be held? (Okay to circle more than one)

In the school or In the home of a parent in your neighborhood

Other _____

6. Would you be willing to host a session? (Circle) Yes or No

If you answered "yes," please write your name, session type and phone number to contact you.

Name: _____ Session type: _____

Phone number: _____

7. In order for you to participate in parent meetings/school programs meetings need be held at:
(Okay to circle more than one)

Mornings at 9am or Evenings at 6pm

Child care needs to be provided: (circle) Yes or No

Other special needs (language interpreter, interpreter for the deaf or hearing impaired)

Specify: _____

8. As a parent, do you have trouble with any of the following? (Okay to circle more than one)

| | | |
|------------------------------------|--|--------------------------------------|
| Your child's homework | Discipline | Spending enough time with your child |
| Dealing with your child's problems | Motivating your child to do well in school | Working with the school and teachers |

Other: _____

9. What suggestion(s) do you have to help us help your child learn? Please provide the steps and solution necessary to accomplish the suggestion(s).

10. What is your preferred language to receive school information? (Okay to circle more than one)

English Vietnamese Spanish

OPTIONAL INFORMATION: (Okay to circle more than one school site)

Alpha Blanca Alvarado Middle Alpha Jose Hernández Middle Alpha Cindy Avitia High School

Parent name: _____ Phone Number: _____

Student Name(s): _____



Alpha Padres:

Padres como ustedes fueron los que empezaron Alpha Public Schools. Por lo tanto, Alpha comprende que es importante que los padres tienen un crecimiento intelectual, social y emocional de su estudiante. Para satisfacer las necesidades de los estudiantes en Alpha ayudamos a formar una mejor sociedad , respondiendo a las siguientes preguntas.

1. Específicamente, ¿qué te gustaría saber sobre nuestras escuelas que tal vez usted no sabe?

2. ¿De qué forma recibe información de la escuela? (Bueno al círculo más de una)

| | | |
|-----------------------|--|--|
| Carta de noticias | Mi estudiante | Maestro |
| Principal | Amigo | Centro de Padre application de telefono |
| Facebook | Email | Texto |
| Llamada de voluntario | Sistema de llamada teléfono (1Call) | |

Otros: _____

3. ¿Estaría interesado en asistir una clase o sesión sobre cómo los padres o miembros de la familia pueden ayudar su estudiante en los siguiente? (círculo) Sí o No

4. Si marcó "sí" en la pregunta 3, indique tipo de talleres que busca.

| | | |
|--|---|---|
| Ayudar con tarea | Leer mejor | Mejorar matemáticas |
| Inglés como segundo lenguaje | Mejorar su estima como persona | Mejorando mi forma de ser padre |
| Comunicación con la escuela (padres conferencias / maestros) | Admisión de la universidad, Exámenes del SAT y ACT | Uso de drogas y las prevention pandillas |
| Bullying (y por internet) | Reforma de inmigración | DELAC |
| Voluntarios de escuela | | |

Otros: _____

5. ¿Dónde será mejor tener programas para padres? (Bueno al círculo más de una)

En la escuela o en la casa de un padre en su área

Otros _____

6. ¿Estaría usted dispuesto a prestar su casa para esta sesión? (círculo) Sí o No

Si su respuesta es "si", por favor completar lo siguiente.

Nombre: _____ Tipo de sesión: _____
_____ Teléfono: _____

7. Para que yo como padre puedo participar en reuniones o programas escolares necesito:
(Círculo más de una)

Las mañanas trabaja mejor a las 8:30am o 9am o las noches 6pm

Necesito cuidado de niño: (círculo) Sí o No

Otra necesidades especial (intérprete en idiomas o intérprete para persona con discapacidad auditiva)

Especifique: _____

8. Como padre, ¿tengo dificultad con lo siguientes? (Circular una o mas opciones)

| Tarea de su estudiante | Disciplina | Como tener suficiente tiempo con su estudiante |
|---|---|--|
| Trabajar con los problemas de su estudiante | Motivar su estudiante hacer mejor en la escuela | Trabajar con la escuela y los maestros |
| | | |

Otro: _____

9. ¿Qué sugerencia(s) recomienda para ayudarnos ayudar su estudiante mejor aprender? Porfavor dar solución a su opinión(s).

10. Que es su preferido Idioma para recibir información de la escuela

OPCIONAL: (Circular una o mas opciones)

Inglés Vietnamese Español

INFORMACIÓN (Circular una o mas opciones)

Blanca Alvarado José Hernández Cindy Avitia Secundaria

Nombre de padres: _____ Número de teléfono: _____

Nombre del Estudiante (s): _____

Xin Chào quý phụ huynh trường Alpha:

Các phụ huynh chính là những người có công đầu trong việc thành lập Trường Alpha. Vì vậy, Alpha hiểu rất rõ vai trò quan trọng của các bậc cha mẹ trong sự phát triển về trí tuệ, xã hội và tình cảm của con, em mình. Để đáp ứng nhu cầu của học sinh Alpha, cũng như giúp cho quý phụ huynh và ban điều hành có một mối quan hệ tốt đẹp hơn xin quý vị điền mẫu thăm dò dưới đây.

1. Những vấn đề cụ thể của trường mà quý vị cần biết? _____

2. Quý vị nhận được thông tin của trường bằng phương tiện nào? *(Xin khoanh tròn tất cả các phương tiện ứng dụng)*

| | | |
|---------------------------------|---------------------|----------------------------------|
| Tờ thông tin của trường | Con em của quý vị | Thầy cô giáo |
| Hiệu Trường | Bạn bè | Ứng dụng của Trung Tâm Phụ Huynh |
| Facebook | Thư trực tuyến | Lời nhắn |
| Điện thoại từ thiện nguyện viên | Điện thoại (1 call) | |

Những phương tiện khác: _____

3. Quý vị có muốn tham dự một buổi huấn luyện về phương pháp giúp đỡ con em học ở nhà không? (Khoanh tròn) **Có** hoặc **Không**.

4. Nếu khoanh tròn "**Có**" trong câu hỏi 3, xin vui lòng cho biết quý vị muốn dự buổi hội thảo/huấn luyện về đề tài nào?

| | | |
|---|------------------------------------|---------------------------------|
| Bài làm về nhà | Nâng cao kỹ năng đọc | Nâng cao kỹ năng toán |
| Học Anh văn sinh ngữ thứ hai | Thay đổi cách tự xét của con em | Rèn luyện kỹ năng làm cha mẹ |
| Cách giao tiếp với nhân viên nhà trường | Tuyển sinh Đại học, thi SAT và ACT | Phòng chống băng đảng và ma túy |
| Bắt nạt (cả trên mạng) | Vấn đề định cư | DELAC |
| Nhóm tình nguyện | | |

Những vấn đề khác: _____

5. Địa điểm quý vị muốn mở những lớp hội thảo/huấn luyện: *(Có thể chọn nhiều hơn một địa điểm)*

Trong trường học hoặc Tại nhà của phụ huynh trong khu vực của quý vị

Địa điểm khác _____

6. Quý vị có muốn buổi hội thảo diễn ra tại tư gia của mình? *(khoanh tròn)* **Có** **Không**

Nếu trả lời "CÓ", xin viết xuống tên, đề tài, và số điện thoại của quý vị

Tên: _____ Đề Tài: _____

Số điện thoại: _____

7. Thời giờ thuận tiện nhất để quý vị có thể tham gia buổi hội thảo/huấn luyện. (có thể chọn nhiều hơn một thời điểm)

9 giờ sáng hoặc 6 giờ chiều

Quý vị có cần người chăm sóc con em mình trong thời gian này: (Khoanh tròn) **CÓ** **Không**

Những dịch vụ đặc biệt khác (thông dịch, thông dịch cho người khiếm thị, hoặc khiếm Thính)

Những dịch vụ khác: _____

8. Quý vị có gặp phải những vấn đề sau đây trong cương vị cha mẹ: (xin khoanh tròn tất cả những ứng dụng)

| | | |
|------------------------------|------------------------------------|---|
| Bài làm ở nhà của các em | Thường Phạt | Không có thời giờ cho con em |
| Giải quyết vấn đề của con em | Động viên con em học hành tốt hơn. | Hợp tác với ban giám hiệu và thầy cô giáo |

Những vấn đề khác:: _____

9. Quý vị có những ý kiến đóng góp gì trong việc hỗ trợ con em chúng ta học tập tốt hơn? Xin đóng góp giải pháp cho các ý kiến nêu ra.

10. Quý vị muốn nhận các thông tin từ trường bằng ngôn ngữ nào? (có thể chọn nhiều hơn một ngôn ngữ)

Tiếng Anh **Tiếng Việt** **Tiếng Tây Ban Nha**

TUỶ NGHI - KHÔNG BẮT BUỘC: (có thể chọn nhiều hơn một trường)

Alpha Blanca Alvarado Middle **Alpha Jose Hernández Middle** **Alpha Cindy Avitia High School**

Tên Phụ Huynh : _____ Số Điện Thoại: _____

Tên học sinh: _____

Dispelling the Myth:

**High Poverty Schools
Exceeding Expectations**

1999

Report of the Education Trust in Cooperation With The
Council of Chief State School Officers and Partially Funded
by the U.S. Department of Education

March, 1999

Dear Friend:

Over the past decade, we have watched a kind of creeping malaise infect more and more educators, and, indeed, more and more entire school systems. The clearest manifestation of this malaise is found in the conversations we have with teachers and principals in high poverty schools who often tell us that, “these standards you’re talking about may be fine for some kids, but certainly not for the kind of kids that *we* have in our school.” But the malaise is by no means limited to front-line educators: leaders at all levels – administrators, school boards, legislators – often make policies about things like assessments, graduation requirements, accountability systems and the like, that at their core, expect less of poor children and poor schools.

Somewhere along the line somebody decided that poor kids couldn’t learn, or, at least, not at a very high level. And everyone fell in line.

But the truth is actually quite different. Some poor children have always learned to high levels, and some *whole schools* get *all* of their children to levels reached by only a *few* students in other schools.

Almost everybody knows a school or two like this. But although we tried, we couldn’t find a source of systematic data on high poverty schools performing at high—or dramatically improving—levels.

In the belief that such information would be invaluable both to educators who want to make more of a difference for the children they serve and to policymakers who want to design more effective policy, the Education Trust and the Council of Chief State School Officers cooperated in a project to identify and learn more about top performing high poverty schools. This is the first product from that project. It contains information on 366 schools from the 21 states that agreed to participate. Future reports will, we hope, include more complete information on some of the schools, as well as information from top performing schools in the states that did not participate in the initial study.

We hope this information is useful. We also hope it inspires both the hope that things can be better, and the will to make it that way.

Sincerely,

Kati Haycock
Director

Dispelling the Myth: High Poverty Schools Exceeding Expectations

SECTION 1: A Survey of Top Performing, High Poverty Schools

"We take all of the excuses off the table and have committed ourselves to working with the kids that walk through the door."

-- Principal, Thayer Elementary, Kansas

In 1994, the U.S. Congress made sweeping changes in Title I, the largest of the federal government's elementary and secondary education programs. As originally designed, the law supported efforts by high poverty schools to give their low-achieving students extra help in mastering the most basic skills. The reauthorized Title I pressed participating schools and states to set their sights higher. Indeed, the goal of the new law was an audacious one: to get all students—poor and rich, minority and white—to the same high academic standards.

Congress is now preparing to reauthorize this program once again. During the coming two years, members of key legislative committees and those who advise them will be faced with an important decision: do we continue along the path that we started down in 1994, or do we strike off in another direction?

Some are already beginning to argue that the law isn't working. Achievement as measured by NAEP, overall, isn't up, or isn't up by much. And many Title I schools have continued doing essentially what they were doing before the new law took effect.¹ Maybe we should simply give up, some critics say, and admit that schools will never be able to get poor kids to meet high standards.

But we see too many successful high poverty schools to throw in the towel on their educational futures. If poor kids can't achieve at high levels, why are the students in Hawley Road Elementary School in Milwaukee, 80% of whom are poor, knocking the top off of their state's assessment in reading? And why, too, are the students in Sierra Vista Elementary School in Reno, Nevada, over half of whom are poor, achieving at the highest level on their state's assessment in mathematics? Why, indeed, are students in the highest poverty schools in eight entire states, performing higher in mathematics than the average student in all the other states?

Before anybody—including members of Congress and educators in high poverty schools—gives up on poor kids or on Title I, they need to take a careful look, as we have, at schools that are successfully serving poor children. In the practices of those schools, as well as in their essential spirits, there are many lessons for those of us who hope for more schools like these in the future.

That's what this report is all about: mining the experiences of those who dispel the myth that poor kids can't learn and are proving it everyday through their work in top performing, high poverty schools.

¹ See 1998 report from Citizens Committee on Title I.

In the fall of 1998, the Education Trust constructed and administered a survey of 1,200 schools that had been identified by the states as their top scoring and/or most improving schools with poverty levels over 50%. The work had partial support of the Council of Chief State School Officers (CCSSO). We sought to highlight the success stories of Title I as well as identify characteristics that seem to contribute to high academic achievement among low-income students. The U.S. Department of Education asked the Education Trust and CCSSO to report out their findings. The results are reported in these pages.

The 366 elementary and secondary schools responding to the survey serve student populations that are largely poor. They come from 21 states. They operate in rural isolation and in urban overcrowding. They serve every racial and ethnic group in the country as well as those who come to school with little or no English. Over half the students in these schools are from low-income families; in many of them, poor students comprise over three quarters of the school population.

The survey data reported by the schools' principals were for the 1996-97 academic year. Many of these schools produced results that exceed the best efforts of their suburban counterparts. All of them have met one of two significant criteria: (1) "high performing," that is, among the ten highest performing high poverty schools on state assessments in reading and/or mathematics; or (2) "most improved," that is, among the ten biggest gaining schools on state assessments in reading and/or mathematics.

This is not to say that all the schools in this study have met their goals. Most, by their own admission, recognize that they still have much to do to get their students to the same high academic levels as their peers in affluent schools. Nonetheless, these schools warrant attention for showing gains when too many schools have bought the myth that such progress is not possible with poor children. Their success is revealed by their position at the top of the pack in their states.

Their experiences as reported in this survey should interest both policymakers and fellow practitioners. While no single instructional technique, no particular textbook, no curriculum could be credited with producing these schools' gains, one dominant theme did emerge from the survey. All of these schools are unusually focused on high academic expectations for their students.

Standards undergird each of the six findings in this report. In addition, the findings seem to validate the policies promoted by the 1994 Title I law. In general, we found that these top performing, high poverty schools tend to:

- *Use state standards extensively to design curriculum and instruction, assess student work, and evaluate teachers.* A full 80% of the high-performing, high-poverty schools reported using standards to design instruction. Similarly, the successful schools in this study were using standards to assess student work and evaluate teachers.

- ***Increase instructional time in reading and math in order to help students meet standards.*** A 78% majority of top performing, high poverty schools reported providing extended learning time for their students. This time was primarily focused on reading and math.
- ***Devote a larger proportion of funds to support professional development focused on changing instructional practice.*** Changes in the 1994 law require schools to provide for thorough professional development for teachers in high poverty schools. The schools in this study seem to be moving faster than their less successful counterparts to comply with this provision. As important is that the focus of professional development seems to be centered on helping students meet specific academic standards.
- ***Implement comprehensive systems to monitor individual student progress and provide extra support to students as soon as it's needed.*** Four out of five of the top performing, high poverty schools had systematic ways to identify and provide early support to students in danger of falling behind in their instruction.
- ***Focus their efforts to involve parents on helping students meet standards.*** In these schools, traditional roles for parents as fund-raisers are giving way to activities that address parents' knowledge of standards, encourage their involvement in curriculum and involve them in reviewing students' work.
- ***Have state or district accountability systems in place that have real consequences for adults in the schools.*** Nearly half of the principals in these schools were subject to some kind of sanctions if their students fail to show measurable academic improvement.

Not every school in this survey reported having all six of the above characteristics in their programs; most, in fact, had some in various combinations. In addition, we made no attempt to make conjectures about the relative effectiveness of these characteristics. This survey was structured purely to elicit information about the types of practices top performing, high poverty schools engage in. The findings represent the school characteristics that showed up over and over again in the survey responses.

We believe that, even at face value, this information should alert policymakers and educators to policies that seem to hold the most promise for the education of poor children. At the same time, we recognize the limitations of a survey such as this. For this reason, we will be exploring these findings in greater depth in the second phase of this project.

The next section offers a discussion of the six major findings listed above. Sections 3 and 4 follow with an overall profile of the schools responding to the survey and a description of our methodology.

SECTION 2: The Findings

“What it takes is this: Putting kids first and believing all kids can learn. Lots of hard work, a committed staff, trust, compassion and clear standards for behavior and performance.”
Principal, Strafford Elementary, New Hampshire

The Education Trust analyzed the survey data to identify common characteristics of top performing, high poverty schools; to determine how they used Title I funds; and to identify common policies and practices that contribute to student success. In general, we found that the top performing schools were quickest to use state standards to guide their efforts to raise student achievement, as the new Title I law intended. Standards formed the basis of the dominant characteristics and practices in the schools responding to the survey.

Top Performing, High Poverty Schools Report Extensive Use of Standards to Design Curriculum and Instruction, Assess Student Work and Evaluate Teachers

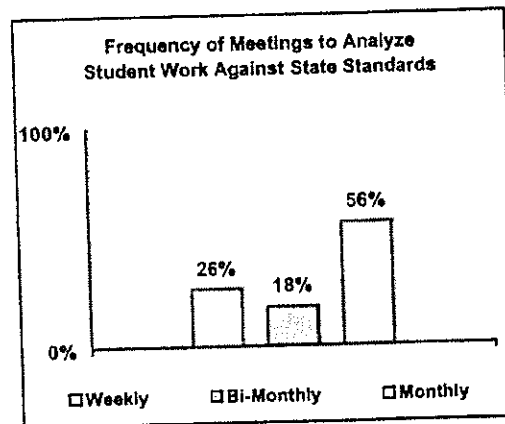
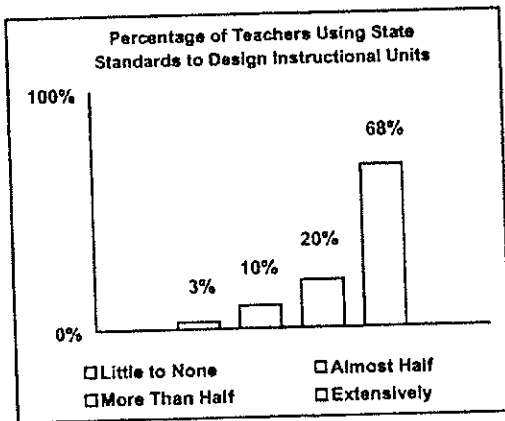
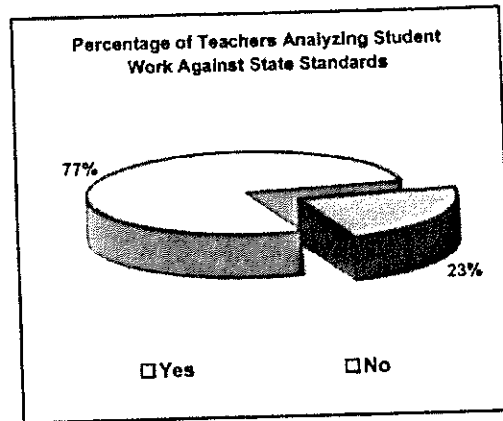
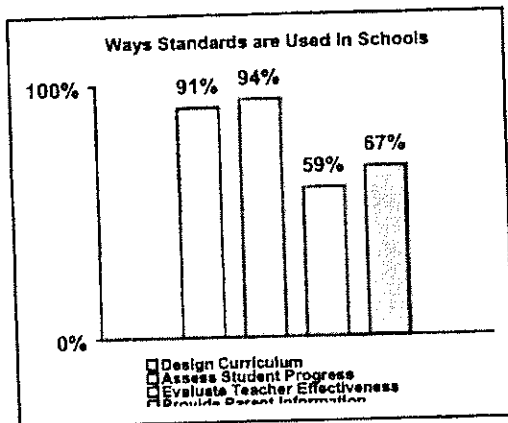
The most significant finding of the Education Trust survey was the extent to which top performing, high poverty schools are using standards to guide school activity. A full 80% report that standards are used extensively in their schools to design curriculum and instruction. Nearly every school in our survey — 94% — uses standards to assess student progress with 77% offering regular mechanisms for teachers to analyze student work against state standards.

The 1994 Title I law was designed to make sure that poor students were held to the same high expectations as their peers in more affluent schools. To this end, the law promotes a system of challenging academic and performance standards for all students in the state. In order to receive Title I funds, schools have to measure the academic growth of low-income students using the same standards and assessments administered to non-Title I students.

This strategy seems to be paying off in the top performing schools in this survey. These schools have become places where all classroom activity is aligned with the state standards. The principal of East New York Transit Tech, for example, credits standards as being one of the most important factors in the school’s ability to increase achievement. Other factors include the recognition among the faculty that all students must meet higher standards and their willingness to work together toward this goal.

Standards also inform teacher evaluations in the top high-poverty schools, 59% of which reported using standards to gauge teacher effectiveness. The Arthur P. Momot school in New York is an example. Momot’s administration focuses instructional staff evaluations on standards implementation based on classroom observations. The evaluations include a look at standards in setting goals and as a basis for teacher portfolios. Arthur P. Momot also provides peer coaching to help teachers strengthen their capacity to teach to the standards.

All the states in this survey have a system of standards and assessments in place. However, evidence from around the country shows that state standards are not a universal presence in day-to-day classroom practice. The top performing, high poverty schools in this survey suggest that the explicit use of state standards in planning and evaluating curriculum, instruction and student work can have a significant impact on raising the achievement of low-income students. Using standards to evaluate teacher effectiveness can further strengthen the alignment of practice to student results.



Top performing, high poverty schools increase the instructional time in reading and math in order to help students meet standards.

The 1994 Title I reauthorization encouraged schools to increase the amount and quality of instructional time to help accelerate the gains of low-income students. A 78% majority of the schools surveyed provide extended learning time that emphasizes core academic subjects, especially reading and math. Research has shown that early mastery of these skills is crucial to learning in other subjects. Students who fail to become proficient readers face an uphill struggle to keep up with increasingly demanding texts and vocabulary. Similarly, students lacking a strong foundation in math often find themselves lost in the high-level high school courses necessary for success in college and work.

The extra time devoted to making sure low-income students are solid in the basics shows in better results for the schools in this survey. Parkview Elementary in Wisconsin credits its emphasis on the basics—reading, math, writing and science—as being integral to the high academic achievement of their students. Lake Agassiz Elementary in North Dakota offers an expanded ten-month experience for K-1 children at risk of academic failure. They credit this program for the considerable gains they show with participating students.

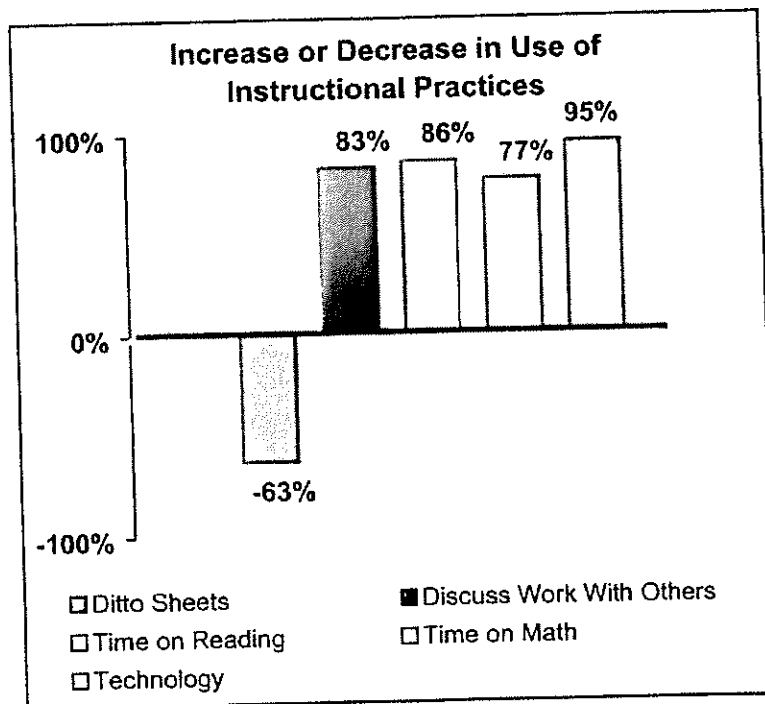
Middle and high schools in this survey also reported adjusting schedules in order to provide students with extended opportunities to develop reading and math skills. In New York City, for example, East New York Transit Technical school restructured its school day with block schedules for math and science, a Copernican model for English and social studies and an extra ten-week cycle to provide extra help in improving students' literacy skills. Of all the schools in the survey, 86% reported an increase in the time spent on reading, and 66% report having increased the amount of time students spend studying math.

The survey also elicited information about the amount of time devoted to particular practices. Recent research has shown relationships between various instructional practices and student achievement scores on the National Assessment for Educational Progress (NAEP).² An analysis of the eighth-grade mathematics assessment, for example, show a negative relationship between the routine assignment of ditto sheets and students' test scores. On the other hand, students who discuss work with other students were shown to also have higher NAEP scores. For these reasons, our survey asked principals whether the amount of time their students spent on specific instructional practices had increased or decreased during the past few years.

² The Education Trust, *Education Watch 1998*, pps. 16-18. Analysis of NAEP 1996 Math Survey Tables.

Overall, among survey respondents, nearly two-thirds (63%) report a decrease in the use of ditto sheets. On the positive side, 83% of the schools reported increasing the amount of time students spend discussing work with others. These data indicate that the top performing schools are moving away from low-level instruction, exemplified by the routine filling out of bubbles on ditto sheets. Rather they seem to be developing higher-order skills by offering students more time for discussion of the subject matter. In addition, 95% reported an increase in the use of technology.

The efforts of these schools respond to the recognition by our nation's leaders that students and schools need to maximize the time spent on teaching and learning the core academic subjects and developing higher order skills if our low achieving children, particularly those from low-income families, are to meet the nation's educational goals.



Top performing, high poverty schools are spending larger proportions of Title I dollars on professional development.

Changes in the 1994 law require schools to provide for thorough professional development for teachers in high poverty schools. There is growing recognition that teachers need time to understand new state standards and to develop strategies for teaching them to poor and minority students. The top performing schools in this study seem to be moving fast to comply with the Title I provision.

Our survey revealed that a full third of the top performing schools were dedicating more than 10% of their Title I dollars to professional development. In comparison, two recent national studies of seven large urban districts estimated that expenditures on professional development ranged from 1.8% to 5.7% of the local school budget.³ Even New York City's District 2 — a school district well-known for attributing its student gains to significant increases in professional development—devotes only slightly more than 5% to professional development.⁴

As important as investing funds, according to our respondents, is making sure that professional development is focused on the implementation of standards and students' needs. Wrote the principal of Nathaniel Green Middle School in Rhode Island: "Over the last few years we have focused our professional development activities toward teaching to standards and modeling our classroom assessment more in line with our state assessments."

Bemiss Elementary in Spokane, Washington, uses the majority of its Title I funds to fund two literacy and two math instructional facilitators to provide regular in-class professional development, study sessions and grade level meetings. Thayer Elementary in Wyoming uses its Title I funds to provide early literacy training staff development to improve the teaching of reading and writing. Thayer's program restructures the teaching of reading and writing in the elementary grades using high-quality children's literature, provides intensive staff development, uses research-based methodology and measures the program's success using validated instruments.

³ Miller, B., B. Lord and J. Dorney, *Staff Development for Teachers*, Education Development Corp., and D. Moore and A. Hyde, *Making Sense of Staff Development*, Designs for Change, Chicago, cited in CPRE Policy Briefs, June 1995.

⁴ Panasonic Foundation

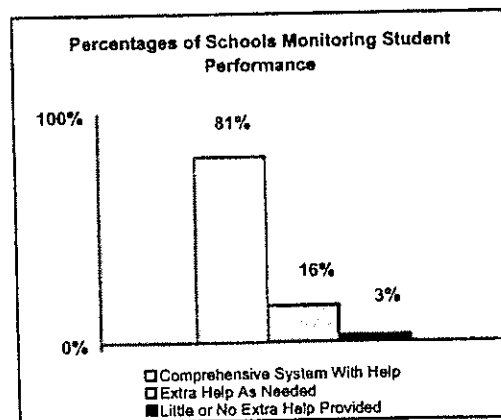
Top performing high poverty schools have comprehensive systems to monitor student mastery of standards and provide extra support to those who need it.

Title I emphasizes the use of standards as a strategy for all kids to reach high standards. A key component of this is the requirement that schools monitor the progress of each student and provide appropriate support. The vast majority of respondents — 81% — report that they have in place a comprehensive system for monitoring student progress and providing early support to students in danger of falling behind in their instruction.

Monitoring systems are effective means for providing ongoing analysis of student achievement data. When used for diagnostic purposes, achievement data enable schools to provide immediate help to struggling students and to move them on quickly once they have demonstrated mastery. The Terrell Wells Middle School in Texas identifies students who need extra support and offers help for individual students or groups that includes 40 minutes of daily tutorial. Several schools make weekly progress reports to parents to elicit their help in monitoring student mastery of standards.

The West Bourbon Elementary School in Kansas uses its Title I funds for instructional support staff to assist students who fall below the mastery level. Students are then reassessed to measure improvements in their progress towards standards. Victor Ornelas Elementary School, also in Kansas, analyzes pre- and post-test data by subjects and adjusts its teaching strategies to meet students' specific learning needs.

The push-pull of monitoring progress and providing extra support helps schools to stay on top of the development of each of their students. In this way, they can make sure that no student will fall through the cracks.



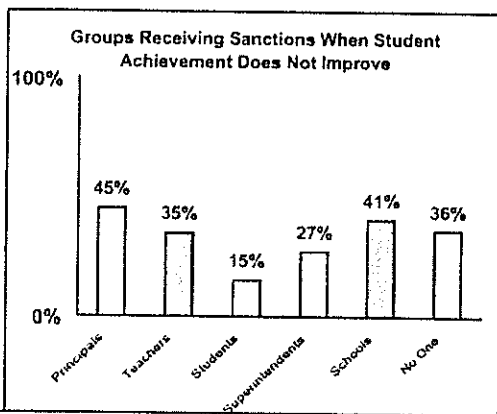
Top performing, high poverty schools have state or district accountability systems in place that have real consequences for adults in the schools.

The 1994 Title I law for the first time held high poverty schools accountable for the academic achievement of their students. Recent developments in some states, notably Texas, North Carolina and Kentucky, show that accountability for results is related to improvement in student achievement. Policymakers hoped that by emphasizing student results and attaching strong accountability provisions for school districts, they could allow school systems the freedom to devise their own strategies for getting there.

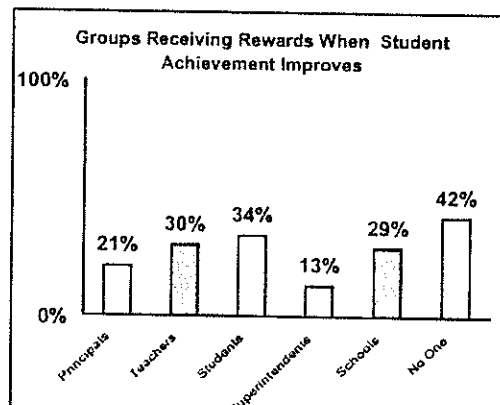
Title I accountability is far from fully realized. *Education Week's Quality Counts 1999* reports that just 31% of states have systems to hold schools and principals accountable for student performance. Only 20% of the states have these mechanisms for teachers and 24% hold entire school districts responsible for showing students gains.

Accountability for student achievement is an important characteristic of our pool of top performing schools in that nearly two-thirds of the respondents reported that they were operating within systems that held adults responsible to some degree. A full 45% of our respondents reported that accountability took the form of strong sanctions for schools and principals. Similarly, 35% of the high poverty schools in our survey report that teachers are held responsible for student achievement.

One in three schools report there are rewards for students when they improve, and somewhat fewer than one in three teachers receive rewards when their students post gains. A higher percentage of schools, 42%, report no rewards for improving student achievement. Overall, the respondents reported clearer and more frequent sanctions for adults than for students and fewer rewards for adults in these schools.



Note: Schools had the option to check more than 1 selection. This explains why the percentages exceed 100.



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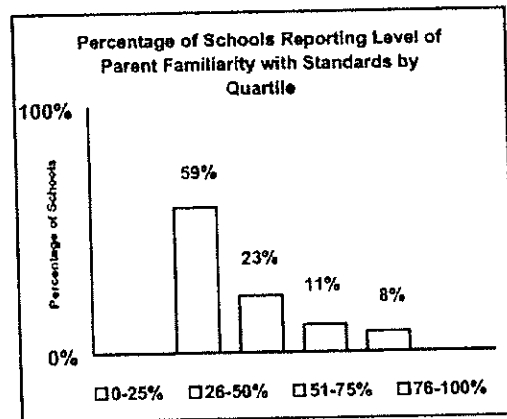
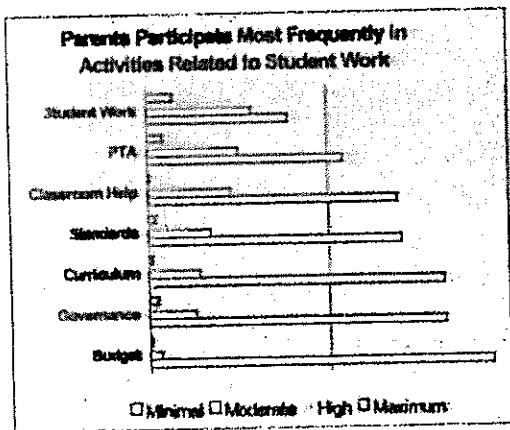
Top performing, high poverty schools focus their efforts to involve parents on helping students meet standards.

Since its inception in 1965, the Title I legislation has supported parent involvement. Traditionally, local and districtwide parent councils were involved either in monitoring how the district spent Title I funds or in governance. This involvement was in keeping with the emphasis on "inputs"—the investment of resources as opposed to "outcomes" or student results—in the Title I law before the 1994 reauthorization.

As the graph below indicates, parent activity in top performing high poverty schools indicates that these schools are increasingly focusing their parent involvement efforts toward areas that most directly affect student achievement. In these schools, traditional roles for parents as fundraisers are being expanded to include processes to help parents improve their knowledge of standards and their understanding of student work.

Nearly one in three schools in this survey reported that 25-50% of their parents were involved in processes to help them understand the quality of student work; one in four said that 50-75% of their parents were involved in processes to help them understand student work.

It appears that this group of top performing, high poverty schools is moving in the direction encouraged by the 1994 law which encouraged schools to involve parents in more academic areas of their children's schooling.



SECTION 3: Survey Schools At A Glance

The Title I program provides funding to nearly every school district in the country. The breadth of the program's reach is illustrated by our survey respondents who represent every major region of the country, with the largest representation from the South at 47%; 26% from the Midwest; 15% from the Northeast and 12% from the West. The respondents range from small town America (62%) to some of the nation's largest urban areas (38%).

The majority of the schools are neighborhood schools that accept all of the children in their attendance area (67%). The next largest segment is schools with open enrollments that accept children from throughout the school district (30%). True to the origins of the Title I legislation, elementary schools make up the largest number of respondents.

The 1994 reauthorization gave schools more flexibility to establish schoolwide Title I programs, and 79% of respondents took advantage of that opportunity to allow all of their students to benefit from the program. The reauthorization also sought to place more budgetary control of Title I funds at the school-building level, and 56% of the schools surveyed reported having control over all of their Title I dollars.

The schools have an average enrollment of 509 students and are led by principals who have served on average 4 ½ years at the school. The average school had a student enrollment in excess of 60% white; 17% African American; 13% Latino; 2% Asian; and 4% Native American. The average limited English proficient (LEP) population is 10%.

SECTION 4: Methodology

In spring 1998, the Council of Chief State School Officers (CCSSO), in collaboration with the Education Trust, asked the chief state school officer of every state to voluntarily participate in a project to identify top performing, high poverty schools. Twenty-one states agreed. The project targeted schools that served student populations in the 50-75% poverty range and the 75-100% poverty range.

Each participating state submitted a list of its top performing, high poverty schools based on assessment results in reading and mathematics administered at the elementary, middle and high school level. The schools were further categorized as either High Achievement or Most Improved. The High Achievement category included the top 10 scoring high poverty schools in terms of student performance. The Most Improved category included those schools who had made the greatest increases in assessment scores over a two-year period. The survey yielded a list of 1,200 top performing, high poverty schools representing every region of the country.

The results of the CCSSO project were compiled into a database for analysis by the Education Trust. The next step required linking the Education Trust top performing schools database to the U.S. Department of Education's public schools locator database to obtain mailing addresses for each of the 1,200 schools.

The Education Trust then designed a survey that was mailed to each of the 1,200 schools in October 1998. The survey (Appendix A) focused on discovering the strategies these schools utilized to increase achievement. By mid-November 1998, 366 schools responded to the survey. The results were coded, entered and analyzed and comprise the content of this report.

While we sought to survey "high performing" high poverty schools, each state determines the rigor of its state assessment. Therefore, state-by-state comparisons cannot be made regarding the level or content of student achievement. We urge readers of this report to bear these factors in mind in interpreting the results.

SECTION 5: Conclusion

A survey such as this one offers a glimpse into what separates these high poverty schools from others who are not showing the same amount of progress. The one aspect that pops out from the responses is the extent to which state standards inform the work of top performing schools and raise the adults' expectations for their students. The respondents told us that they use standards to design instruction, assess student work, and evaluate teachers. Standards also provided the framework for professional development of teachers. They guided the monitoring of student progress and helped schools target the kinds of extra support struggling students needed to become proficient. Parents, by and large, were increasingly more active in the academic aspects of school life than in governance and budgets. Making adults accountable for making sure that their students meet standards was another factor that showed up in these schools.

But a survey can only begin to piece together a picture of what makes schools work. The findings have raised several questions that the Education Trust believes warrant further investigation. For example, we don't know how professional development dollars are spent or what happens in teachers' meetings to examine student work. The survey only offers clues about the overall impact of Title I dollars.

The Education Trust intends to pursue some of these questions over the coming months. This survey has been invaluable in helping us surface promising practices and, most important, pinpointing schools where they are making these practices work for poor students. Our next task is to find out why they work, so we can share these lessons with policymakers and educators who care about the education of poor children.

ACKNOWLEDGMENTS

This report would not have been possible without the support of the following organizations and individuals: Rolf Blank, Council of Chief State School Officers State Education Assessment Center; Elizabeth Reisner and Brenda Turnbull, Policy Studies Associates; Val Plisko and Daphne Hardecastle, U.S. Department of Education; Norm Eaddy and Gary Costello, ISHQ Corporation; Kevin O'Brien, Quick Tab; and Hammertine Bell, temporary assistant.

We also would like to acknowledge the support and efforts of the entire Education Trust staff. We are deeply grateful to each of them.

Dispelling the Myth editors,

Patte Barth
Kati Haycock
Hilda Jackson
Karen Mora
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Amy Wilkins

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The Education Trust was created to promote high academic achievement for all students, at all levels, kindergarten through college. While we know that all schools and colleges could better serve their students, our work forces on the schools and colleges most often left behind in efforts to improve education: those serving low-income, Latinos, African American and Native American students.

Education Trust staff work along policy makers, parents, education professionals, community and business leaders – in cities and towns across the country – who are trying to transform their schools and colleges into institutions that genuinely serve all students. We bring lessons from these communities back to Washington to ensure that in the national policy debate there is a strong, clear voice for what's right for students.

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HAYSTACK



**Lessons from Ohio's high-performing,
high-need urban schools**

May 2010

Quentin Suffren

Theodore J. Wallace



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foreword

NOBODY IS SATISFIED WITH THE EDUCATIONAL PERFORMANCE OF OHIO'S POOR, URBAN, AND MINORITY YOUNGSTERS—OR THE SCHOOLS THAT SERVE THEM. And nobody should be. In the 2008-09 school year, almost half of the 258,000 students in the state's eight major urban districts attended schools rated "D" or "F" by the Ohio Department of Education.¹ Academic achievement has been stagnant in these schools for the last five years. Just 60 percent of their students score proficient in reading on state tests, and only about half score proficient in math. And that's not counting the tens of thousands who fall by the wayside, drop out of school, and vanish from the achievement statistics.

— We hope that by uncovering the secrets of their exceptional performance we can suggest district and state policies and practices that will foster more such schools—without making it harder on the few we now have.

This near-perfect education storm pours down on both the district sector of public education and the

charter sector. Yet a few glimmers of sunlight manage to shine through. Every year we see a handful of schools that buck these bleak trends and show significant achievement for disadvantaged youngsters from depressed inner-city communities. Such high-performing outlier schools have tantalized us since we first noticed them in the data. We undertook this study in order to understand and highlight the reasons for their success.

We hope that by uncovering the secrets of their exceptional performance we can suggest district and state policies and practices that will foster more such schools—without making it harder on the few we now have. Even if the ingredients of success turn out to be no secret at all—perhaps they are even familiar to education analysts—transforming that understanding into widespread practice remains a challenge for Ohio educators, policymakers, and commentators.

The good news is that these outlier schools are terrific. The bad news is that there are so few of them—hence the title, "Needles in a Haystack." We started by identifying public (including charter) schools in Ohio that were high-performing during all of the last three school years (see more about our selection

| SCHOOL | CITY | TYPE | ENROLLMENT | GRADES SERVED |
|---|------------|-----------------|------------|---------------|
| Citizens' Academy | Cleveland | Charter | 320 | K-5 |
| College Hill Fundamental Academy | Cincinnati | District magnet | 501 | P, K-6 |
| Duxberry Park Arts IMPACT Alternative Elementary School | Columbus | District magnet | 187 | P, K-5 |
| Horizon Science Academy -- Cleveland Middle School | Cleveland | Charter | 121 | 6-8 |
| King Elementary School | Akron | District | 377 | K-5 |
| Louisa May Alcott Elementary School | Cleveland | District | 236 | K-5 |
| McGregor Elementary School | Canton | District | 372 | P, K-6 |
| Valleyview Elementary School | Columbus | District | 364 | K-5 |

methodology in Appendix A) – 816 schools met that performance threshold.

— But such schools don't happen by accident. If we want more of them to serve more kids successfully, grown-ups have to make it happen.

Next, we looked among them for schools serving a low-income pupil population (75 percent or more are economically disadvantaged—see Appendix A for the state's definition of disadvantaged). That shrank the pool dramatically, down to 55 schools statewide. Of these, we chose to focus on Ohio's "Big 8" cities,² and ended up with just 16 schools (out of some 450 schools) that were both high-performing and high-need. This study features highlights from eight of these truly exceptional schools, six of them district-operated and two of them public charter schools.

They aren't the *only* such schools in Ohio. Because we used value-added data as part of our selection process, we were limited to elementary and middle schools. We know there are successful high schools, too, as well as rural and suburban schools whose successes with high-need students are just as noteworthy. But in order to put limits around our project, we focused on those schools serving the state's neediest urban children and delivering truly uncommon results over multiple years.

Knowledgeable readers will observe that many of our findings mirror those of earlier studies. Several excellent books have uncovered lessons from high-performing schools, including Samuel Casey Carter's *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, Stephan and Abigail Thernstrom's *No Excuses: Closing the Racial Gap in Learning*, Karin Chenoweth's *How It's Being Done: Urgent Lessons from*

Unexpected Schools, and David Whitman's (Fordham-published) *Sweating the Small Stuff: Inner-City Schools and the New Paternalism*.

Those, in turn, built upon an earlier generation of "effective schools" and "best practices" research going back at least to Ronald Edmonds and Michael Rutter in the 1970s. Many of our findings in Ohio in 2010 reaffirm traits common to effective schools, including solid leadership, excellent teachers, stability among staff, rigorous expectations for academics and behavior, and data-informed decision-making, to name a few. But our goal is not simply to echo earlier findings about what makes some schools effective. It is to help Ohio develop more such schools.

To study these schools and report on what makes them tick, we called on two seasoned educators who share our curiosity and passion for this work. Theodore J. Wallace, a former teacher, school principal, education analyst, and author, was joined by Quentin Suffren, a former teacher, literacy specialist, and curriculum coach who is now chief academic officer at the Learning Institute in Arkansas. Both have experience working in Ohio, working with Fordham, and working in high-need urban schools.

Wallace and Suffren braved brutal winter weather and countless travel delays in February and March to spend 16 days in eight schools in five cities. They spent more than 100 hours observing classes and interviewing district administrators, school leaders, teachers, parents, and students. They also scoured public sources of information and vetted dozens of documents about each school provided by the Fordham research team.

They've done an outstanding job. These schools provide important insights into how to make education work for our neediest children. At the end of this report we share six policy lessons that emerge

from their analysis and that can help us in the quest for more outstanding urban schools. These eight schools prove once again that it is possible to do right by high-need youngsters within the framework of American public education—and give the lie to defeatists and excusers who assert either that “these kids can’t learn” or that “schools can only do so much with kids like this until society fixes their families and their communities.”

But such schools don’t happen by accident. If we want more of them to serve more kids successfully, grown-ups have to make it happen.

Terry Ryan,
Vice President for Ohio Programs & Policy

Emmy L. Partin,
Director of Ohio Policy & Research

Acknowledgments

Many people and organizations helped to make this study possible. We are, of course, appreciative of the time, energy, and thought that Theodore Wallace and Quentin Suffren have poured into it. But sincere thanks are also owed to the administrators, teachers, staff, students, and parents at the eight Needles schools. They gladly opened their doors for us and offered a behind-the-scenes look both at what is critical to their success and at the challenges they face. They were frank, honest, and hopeful and this report would not have been possible without them.

For financial help with this study, we're lastingly grateful to the Ohio Grantmakers Forum, the Bill & Melinda Gates Foundation, and our own our sister organization, the Thomas B. Fordham Foundation.

Within the Fordham team, we thank Chester E. Finn, Jr., for guidance, encouragement, and editing. Jamie Davies O'Leary played a critical role in managing project details. Eric Ulas produced the multimedia companion pieces to the study and Tim Hoffine lent a hand with nearly every facet of the work. We also thank Shannon Last for her copy-editing skills and Emi Ryan for the report's phenomenal design work.

The Thomas B. Fordham Institute is a nonprofit organization that conducts research, issues publications, and directs action projects in elementary and secondary education reform at the national level and in Ohio, with special emphasis on our hometown of Dayton. It is affiliated with the Thomas B. Fordham Foundation, and this publication is a joint project of the Foundation and the Institute. For further information, please visit our website at www.edexcellence.net or write to the Institute at 1016 16th Street, NW, 8th Floor, Washington, D.C. 20036. The report is available on the Institute's website. The Institute is neither connected with nor sponsored by Fordham University.

EXECUTIVE SUMMARY

FOR TOO LONG, YOUNGSTERS IN OHIO'S MAJOR CITIES HAVE BEEN ILL-SERVED AND ILL-EDUCATED BY THEIR PUBLIC SCHOOLS. In the 2008-09 school year, almost half of these quarter million students—in district and charter schools alike—attended schools rated “D” or “F” by the state.

Yet this bleak picture has some bright spots—schools with challenging pupil populations that beat the odds and show real and persistent academic achievement. Such schools are few, but they are worth finding, highlighting, and scouring for lessons. By understanding what makes these rare “Needles in a Haystack” schools successful, lawmakers, educators, and district leaders become better able to shape policies and practices that will create the conditions for more such schools.

The findings and lessons reported in these pages are gleaned from the study of eight high-performing, high-need urban public schools across Ohio:

- Citizens' Academy, charter school, Cleveland
- College Hill Fundamental Academy, magnet school, Cincinnati Public Schools
- Duxberry Park Arts IMPACT Alternative Elementary School, magnet school, Columbus City Schools
- Horizon Science Academy – Cleveland Middle School, charter school
- King Elementary School, Akron Public Schools
- Louisa May Alcott Elementary School, Cleveland Metropolitan Schools
- McGregor Elementary School, Canton City Schools
- Valleyview Elementary School, Columbus City Schools

10 TRAITS OF NEEDLES SCHOOLS

1. They are schools of choice.
2. Their administrators and teachers exhibit strong leadership and ownership over school policies and practices.
3. Teachers and leaders make no excuses for what they or their students “can’t do.”
4. Expectations for teacher performance are data-specific—and teachers have the autonomy they need to meet performance targets.
5. Behavioral management policies are clearly articulated and consistent, feature positive incentives as well as consequences, and are deeply embedded in the school culture.
6. Teamwork defines these schools; they have few if any “independent contractors.”
7. There is little turnover among administrators and teachers.
8. Staffing is a function of meticulous recruitment and a culture of high expectations that attracts and retains talent.
9. These schools strive to engage parents and develop relationships with them.
10. In unionized Needles schools (six of eight), staff regard their collective bargaining agreements as the floor of their teaching responsibilities, not the ceiling.

Learning from the best:
Policy lessons gleaned from
Needles schools

The Needles schools display 10 common traits and conditions that seem to be keys to successful urban education. These are no smorgasbord, however, from which to take a taste of this and a bite of that. The most important thing we learned about Needles schools is that *all* of them do *all* of these things—and integrate them inseparably from one another. What they produce is more like a single complex dish than an assortment of ingredients. That doesn't mean the schools are facsimiles of one another. Each has its own recipe and own distinctive flavor. But every one of them incorporates all 10 of the ingredients (except, of course, for the two schools that are not unionized and aren't relevant to finding 10).

— By understanding what makes these rare “Needles in a Haystack” schools successful, lawmakers, educators, and district leaders become better able to shape policies and practices that will create the conditions for more such schools.

Precisely because Needles schools do not follow the exact same recipe, district leadership and policymakers should not try to clone them. Rather, state and local policymakers should embrace policies that create the conditions in which more of these sorts of schools can develop and thrive. Likewise, they should not settle for following just one or two of the six policy lessons that follow, for the truth is that all of these conditions are essential. The lessons are inextricably entwined, meaning that if Ohio wants more such schools to serve its neediest youngsters successfully, it must go about the hard work of creating all six of these conditions.

1. Encourage and expand school choice to ensure that poor youngsters have real access to quality schools.

The students at Needles schools benefit from their parents' or guardians' decision to enroll them in one of these high-performing choice schools. Policies should be crafted to encourage Ohio's urban communities to offer more quality school options to more youngsters. Besides affording better educational opportunities to youngsters who lack them today, these strategies will restore trust with parents, retain students who might otherwise leave the district, and reverse the drain of families from the urban core.

Ohio lawmakers can facilitate this development through several means. Specifically to improve the charter sector, recommendations include: lifting the current geographic restrictions for start-up charter schools; relaxing the moratorium on charter e-schools; recruiting high-quality charter networks to the state and enacting policies to support these models; and encouraging more district-charter collaboration through sharing of services, facilities, and funding opportunities. Key to assuring that charters work as a quality alternative is improving the quality of the state's charter school authorizers.

But school choice can be expanded within traditional districts as well. Districts could sponsor more charter schools or work with other sponsors to do so, create more district magnet programs, expand open-enrollment, or consider removing neighborhood assignments altogether. They can go even further: requiring middle school students to choose their high school, rather than assigning it; experimenting with online courses and hybrid models of schooling (a mix of traditional schooling and online coursework); and improving transportation options through district consortiums, so that alternative schooling options are accessible to all Ohio students.

—→ *By observing and learning alongside successful school leaders, much like doctors in training, neophyte and wannabe principals can arrive at a deeper understanding of the leadership traits that drive schools to consistently achieve at high levels.*

2. Encourage school-based principal training programs.

Our school observers were stunned to find that while Needles schools have highly effective leaders, nobody is “understudying” them so as to become leaders of more effective urban schools themselves. That’s because most school leadership training in Ohio takes place not in high-performing schools but in university classrooms. This is a missed opportunity, as highly effective school leaders are in demand in Ohio, and the bench is shallow. By observing and learning alongside successful school leaders, much like doctors in training, neophyte and wannabe principals can arrive at a deeper understanding of the leadership traits that drive schools to consistently achieve at high levels.

3. Adopt a “tight-loose” approach to accountability by setting clear, data-specific goals for schools, then directing funds to schools, relaxing mandates, slashing regulations, and cutting strings so that school leaders have the resources and operational freedom to meet goals using strategies that work for them, their teams, and their students.

No “magic bullet” solution for successful urban education emerges from studying Needles schools. The state should not be in the business of telling individual schools how to operate. Rather, it should set clear standards and goals, put into place accurate, timely

and transparent systems for monitoring performance against those goals, and then provide the support and resources to help schools attain them in ways that may be very different from place to place.

4. Discourage administrative churn in high-achieving schools.

Consistency and stability are hallmarks of Needles schools. District leaders and state policymakers should take note of this and invest in strategies to retain and reward leadership talent. This could include offering financial bonuses for principals to stay in their posts. Moreover, strategies to equitably distribute principals—a key priority of the federal Race to the Top competition³ and the Obama Administration—should be devised so that highly-effective principals are not uprooted abruptly from their schools without a transition plan.

If a transfer is necessary, a strategy should be in place that would position up-and-coming assistant leaders in schools to train alongside successful leaders and take ownership of the school once the principal leaves. This form of principal mentorship would require thoughtful transition planning by school districts, but it promises to expand the pool of talented principals capable of running successful high-need schools.

—→ *The state should not be in the business of telling individual schools how to operate.*

Districts should also think innovatively about how to move beyond pure financial incentives to retain top-notch leadership talent. For example, school leaders may value opportunities to travel, enroll in coursework, or visit other high-performing schools. Thus, districts might consider awarding study grants, travel grants, or mini-sabbaticals to principals. Finally, dis-

districts (and state leaders) should consider alternative management structures, so that successful principals can have the opportunity to lead a second or third school, or even a “mini-district.”

—→ *Districts should think innovatively about how to move beyond pure financial incentives to retain top-notch leadership talent.*

Additional responsibilities would be matched with commensurate compensation, as well as a new form of career mobility that many school leaders may seek. With roughly half (49 percent) of Ohio’s districts serving 1,700 or fewer students,⁴ and with enrollment declining in many of Ohio’s cities, consolidating leadership so that principals can work across multiple schools makes good fiscal sense and maximizes existing leadership talent.

5. Empower schools to hire and retain the best talent available.

The majority of Needles school leaders have developed ways to select the teachers they think will best fit their schools by knowing how to “work the system.” The two charter schools featured here enjoy near-total autonomy over hiring and firing (by circumventing issues of seniority, forced transfers, etc.), although they are still inhibited by Ohio law prescribing strict certification standards for teachers.⁵ Meanwhile, district Needles schools rely on their reputations for going above and beyond the required workload, as well as rigorous interviewing processes, to hire right. Yet there are still obvious roadblocks for these schools in terms of getting the teachers they need.

To help principals build unified teaching teams and select the kind of talent, characteristics, and competencies they need for specific slots on those teams, districts should implement mutual hiring policies

(where both the school principal and the teacher must agree to the teacher’s assignment). This flexibility is especially important for low-performing or low-income schools that need more freedom to successfully recruit, hire and retain needed talent.

Finally, it is time to rethink “last hired, first fired” policies that reward seniority without regard to teacher effectiveness.⁶ As many Ohio districts face declining enrollment and shrinking budgets, it is all the more critical to have safeguards against forced hiring and transfers, and layoffs based only on years of experience.

—→ *It is time to rethink “last hired, first fired” policies that reward seniority without regard to teacher effectiveness.*

As of writing this report, at least five of the “Big 8” districts—Cleveland, Columbus, Dayton, Toledo, and Youngstown—have announced hundreds of teaching position cuts for next year.⁷ Ensuring that schools (especially those serving our most disadvantaged students) have a reasonable degree of autonomy over who they hire and dismiss is critical to having the right teacher talent in place to improve student performance.

6. Reduce bureaucratic barriers and regulatory constraints through “innovation zones,” contract waivers, regulatory waivers, and other strategies that free schools to succeed.

The Needles schools all have distinctive programs, missions, and operational structures, put into place by school leaders and their teams to meet the unique needs of their students. Yet most districts adopt a “one-size-fits-all” approach. The result is that some of the most challenged schools in Ohio operate under teacher contract restrictions and district rules

and regulations that make wholesale improvement extremely difficult.

Fortunately, there are ways to overcome the “one-size-fits-all” approach. Converting truly troubled district schools into charter schools, which inherently enjoy a greater degree of autonomy than their traditional counterparts, is one way to empower schools leaders and teachers and grant them the freedom to do what works. But several other mechanisms could be applied to traditional districts and schools—mechanisms that have the potential to broadly impact student achievement by increasing autonomy. Ohio could designate academically and fiscally troubled districts as “innovation zones,”⁸ granting waivers from various regulations or bargaining contract provisions to schools within the zones.

Of course, increased autonomy should be tightly linked to heightened accountability as it relates to

student performance goals. Districts could loosen the regulatory vise on schools as they demonstrate greater performance, granting freedom in the areas that matter most to schools—determining the school calendar and schedule, adjusting curriculum and programs to meet student needs, acquiring more control over the school’s budget, and making all personnel decisions.

————— *Increased autonomy should be tightly linked to heightened accountability as it relates to student performance goals.*

Finding ways to minimize bureaucratic barriers—whether embedded in district rules and regulations, state mandates, or collective bargaining agreements—is an important step toward engendering Needles-like cultures in more schools for the benefit of more students.

findings from the field:

COMMON TRAITS ACROSS NEEDLES SCHOOLS

WE OBSERVED 10 NOTABLE TRAITS IN ALL EIGHT OF THE SCHOOLS WE PROFILE IN THIS REPORT, THOUGH THESE TRAITS INTERACT DIFFERENTLY IN EACH SCHOOL. This point is key: each school shares the commonalities we highlight, but each mixes these ingredients in its own unique way to ensure the academic success of all its children. Our findings do not lead to a “one-size-fits-all” best practice formula for creating or replicating great urban schools. Instead, they highlight the traits and conditions that are needed for great schools to thrive using their own unique formulas for success.

These traits also turn out to be interrelated and interdependent. Success in one area enables and amplifies success in another. For instance, the “strong school culture” trait (finding 7) enables Needles schools to attract and retain great teachers (finding 8). Both of these traits, in turn, rely on effective student behavioral (aka discipline) policies (finding 5). And so on. Put simply, while the findings represent common characteristics of successful schools, in Needles schools their interplay is what leads to educational success.

• The Needles schools are schools of choice.

In the high-performing urban schools profiled here, school choice is the rule, not the exception. One shouldn’t underestimate the importance of this finding, especially because the selection of schools for inclusion in this report was based entirely on their academic performance and student demographics, and did not take into account their status as schools of choice.

The two charter schools—Citizens’ Academy and Horizon Science Academy—represent the most

straightforward form of parental choice. These schools are open to all students across the Cleveland school district and families make a conscious decision to enroll their children in them. In opting to send their children to Citizens’ Academy, for instance, parents “buy in” to a model that features a longer day and year, and a rigorous and well-enforced discipline policy. This choice requires parents to forgo the option of busing for their children—no small sacrifice for parents/guardians who work long hours or may not have easy access to transportation. Similarly, at Horizon Science Academy, parents sign a contract that declares that they understand the school’s academic and behavioral expectations.

Among the district schools in this study, every one turns out to be an “open-enrollment” or “choice” school within its district. College Hill Fundamental Academy and Duxberry Park Arts IMPACT Alternative Elementary School fall under the “magnet school” category. Here, too, parents must proactively choose to enroll their children, and in doing so, they commit to the school’s program.

The other four schools (King Elementary, McGregor Elementary, Louisa May Alcott Elementary, and Valleyview Elementary) are district-operated open-enrollment schools, and many parents/guardian have selected them from a host of district options. For instance, almost half (45 percent) of the students at King in Akron enter the school through open enrollment. Alcott in Cleveland enrolls a wide range of students from across the district—particularly those with special needs (about 35 percent of Alcott’s pupil population). At McGregor in Canton, the principal noted that his school has more open-enrollment students than many neighboring schools.

Although some critics assert that school choice in whatever form simply amounts to “creaming,” the schools profiled in this report refute such claims. Their pupil populations are at least as needy as comparable neighborhood schools. Several Needles schools serve large percentages of students with disabilities, while others face obstacles in terms of highly mobile students transferring into the school, which brings its own set of unique challenges.

The only conceivable evidence of “creaming” in Needles schools is the fact that parents made a conscious decision to enroll their students in them. This may indicate higher levels of parental motivation or a stronger commitment to their children’s education than what may be encountered in a typical urban public school. Yet, rather than viewing this as an argument against school choice, it actually suggests just the opposite: that low-income parents who exercise choice wisely obtain for their children the crucial advantage of academic achievement. Further empowering parents by ensuring that all have choices (and information about them) and that all schools of choice are truly effective would be a huge benefit to America’s disadvantaged youngsters and their futures.

2 Administrators and teachers exhibit strong leadership and ownership over school policies and practices.

Common impressions about what constitutes effective school leadership are often misinformed. They tend to be based on clarion calls for “super-principals” who function simultaneously as top-notch instructional leaders, crack disciplinarians, savvy building operators, astute adult psychologists, adept public relations gurus, and adroit politicians, all rolled into one. Some such individuals may exist but they’re never likely to be numerous. Thankfully, though Needles schools benefit from great leadership, they also provide a more realistic and compelling picture of what that means.

Yes, it begins with the school principal. He or she sets the tone, establishes clear expectations for staff and students, ensures consistent application of policies, and encourages collaboration among staff and involvement by parents. Above all, Needles school leaders are passionate about their jobs and will do what it takes to improve student achievement.

— *“Our students need all of us on board for them to achieve.” – McGregor’s intervention coach*

Yet leadership in these schools is also team-based. At McGregor, the principal leans heavily on his intervention coach for instructional expertise. When together, they literally finish each other’s sentences and it’s evident that they thrive by working out ideas and problems as a unit. At Citizens’, the principal is only one member of a leadership team that includes the school’s founder, an assistant principal, and others. Citizens’ strategy is to distribute the responsibilities of leadership so that the school’s longevity and success will not depend solely on one person’s talents.

Teachers at Needles schools also exhibit strong leadership skills and ownership. The grade-level chairs at Horizon act as instructional leaders—analyzing data and targeting student strengths and weaknesses for enrichment or remediation. They also take students on field trips (a requirement for working there) and are involved in students’ lives both inside and outside of the classroom. At Duxberry Park, the onus for curriculum creation rests on the shoulders of the core academic and arts impact teachers. They meet regularly to plan the full integration of arts and academic coursework. Duxberry Park’s principal oversees program quality and fidelity to the arts impact mission, yet regularly depends on the teachers for curriculum leadership.

Amazing—and disheartening—to us, however, was the realization that districts—and other charter schools—were not using Needles schools as objects of study and places for training. Districts are not placing future principals in these schools to learn how to foster, manage, and maintain such comprehensive leadership systems. And while many people visit these schools, no principal-preparation programs are using them as “residency” or “internship” sites. In sum, while those inside Needles schools are busy maintaining and improving their records of strong performance, nobody outside them is using them as places to incubate leadership for other schools.

—→ *“Continuous effort—not strength or intelligence—is the key to unlocking our potential.” – Quote on McGregor principal’s office wall*

Teachers and leaders at Needles schools make no excuses for what they or their students “can’t do.”

“The state doesn’t provide enough funding, the district has too many regulations, the union is obstructionist, the kids can’t learn, parents don’t care enough, the students were way behind when we got them and their home situations limit what we can accomplish with them.”

Sound familiar?

Such sentiments might be commonly voiced in many urban school settings, but not among Needles staff. In these eight schools, a positive attitude toward learning—and teaching—serves as the foundation for nearly everything. Teachers and leaders don’t perceive the usual obstacles as insurmountable, but rather as challenges that can be overcome with creativity, teamwork and fortitude. This mindset builds and sustains a culture of high expectations. Little or nothing—not even district regulations or neighbor-

hood and family factors—deters teachers at these schools from going the extra mile for their kids.

No culture of victimization excuses doing less or suggests to students that they cannot achieve at high levels. The no-excuses commitment at Needles schools is grounded in team psychology. As the intervention coach at McGregor said, “Our students need all of us on board for them to achieve.” These teams of adults fundamentally believe that all students can learn, so they don’t treat any students as disadvantaged—regardless of their family or economic circumstances.

When a staff vacancy opens up at a Needles school, the applicant pool is smaller than usual because it is widely known that the workload there has no bounds, and that the staff consists of a group of highly dedicated people who are hard to satisfy when it comes to student growth and academic progress. People who put artificial boundaries around what is possible or how hard they want to work, and who spend time blaming non-school circumstances for why disadvantaged students can’t achieve high levels of success, seldom seek employment in a Needles school.

So whether it requires pitching in with after-school tutoring, helping out during summer programs, getting involved with Saturday sessions in preparation for state testing, or showing up early and staying late, Needles teachers, staff, and administrators are driven to do what it takes to ensure pupil success. They refuse to give up on a child who isn’t behaving or getting his or her work done, or on parents who show little initiative in their child’s education.

At McGregor, a Winston Churchill quote hanging on the principal’s office wall reflects the school’s mindset: “Continuous effort—not strength or intelligence—is the key to unlocking our potential.” Staff at the school live by this creed and often referred to one school-wide goal: “1.1 Away from Excellence.”

This is the number of points on the state's rating system that would move the school from a rating of "Effective" to "Excellent." Teachers and leaders at Needles schools don't just put in extra work for their students; they can articulate what the end goal is, why they want to get there, and how their hard work is tied to accomplishing it.

Performance expectations are data-specific and teachers have the autonomy they need to meet targets.

Educators at Needles schools aren't satisfied with just doing more or trying harder. They constantly measure the impact of their efforts against specific performance goals to be sure their efforts contribute directly to student achievement. At Citizens', bulletin boards display state testing data prominently and serve as a reminder to the school community that continuous improvement is more important than just meeting proficiency goals on state tests. The school doesn't just compare itself with the district or with other charter schools (it outscores both by wide margins); it compares its own performance to past school performance and makes growth in every subject and grade level an annual goal.

Once clear, data-informed goals are developed, teachers and support staff are trusted to use their expertise to meet them. To help them gauge whether instructional strategies are effective, most Needles schools utilize student achievement data regularly—in the form of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) progress monitoring, benchmark assessments, classroom formative assessments, short-cycle assessments, and other tools.

At McGregor, for example, teachers and the intervention coach track ongoing reading progress using DIBELS. Each week during the common planning

period, they discuss student progress and plan remediation or enrichment, depending on student needs. At Horizon, staff and parents use the school's online data system to track student progress on quarterly benchmark assessments and in-class work. Each week, the grade-level chairs meet to discuss the data and to develop instructional strategies in response to it. When results are poor, it's expected that instruction will change.

At Needles schools, expectations for teacher performance are directly tied to expectations for student performance, and both are data-driven.

The relentless focus on achievement data and the creation of clear, specific performance goals doesn't apply only to student achievement. We asked Needles teachers about their own evaluations, and how they know they are successful. Needles teachers didn't have much to say about formal evaluations, but they did note that test scores matter. If their children are making gains on the state tests, then they know their efforts are making a real impact.

Just as Needles schools collect a variety of ongoing student data to inform instructional strategies and make changes day-to-day and week-to-week, Needles teachers receive ongoing feedback from principals that improves their instruction and classroom practices. Constant feedback and interpretation of data from principals and peers lets teachers know what they are doing right, and identifies areas where they can improve or change practice. Informal feedback mechanisms build teachers' confidence and renew their focus on meeting performance metrics that are aligned to specific academic goals. At Needles schools, expectations for teacher performance are directly tied to expectations for student performance, and both are data-driven.

Behavioral management policies are clear, well-articulated and consistent, feature positive incentives as well as consequences, and are deeply embedded in the school culture.

How do Needles schools create safe and orderly environments where students can thrive academically? Why is it that new teachers marvel that they “have never seen anything like this before” when it comes to student behavior? Why did we hear so many teachers respond with “We can teach!” when asked why their school was on such a short list of high-performing urban schools?

“Many of our kids are not used to being disciplined consistently so they have to learn that we mean what we say.” — Duxberry Park teacher

At Needles schools, high expectations permeate not only academic programming but also behavioral management strategies and structures. Teachers admitted that maintaining clear and consistent policies governing appropriate student behavior—including but not limited to conventional “discipline”—is not easy; in fact, it requires a relentless daily commitment by all adults in the building.

Further, principals and teachers commonly employ treats and prizes to reward and encourage good behavior and achievement. But at the top of the list of effective discipline strategies is buy-in and consistency among all teachers. As one Duxberry Park teacher said, “many of our kids are not used to being disciplined consistently so they have to learn that we mean what we say.” Further, these teachers believe that many parents are appreciative of the rigorous behavioral expectations and support them when necessary. Students acknowledged that teachers don’t yell

at them but frame positive behavior as a goal for all, and as a critical part of ensuring that they reach their academic goals.

Teachers we interviewed often compared their Needles school with previous experiences. In less disciplined environments, they worked with teachers who undermined colleagues by being lax on discipline in order to be “popular” with their students. In contrast, Needles teachers address student behavior issues in the hallway or cafeteria even if the students are not assigned to them because they are firmly committed to a collaborative culture that values an orderly learning environment. They also gave credit to their administrators for being responsive when a student is disrupting class time, and said they could count on administrators to manage student discipline and give teachers the opportunity to focus on instruction and learning.

Teamwork defines these schools; they have few if any “independent contractors.”

Among the questions posed to principals and teachers at Needles schools was whether they believe their success is replicable elsewhere. While most responded with an emphatic “yes,” they also indicated that it would take two to five years to turn around a low-performing school because of the time and effort it takes to build a school culture with aligned expectations and dedicated staffers.

Any teacher who applies to work in a Needles school already knows that the workload is heavy. Instructors seek out these schools not only because they want to be able to *teach* (not just manage a classroom), but also because they want to be part of the extensive collaboration, individual freedom, and shared expectations that characterize these schools. Simply put, they want to be associated with success.

Needles schools build in time every week for teachers to plan together. Principals at the six district schools acknowledged that most teachers commit far more time than their contracts call for—and do so voluntarily and willingly, mindful that it will result directly in improved student achievement. One teacher at Alcott described the high level of collaboration and respect among staff at her school when noting that paraprofessionals are treated as the equals of teachers, and thus are equally respected by students.

This collegial attitude even filters into lunchroom conversations. During breaks, teachers discuss challenges that individual students are facing and how best to meet their needs. In stark contrast to the “break room gossip” and negativity that occurs in many public schools, the contagious culture of “we can” stands out at Alcott and other Needles schools.

Many teachers in Needles schools lauded their principals for involving teachers and staff in the school’s critical decisions and in genuinely valuing their input. Teachers who work in several schools per week (mainly “specials” or non-core subject teachers) say that the rigorous expectations and deep collaboration at their Needles school is exceptional.

Administrators describe how much deliberation and energy go into filling a vacancy at their schools as they screen every candidate for evidence of flexibility, teamwork, creativity, and the commitment to go the “extra mile.” In hiring, they consider the potential impact of the new teacher on the school’s culture and team dynamic front and center, and they seek talent that can fit well into the team.

A Duxberry Park teacher described one impressive example of teamwork and shared commitment: Last year, the teachers observed all of their colleagues in the classroom and each teacher received anonymous

constructive feedback from his/her peers. According to the Duxberry Park staff, this level of collaborative, voluntary feedback doesn’t happen elsewhere in the district. They believe their staff is rare in welcoming that level of scrutiny of their work as educators.

There is little turnover among administrators and teachers.

Stability and longevity within the school community are hallmarks of Needles schools that contribute significantly to their academic performance. What’s more, stability characterizes the entire school community. Needles schools are led by principals who have been there for at least several years; and staffed by a corps of teachers and support staff who have long tenure in the building and are leaders inside and outside the classroom.

— In stark contrast to the “break room gossip” and negativity that occurs in many public schools, the contagious culture of “we can” stands out at Needles schools.

In the leadership ranks of Needles schools, “churn,” or frequent turnover, is less common than in typical urban public school settings. All of the schools have profited from multiple years of steady principal leadership. For example, College Hill’s principal has been leading the school for 13 years. The same goes for the leader of McGregor. The principal at Duxberry Park has been at the helm for eight years. And Citizens’ has created a leadership team that includes the school’s founder and original staff members, who have been with the school since 1999. This consistency in leadership at Needles schools is notable and certainly contributes to their academic success.

Stable school leadership is mirrored by the staff, many of whom have been deeply involved in shap-

ing the school's program. At Horizon, after five years, the original staff members represent the heart of the school. At Citizens', the director of academics has been on the job for nine years and has valuable institutional knowledge about the school. She is able to guide new teachers and articulate the school's mission in a way that no first-year staff member can. Longevity among teachers at Needles schools also has the added benefit of creating valuable opportunities for rich mentoring between staff experienced in the school culture, and new hires.

The implications of this finding shouldn't be understated. Schools need a stable core among school staff, yet there are many challenges to ensuring this stability. Staff in Needles schools repeatedly indicated that establishing and maintaining an effective school culture takes much nurturing and time.

Staffing is a function of meticulous recruitment and a culture of high expectations that attracts and retains talent.

All Needles schools do an excellent job of recruiting teachers. This makes sense, considering that teacher talent is one of the most influential factors that determine student achievement.

The staffing process is meticulous. When vacancies arise at College Hill in Cincinnati, the principal scrutinizes applicant files and taps into outside networks to size up potential hires. Citizens' puts applicants through a rigorous application process that includes multiple interviews, model teaching, and an assessment of the candidate's educational values. At Alcott and Duxberry Park, hiring teams interview candidates to ascertain whether they have the passion and talent required to meet the schools' high expectations. In all cases, staffing is a careful, thorough process that ends only when the right person is found—regardless of his or her credentials or tenure in education. For

these schools it is more about finding the right fit for their children than about paper credentials or seniority.

Yet not all Needles schools have the leeway to hire exactly as they please. For instance, the Akron Public Schools' collective bargaining agreement requires that teachers be placed according to availability and their own preferences. King Elementary in Akron relies on its reputation for high expectations and rigorous school culture to attract talent and deflect those who cannot perform or do not care to put forth the requisite time and effort. Can this factor alone continue to yield quality placements for the school? As King's principal noted, "We've been lucky."

Another factor relevant to staffing policies at Needles schools is how funds are allocated. At College Hill, the principal described the advantages of student-based budgeting (also dubbed weighted student funding). Several years ago, Cincinnati Public Schools (CPS) implemented a budgeting process that distributed funding to schools based on individual students' needs and characteristics, and then granted principals authority over how those funds were spent.¹⁰

At College Hill, this allowed the principal to eschew hiring an assistant principal in favor of a full-time school psychologist. While no guarantor of quality, student-based budgeting gave her the ability to staff the building in the way she judged to best meet the needs of her students. This kind of control over spending decisions at the building level is an advantage that both Needles charter schools prize and utilize fully.

Unfortunately, Cincinnati's student-based budgeting system has been attenuated in recent years. While CPS budgeting is still student-based, and the district is more progressive than other Ohio districts in the area of school funding, changes have been made that

inhibit school leaders' ability to use their money in ways they deem best for students. This is a freedom that only Ohio's charter schools presently enjoy.

These schools strive to engage parents and develop relationships with them. Much like their relentless pursuit of academic gains for students, Needles schools are never fully satisfied with the extent or intensity of their parental involvement. They seek a relationship with *every child's* family because they recognize the value of partnering with parents and guardians on behalf of their children. Even when school events may be "standing room only"—as is often the case at Duxberry Park, Alcott, and Valleyview—the staff at these and other Needles schools seeks tirelessly to reach those remaining parents who don't participate in their children's education.

Parents at Needles schools expressed gratitude for the welcoming tone set by school administrators and teachers, which they had not experienced in other schools. They commented favorably about the home visit required for admission to several Needles schools. A Horizon parent in Cleveland described her initial discomfort with this visit, until the principal and teacher arrived and it turned out to be so enjoyable that the mother "kept them for two hours." This first step to building an informed home-school relationship suggests the extent of Needles schools' commitment to engaging parents and shows what sets them apart from typical urban public schools.

In unionized Needles schools (six of eight), staff regard their collective bargaining agreements as the floor of their teaching responsibilities, not the ceiling.

In all Needles schools (district and charter), teachers emphasized their willingness to do whatever it takes for their students—especially since their work is producing exceptional academic gains for traditionally underserved children. For teachers in unionized district-operated schools, this typically entails going above and beyond the duties and time constraints written into their contracts. Some may stay late to complete a planning meeting or parent conference, give up planning periods to tutor students or cover another teacher's class, and participate in staff meetings and professional development opportunities that extend beyond the time limits outlined in their contracts. In practice, many Needles school teachers ignore the limitations set forth in their contracts when it comes to promoting the ongoing success of their students.

Needles teachers were also wont to acknowledge the value of their union and the contracts that it negotiates. Yet it was evident that the collegial relationship between principals and teachers in Needles schools reduced the number of potential problems related to those contracts and minimized conflicts associated with work rules. Several teachers noted that when issues do arise, their union's building representative usually settles matters directly with the principal—and without taking it to district union leadership. Others simply noted that working harder or longer was part of their determination not to let their teammates down.

challenges

DESPITE THEIR REMARKABLE SUCCESSES, ADMINISTRATORS AND STAFF IN NEEDLES SCHOOLS ADMITTED THAT STUDENT ACHIEVEMENT IS A CONSTANT STRUGGLE. External challenges make continuous improvement doubly difficult, especially considering the needs of the student populations they serve. We asked Needles educators to share their views on barriers that threaten to undermine their track records of success. Here are some of the most common responses.

- » Raising the level of parent involvement and support (this includes getting parents to understand the importance of regular student attendance);
- » Meeting the needs of a growing number of special-education students or students needing interventions;
- » Maintaining the school's culture of high expectations;
- » Establishing a process for assuring continuity in leadership so that the school's program and performance can flourish over the long term;
- » Holding on to critical school-level decision-making authority in the face of increasing district centralization (i.e., how to resist or navigate around micromanagement from the central office);
- » Resisting the district's penchant to mandate the latest fads in curriculum and instruction in place of what works—and has been working for many years;
- » Garnering more funding from the state/district to meet student needs;
- » Convincing the legislature and governor that high-performing charters should be equally funded (currently, most of them struggle or rely on external fundraising to make ends meet);
- » Recruiting high-quality teachers, a challenge especially for charter schools that have fewer public dollars to spend than district schools;
- » Addressing students' mental health challenges, especially if a school doesn't have much decision-making power over the hiring or use of school psychologists, or if the rising number of troubled students at the school isn't matched by the level of mental health assistance; and
- » Trying to educate impoverished students on outdated school calendars that are inadequate for students needing more instructional time.

2016

| July | | | | | | |
|------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| August | | | | | | |
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| September | | | | | | |
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| October | | | | | | |
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| November | | | | | | |
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| December | | | | | | |
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2017

| January | | | | | | |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
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| February | | | | | | |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | | | | |
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| March | | | | | | |
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| April | | | | | | |
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| May | | | | | | |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
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| June | | | | | | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | |

Important Dates

| | | | | | |
|-----------|--------------------------------|--------------|--------------------------------|-------------|---|
| July 4 | Independence Day | Nov 11 | Veteran's Day | March 31 | Cesar Chavez Day |
| July 25 | New Teacher PD begins | Nov 21-25 | Thanksgiving Break | April 3-7 | Spring Break |
| Aug 1-2 | All Staff Retreat | Dec 6 | Winter MAP Testing begins | April 14 | Parent Conferences (No School) |
| Aug 8 | First Day of School | Dec 19-Jan 2 | Winter Break | April 18 | Spring MAP Testing begins |
| Aug 18-19 | Teacher PD & Teacher Work Day | Jan 3 | Data Day | April 27-28 | Science CST Testing (5 th /8 th) |
| Aug 30 | Fall MAP Testing begins | Jan 4 | Teacher Work Day | May 2-26 | SBAC State Testing (Tentative) |
| Sep 5 | Labor Day | Jan 16 | M.L. King Jr. Day | May 29 | Memorial Day |
| Sep 6 | Data Day | Jan 24 | Quarter 2 Interims begin | June 6 | Quarter 4 Interims Begin (HS only)* |
| Oct 10 | October Break | Feb 10 | Parent Conferences (No School) | June 6 | Spring MAP Testing begins |
| Oct 25 | Quarter 1 Interims begin | Feb 17-20 | President's Day Break | June 16 | Last Day of School |
| Nov 4 | Parent Conferences (No School) | March 27 | Quarter 3 Interims begin | | Minimum Days |

16-17 MS Interim Data Analysis Sheet

| | | | |
|--|--|--|--|
| | | | |
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| | | | |
| | | | |

16-17 MS Interim Data Analysis Sheet

Reteach Action Plan

| Quick Hit Reteach | | Mini-Lesson Remediation | |
|--|--|---|--|
| These are 4-6 small misconceptions made by a several students that can be addressed in 5-10 reteach or Do Now Review | | These are 2-3 major misconceptions that are evident in many students, and will require a follow up lesson to increase mastery | |
| Question Stem/Task: | | Question Stem/Task: | |
| Focus Students: | | Common Misconception: | |
| Common Misconception: | | Focus Students: | |
| Reteach Date: | | <u>Plan for Reteach</u> | |
| Key Points: | | Objective: | |
| Question Stem/Task: | | Reteach Date: | |
| Focus Students: | | Key Points: | |
| Common Misconception: | | CFU Look Fors: | |
| Reteach Date: | | Assessment: | |
| Key Points: | | Who's Responsible: | |
| Question Stem/Task: | | Question Stem/Task: | |
| Focus Students: | | Common Misconception: | |
| Common Misconception: | | Focus Students: | |
| Reteach Date: | | <u>Plan for Reteach</u> | |
| Key Points: | | Objective: | |
| Question Stem/Task: | | Reteach Date: | |
| Focus Students: | | Key Points: | |
| Common Misconception: | | CFU Look Fors: | |
| Reteach Date: | | Assessment: | |
| Key Points: | | Who's Responsible: | |
| Question Stem/Task: | | Question Stem/Task: | |
| Focus Students: | | Common Misconception: | |
| Common Misconception: | | Focus Students: | |
| Reteach Date: | | <u>Plan for Reteach</u> | |
| Key Points: | | Objective: | |



Welcome to our Student Led Conference!

STEP 1: Introductions

My name: _____

Who is here with me: _____

My teacher: _____

STEP 2: Grades/Academics

Thank you all for being here. I'm looking forward to sharing my grades, some of my work, my strengths and areas of growth, and what is coming up next.

My grades:

ELA: _____ Math: _____ PLT: _____ DEAR: _____ History: _____

MAP ELA: _____ Goal Met? _____ MAP MATH: _____ Goal Met? _____

I've been working on many topics and skills in lots of classes. I've made some awesome progress and had successes that I want to share. Also, since no one is perfect, I want to share some things I'm not strong at yet, but that I want to work on.

| I'm Proud Of... | I Want To Work On... |
|-----------------|----------------------|
| | |

My highlights of Quarters 1 and 2 were:

- 1.) _____
- 2.) _____
- 3.) _____

STEP 3: Social-Emotional Learning

At Alpha, we really value our 3 Bs and all our core values:

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____
- 5.) _____

On a scale of 1 - 10, 1 being really bad and 10 being really great, how am I doing at showing those 5 values every day? _____

Explain your self-score:

**Reflect: How are you doing with being a friendly and helpful classmate and friend?
Think about: Lunch, participating in class, group work, PLT, and more!**

| I'm really great at... | I want to work on... |
|-------------------------------|-----------------------------|
| | |

STEP 4: Goal Setting

Goals I have for Quarters 3 and 4 are:

- 1.) _____
- 2.) _____
- 3.) _____

In PLT Lab, we have set some SMART goals. One in particular that I would like to share with you is:


My **SMART GOAL**

I want to _____

by _____

so I will _____

_____ to meet my goal.



What are my obstacles and how will I overcome them?

I'll know I succeeded when I...

STEP 5: Preparedness/Organization

Almost every day, I have 4 types of homework: DEAR, Math, ELA, and History (this semester, we will have science). Each day, my teacher checks it off and grades it.

Reflect: How often do I turn in my homework?

Why is that?

Every day, I need to have supplies with me so I am ready to learn. These supplies include: pens/pencils, earphones, paper, DEAR book, homework, organized binder with tabs, and textbooks.

Reflect: How often do I have all of my supplies ready?

Why is that?

To succeed in DEAR, I need to take reading quizzes and complete book projects.

Number of Projects I've completed: _____

Number of Quizzes I've passed: _____

Parent Contact Information:

Name:

Student's Name:

Phone:

Call or text? _____

Has your address changed?

If no, skip! If yes, fill out below!



Teacher Contact / Homework Help:

Ms. Iatridis

Email: ciatridis@alphapublicschools.org

Cell: (408) 766-4048

* Remember that if you need help with math homework, you can use the website:

[http://homework.cpm.org/cpm-homework.](http://homework.cpm.org/cpm-homework)

* Homework club (no need to sign up!!) is on Tuesdays and Fridays from 4:00pm – 5:00pm in the Oregon classroom right here at Alpha! There are teachers to help students finish homework and understand concepts they don't quite get yet.



MASTER EDUCATIONAL PROGRAM SERVICES AGREEMENT

This Master Educational Program Services Agreement ("Agreement"), effective as of this 13 day of July, 2016 ("Effective Date") is between Citizen Schools, Inc., a Massachusetts corporation with its principal place of business at 308 Congress Street, 5th Floor, Boston, MA 02210 ("Citizen Schools") and Alpha Public Schools, having a principal place of business at 1601 Cunningham Ave, San Jose, CA 95122 ("Collaborator").

Introduction

Citizen Schools is a national nonprofit provider of educational program services.

Citizen Schools and Collaborator desire to work together to implement one or more educational programs (each, a "Program") that are described in one or more program collaboration schedules that the parties agree to enter into and incorporate by reference into this Agreement (each, a "School Partnership Agreement"). Each Program will be conducted for middle school students at the school identified in the applicable School Partnership Agreement (each a "School," collectively, the "Schools").

Citizen Schools and Collaborator desire to enter into this Agreement to define the parties' obligations with respect to the implementation of the Program(s) for students at the School(s).

1. Program

Citizen Schools and Collaborator shall work together to implement each applicable Program at the applicable School(s) in accordance with this Agreement. Each School Partnership Agreement outlines the relationship between the applicable School and Citizen Schools with regarding to the conduct of the Program, the terms of which are fully incorporated into this Agreement and shall be binding upon Citizen Schools and Collaborator upon execution of the School Partnership Agreement. Should Collaborator desire to conduct a Program at additional Alpha Public Schools campus(es), an additional School Partnership Agreement shall be negotiated and incorporated into this Agreement prior to the commencement of Program services at the additional campus(es). Citizen Schools shall have no obligation to perform any services under this Agreement until this Agreement and the applicable School Partnership Agreement have been fully executed by both parties. Notwithstanding the foregoing, if Collaborator is a school district, the applicable School Partnership Agreement may be entered into by either Collaborator or the applicable School.

2. Limited Warranty; Disclaimer

2.1 Limited Warranty. CITIZEN SCHOOLS WARRANTS THAT IT WILL USE PROFESSIONAL AND WORKMANLIKE EFFORTS TO IMPLEMENT THE PROGRAM IN MATERIAL CONFORMANCE WITH THE APPLICABLE SCHOOL PARTNERSHIP AGREEMENT.

2.2 Disclaimer. EXCEPT FOR THE EXPRESS WARRANTY SET FORTH IN SECTION 2.1, EACH PROGRAM AND ANY OTHER SERVICES AND MATERIALS PROVIDED BY CITIZEN SCHOOLS UNDER THIS AGREEMENT ARE PROVIDED AS IS. CITIZEN SCHOOLS MAKES NO OTHER REPRESENTATION OR WARRANTY WITH RESPECT TO ANY PROGRAM OR ANY SERVICES



OR MATERIALS PROVIDED BY CITIZEN SCHOOLS, WHETHER EXPRESS OR IMPLIED, WRITTEN OR ORAL (INCLUDING ANY WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR NON-INFRINGEMENT.)

3. Limitation of Liability

EXCEPT IN CONNECTION WITH THE INDEMNITY OBLIGATIONS SET FORTH IN SECTION 4, BELOW, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER FOR SPECIAL, INCIDENTAL, CONSEQUENTIAL, EXEMPLARY, PUNITIVE, MULTIPLE OR OTHER INDIRECT DAMAGES, OR FOR LOSS OF PROFITS, LOSS OF DATA OR LOSS OF USE DAMAGES, ARISING OUT OF THIS AGREEMENT, EVEN IF REASONABLY FORESEEABLE OR SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR LOSSES.

IN NO EVENT SHALL CITIZEN SCHOOLS' AGGREGATE LIABILITY UNDER THIS AGREEMENT OR FOR ANY AND ALL MATTERS OR CAUSES OF ACTION, CUMULATIVELY, ARISING IN CONNECTION HEREWITH EXCEED THE TOTAL AMOUNTS PAID TO CITIZEN SCHOOLS UNDER THIS AGREEMENT IN THE THEN-PRIOR TWELVE (12) MONTH PERIOD.

4. Indemnity

4.1 Subject to Section 4.3, Citizen Schools agrees to indemnify, defend and hold harmless Collaborator and its officers, directors, employees, and agents from and against any and all third party claims, demands, costs, damages, settlements and liabilities (including all reasonable attorneys' fees and court costs) of any kind whatsoever to the extent arising from (i) Citizen Schools' breach of its obligations under this Agreement or any School Partnership Agreement and/or (ii) the gross negligence or intentional misconduct of Citizen Schools.

4.2 Subject to Section 4.3, Collaborator agrees to indemnify, defend and hold harmless Citizen Schools and its officers, directors, employees, and agents from and against any and all third party claims, demands, costs, damages, settlements and liabilities (including all reasonable attorneys' fees and court costs) of any kind whatsoever to the extent arising from (i) Collaborator's (or a School's) breach of its obligations under this Agreement or any School Partnership Agreement and/or (ii) the gross negligence or intentional misconduct of Collaborator or a School.

4.3 The indemnified party shall provide prompt written notice of the claim to the indemnifying party and the indemnifying party shall have sole control over the defense and settlement of the claim. The indemnified party shall cooperate fully with the indemnifying party, at the indemnifying party's sole cost and expense, in the defense of any such claim. The indemnifying party shall not, without the prior written consent of the indemnified party, agree to any settlement of any such claim that does not include a complete release of the indemnified party from all liability with respect thereto or that imposes any liability, obligation or restriction on the indemnified party. The indemnified party may participate in the defense of any claim through its own counsel, and at its own expense, subject to the indemnifying party's control noted above.

5. Payments



- 5.1 Collaborator agrees to provide payment to Citizen Schools for services provided under this Agreement in the amount of \$352,500:
- \$163,750 for services provided to Blanca Alvarado Middle School
 - \$188,750 for services provided to Jose Hernandez Middle School
- 5.2 Citizen Schools will invoice Collaborator as set forth in the following schedule; each payment will be due 15 days after receipt of the corresponding invoice.
- \$176,250 will be invoiced on July 1, 2016
 - \$88,125 will be invoiced on January 1, 2017
 - \$88,125 will be invoiced on March 1, 2017
- 5.2 In order to ensure adequate and appropriate program staffing, Citizen Schools commits to replacing or providing interim coverage for any staff positions that have become permanently vacated by resignation or temporarily vacated through granted extend leave (i.e. FMLA or suspended service through AmeriCorps) within a 30 day window. If a staff position has not been replaced or interim coverage has not been provided within the 30 day window following a vacancy, Citizen Schools will agree to reduce the school partnership payment charged to Alpha Schools by the amount of salary budgeted to that position for the length of time the position is vacant, starting on the 31st day of the vacancy up until the position is replaced or proper interim coverage is provided. No such reduction will be calculated should a position vacancy occur when there are fewer than 30 days remaining in the contract term.
- 5.3 In addition to the payments provided for above, Collaborator will, at its cost, provide personnel and such other items to conduct activities for each Program and for the safety of the participating students as are set forth in the applicable School Partnership Agreement. Collaborator shall be fully responsible for all costs associated with the provision and contribution of such personnel and items, as well as any ancillary requirements and the costs thereof (including but not limited to insurance), and Citizen Schools shall have no responsibility for any of such personnel or items, ancillary requirements, or the costs thereof.

6. Term and Termination

The term of this Agreement shall commence on the Effective Date and continue for an initial term of one (1) year unless earlier terminated as provided for in the following paragraph (the "Initial Term"). Thereafter, the Agreement may be renewed for successive 12-36 month periods (each a "Renewal Term" and collectively with the Initial Term, the "Term") if the parties so agree in writing prior to the expiration of the then-current term. In the event this Agreement expires while a Program is still in effect, the terms of this Agreement shall continue to govern such Program.

This Agreement may be terminated prior to the expiration of the Term by either party if the other party materially breaches the terms of this Agreement and fails to cure such breach within thirty (30) days after receipt of notice thereof from the non-breaching party. In addition, the Agreement may be terminated by either party at any time upon notice to the other party if there are no School Partnership Agreements then in force.



Upon expiration or termination of the Agreement for any reason, all rights and obligations of the parties hereunder shall cease, except that Sections 2, 3, 4, 6, 7 and 8 shall survive, and any payments that were payable on or prior to the expiration or termination date shall be paid in accordance with Section 5.

7. Parental Consents; Measurement and Evaluation

- (7.1 Parental Consents. Collaborator shall be responsible for procuring all necessary parental consents for students' participation in each Program. Collaborator shall provide Citizen Schools with a copy of each such consent upon request.
- 7.2 Measurement and Evaluation. With parental consent, Collaborator will provide Citizen Schools with access to the following information about students for evaluation purposes, in accordance with district and state privacy guidelines: school attendance, suspension/ expulsion, grade promotion, grade data, standardized test scores, course selection and high school matriculation data. Citizen Schools will work with Collaborator to access the aforementioned evaluation data with parental consent and Collaborator and/or School permission and maintain prudent confidentiality as may be further set forth in the applicable School Partnership Agreement. Measurement and evaluation activities to be conducted by Citizen Schools as part of each Program are specified in the applicable School Partnership Agreement.

8. General

- 8.1 Relationship of Parties. The parties shall be deemed independent contractors for all purposes hereunder. This Agreement does not constitute a partnership, joint venture or agency between the parties hereto, nor shall either of the parties hold itself out as such contrary to the terms hereof by advertising or otherwise nor shall either of the parties become bound or become liable because of any representation, action, or omission of the other. Neither party is an agent of the other party and has no authority to represent the other party as to any matters. Further, at all times during the Term and in all respects, neither party shall be considered an employer or joint employer for any individual because of or relating to the parties' collaboration as described in this Agreement and any accompanying addenda or scope of work, including but not limited to any School Partnership Agreement.
- 8.2 Notices. All notices required or permitted under this Agreement shall be in writing and shall be personally delivered or deposited in the United States Post Office, by registered or certified mail, postage prepaid, addressed to the other party at the address shown above, or at such other address or addresses as either party shall designate to the other in accordance with this Section. All notices shall be effective upon receipt.
- 8.3 Entire Agreement. This Agreement, together with the School Partnership Agreements, constitutes the entire agreement between the parties, and supersedes all prior agreements and understandings, whether written or oral, relating to the subject matter of this Agreement. In the event of a conflict between the terms in the body of this Agreement and the terms of a School Partnership Agreement, the terms in the body of this Agreement shall govern unless the School Partnership Agreement expressly identifies (by Section number) specific terms of this Agreement over which the parties



agree the terms of the School Partnership Agreement shall govern, in which case the applicable terms of the School Partnership Agreement shall govern with respect to the identified terms of this Agreement for the corresponding Program only.

- 8.4 Amendment. This Agreement may be amended or modified only by a written instrument executed by both parties.
- 8.5 Mutually Negotiated. The parties agree that the terms and conditions of this Agreement (including any perceived ambiguity herein) shall not be construed in favor of or against any party by reason of the extent to which any party or its professional advisors participated in the preparation of the original or any further drafts of this Agreement, as each party has been represented by counsel in its negotiation of this agreement and it represents their mutual efforts.
- 8.6 Governing Law. This Agreement shall be construed, interpreted and enforced in accordance with the laws of the Commonwealth of Massachusetts.
- 8.7 Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of, both parties and their respective successors and assigns. Collaborator may not assign or transfer this Agreement in whole or in part, nor any of the rights hereunder, without the prior written consent of Citizen Schools.
- 8.8 Waiver. No delay or omission by a party in exercising any right under this Agreement shall operate as a waiver of that or any other right. A waiver or consent given by a party on any one occasion shall be effective only in that instance and shall not be construed as a bar or waiver of any right on any other occasion.
- 8.9 Severability. In the event that any provision of this Agreement shall be invalid, illegal or otherwise unenforceable, the validity, legality and enforceability of the remaining provisions shall in no way be affected or impaired thereby.
- 8.10 Force Majeure. Neither party will be liable for any failure or delay in its performance under this Agreement due to any cause beyond its reasonable control, including but not limited to acts of war, acts of God, earthquake, flood, fire, embargo, riot, sabotage, or failure of third party power or telecommunications networks.
- 8.11 Compliance with Laws. Each party agrees that it shall comply with all applicable laws and regulations in connection with its performance under this Agreement. For clarification, but not limitation, Collaborator shall be responsible for legal compliance with respect to labor and employment matters, including compliance with any applicable collective bargaining agreement, and other laws and regulations with respect to individuals employed or otherwise retained by Collaborator who perform services under this Agreement.

<SIGNATURE PAGE FOLLOWS>



IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year set forth above.

CITIZEN SCHOOLS, INC.



By: *Keith Roberts*

Title: *CFO*

Date: *7/13/16*

Alpha Public Schools



By: *Damone Jordan*

Title: *Director of Finance*

Date: *7/29/16*



José Hernández Middle School

1601 Cunningham Ave

San Jose CA 95122

Principal: Samantha Hanlon

STUDENT AND FAMILY HANDBOOK 2016-2017

***SPANISH/VIETNAMESE TRANSLATION AVAILABLE IN MAIN OFFICE**

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Mission and Vision

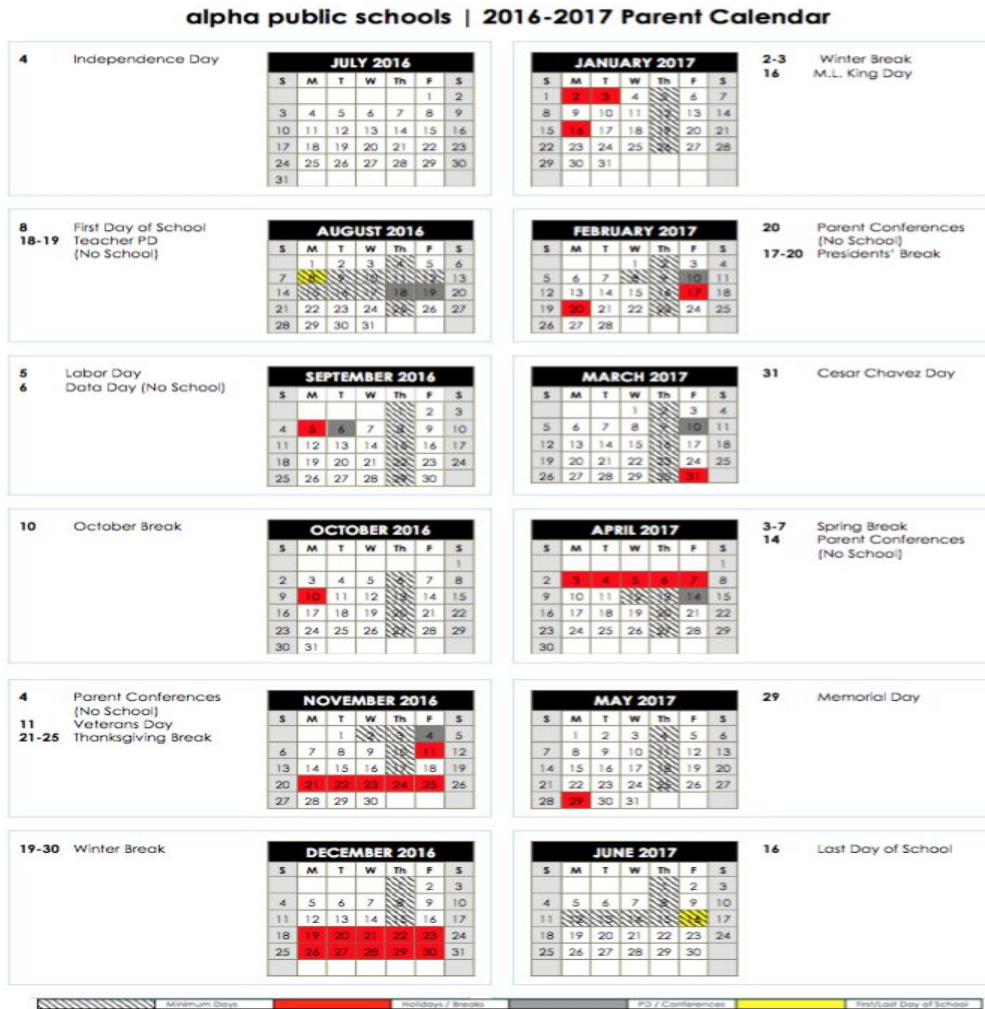
Alpha Public Schools' students, families, and teachers collaborate to develop the 21st century academic skills and character strengths students need for success in school, college, and career. Together we create self-reliant leaders committed to making a positive change in the world.

Lottery and Enrollment Procedures

Admission to Alpha Public Schools is determined by a lottery system. Admissions preferences are given to siblings of current students, and students residing in the District per the school's charter. Seats are offered to students according to their numerical ranking until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. School staff will notify families when space becomes available and specify the timeframe for accepting the open space and submitting all paperwork.

Newly accepted students must be present during the first week of school or may risk losing their space.

School Year Calendar



School Schedule

Alpha: **José Hernández** (“the School”) operates from 9:00 a.m. until 4:00 p.m., every day except Thursday which is minimum day (1:30 p.m. Dismissal). Students are required to arrive at school on time and to remain in school until dismissal.

Attendance – General

Attendance is the first step in ensuring academic achievement. **Regular attendance is required.** Parents and guardians are required to ensure that their children are in school and face strict

penalties if they fail to meet these obligations.

***EC SECTION 48260 (A):** ANY PUPIL SUBJECT TO COMPULSORY FULL-TIME EDUCATION OR COMPULSORY CONTINUATION EDUCATION WHO IS ABSENT FROM SCHOOL WITHOUT A VALID EXCUSE THREE FULL DAYS OR TARDY OR ABSENT MORE THAN ANY 30-MINUTE PERIOD DURING THE SCHOOL DAY WITHOUT A VALID EXCUSE ON THREE OCCASIONS IN ONE SCHOOL YEAR, OR ANY COMBINATION THEREOF, IS A TRUANT AND SHALL BE REPORTED TO THE ATTENDANCE SUPERVISOR OR THE SUPERINTENDENT OF THE SCHOOL DISTRICT.*

Alpha Public Schools loses approximately \$50 in state funding each day that a student is absent from school. Losing this funding means fewer resources for your child and their teachers.

Excused Absences

A student may be excused legally from school when the absence is due to:

- Personal illness or injury
- Quarantine under the direction of a county or city health officer
- Medical, dental, optometric, or chiropractic services rendered
- Attendance at funeral services for a member of the immediate family (1 day in state, 3 days out of state). “Immediate family” shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student’s immediate household.
- Exclusion for failure to present evidence of immunization (Ed. Code 48216)
- Exclusion from school because student is either the carrier of a contagious disease or not immunized for a contagious disease (Ed. Code 48213)
- Participation in religious instruction/exercises in accordance with school policy: No more than four (4) school days per month.
- Upon written request of the parent or guardian and approval of the Principal or his/her designee and pursuant to board policy, a student’s personal justifiable absence may be excused. Reasons include, but are not limited to:
 - Appearance in court
 - Observation of a holiday or ceremony of his/her religion
 - Attendance at religious retreats not to exceed four (4) hours per semester
 - Attendance at funeral services (for other than the immediate family)

Unexcused Absences

Unexcused absences are recorded for those absences not meeting the criteria for an “excused” absence as listed above including, but not limited to, personal family vacations, an unjustifiable and/or unverified student absence, or any other absence deemed “unexcused” by the school’s administrative team. Excessive unexcused absences (more than 10% of school days) will place your student at risk for not being promoted to the next grade.

Verifying Absences

The School will keep records of all student absences. **Parents are required to contact the school to verify their student's absence.** A phone call, voice mail, or email verification is acceptable. Please call (408) 780-1551 Ext 303 or email the office staff at mtoscano@alphapublicschools.org.

If the School does not receive notification from the parent, the School's staff will make reasonable efforts to contact the student's parent(s) or guardian(s) by telephone, writing, or in person. Other methods to verify absences include:

- Notes received from parent, guardian, or their representative
- Absence verification forms from a licensed medical professional
- Visit to the student's home by the verifying school employee or authorized representative
- Any other reasonable method that establishes the fact of the student's absence. This may include information gained from others judged to be reliable.

Appointments

Medical appointments should be made after school hours. The best times are after 4:00PM on weekdays and after 1:30PM on minimum Thursdays. If a student does have a medical appointment during the school day, they should not miss the entire day.

Early Dismissal

Students are expected to stay in school until the very end of the day. Early pickups are disruptive to the learning environment and problematic for our teachers. No early pick-ups will be permitted 30 minutes prior to dismissal without prior approval from the School staff. Students who are frequently picked up early are subject to being considered truant and may lose in school privileges.

Excessive Absences

In a given school year, if a student has 3 unexcused absences or is tardy or absent for more than any 30 minute period during the school day without a valid excuse, they are considered truant. The School will work with families to find solutions to excessive absenteeism and tardiness. However, if there is no change in behavior, the School may file the appropriate reports with the Santa Clara County District Attorney's Office. The School will work to support families to improve attendance but excessively absent students may be subject to consequences, including losing field trip privileges, exclusion from special events that occur during the regular school

day, and other activities or events that occur during the regular school day, as deemed appropriate by the School's administration.

Excessive Late Arrivals

In a given school year, if a student has excessive late arrivals (10% of total number of school days), he or she will be subject to consequences, including losing field trip privileges, exclusion from special events that occur during the regular school day, and other activities or events that occur during the regular school day, as deemed appropriate by the School's administration.

The School will enforce these policies uniformly, fairly, and consistently among all students.

Arrival & Dismissal Policy

Arrival

- The School officially opens to students at 8:30 a.m. each day.
- Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building.
- Students having breakfast on campus are required to report at 8:20 a.m.. so that they may be escorted to the cafeteria. Breakfast will not be served past 8:45 a.m.. Students not having breakfast at the school should arrive at 8:45 a.m.. and report to their classroom.
- Students are expected to respect all school property and all surrounding property while waiting for admittance into the school.

Dismissal

- The school day officially ends at 4:00 p.m.. Supervision will not be available past 4:15 p.m..
- Families are responsible for picking up students at the front or back entrance to the School on time.
- No student will be allowed to leave the School without an adult escort or parent/guardian permission.
- No student will be allowed to leave the School with an adult who is not his legal guardian unless the guardian has specified the adult as an authorized individual on the authorization form. This form must be submitted to the front office.

- Families **MUST** submit a release form (provided in August) listing the names and information for any individuals, besides parent(s) / guardian(s), who regularly are authorized to pick up their children.

Late Pick-Up Policy

The School is open to students at 8:30am. and closes promptly when students are released at 4:00pm except on minimum Thursday when the school closes at 1:30pm. All students must be picked up no later than 4:30pm. or 2:00pm. on minimum Thursday.

Please pick-up your child on time or to arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related event, or other emergency. Late pick-ups will not be tolerated for any reason. The School does not have staff available after 4:30pm. or 2:00pm. on Thursdays to care for your child. Staff time is valuable, and you may be subject to consequences for failing to timely pick up your child.

The following consequences will apply for late pick-ups:

- After the first late pick-up, you will receive a verbal warning.
- Each subsequent late pick-up will result in a written warning and a copy of the School's policy on late pickups.
- If a student is picked up late more than five (5) times, a conference will be scheduled with the administration.
- Any time there is a late pick-up, the School may consider your child abandoned and call the local police department and/or the Department of Social Services/Child Protective Services to arrange pick-up for your child.
- **After ten (10) late pick-ups have occurred, the School may contact the local police department and/or the Department of Social Services/Child Protective Services to report child neglect. Written warnings will be submitted to authorities as evidence of child neglect.**

Homework

Homework is an essential part of the School's educational program: it is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits.

Homework is given every day unless otherwise specified by the teacher on the student's agenda. Homework is worth 10% of the student's grade.

Student Discipline, Suspension, & Expulsion

Teachers and administrators will use a large array of strategies to promote positive behavior and to correct problem behaviors. We also use consequences and a problem-solving approach to help students fix behavior problems. Students may lose privileges when they violate the rules.

The School's administrative team will work closely with teachers, families, and students to help them learn and grow and has the authority to decide on the appropriate consequences for student behavior. The administrative team may solicit parent / guardian input in certain situations, but they retain all decision-making authority.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the School. In creating this policy, the School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School's Main Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

B. Progressive Discipline

The School believes in progressive discipline as a means to ensuring due process, intervention, and fairness to the disciplinary process. However, the School is committed first and foremost to the health and safety of our students and staff; and second to creating the strongest possible learning and teaching environment free from the distractions of poor student behavior. Accordingly, the following progressive discipline steps **SHALL NOT** preclude the immediate suspension and/or recommendation for expulsion of any student for any of the enumerated offenses listed below in Section C in accordance with the procedures outlined below. In addition, the following progressive discipline steps shall not preclude the initiation of alternative discipline/warning activities with a student and his/her parent(s) or guardian(s) upon the discretion of the Principal or designee.

1. Each teacher shall implement a school-wide classroom behavior strategy that is developed by the teachers, and explained to students and parents verbally and in writing and implemented consistently amongst all students unless otherwise dictated by Section 504 Accommodation Plan or Individualized Education Plan. Teachers shall facilitate the translation of the behavior strategy into a pupil or parent’s primary

language if in the teacher's professional judgment the translation is necessary for a parent or student's full understanding and support of the behavior strategy.

2. Each classroom behavior strategy shall specifically allow for the referral of a student to the Principal for any of the enumerated offenses listed below in Section C.
3. Upon the 1st referral in one school year of a student to the Principal:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent/ guardian. This notice shall be followed by telephonic notice by the teacher to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the teacher shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. A student may be sent home for the day depending on the severity of the offense. The suspension shall be in accordance with the procedures described in Section D1 below.
4. Upon the 2nd referral in one school year of a student to the Principal:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent /guardian. This notice shall be followed by telephonic notice by the teacher to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the teacher shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. A conference will be held with the student, the parent / guardian, the classroom teachers, and the administrative team in order to implement a behavior plan. At this conference, a follow-up date will be set to assess the progress of the student's behavior plan.
 - c. A student may be sent home for the day depending on the severity of the offense. The suspension shall be in accordance with the procedures described in Section D1 below.
5. Upon the 3rd referral of a student in one school year to the Principal:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the teacher to the parent or guardian.

If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the teacher shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.

- b. The student may be suspended for 1-3 days with the amount determined by the discretion of the Principal taking into consideration the severity of the offense and the student's behavior history. The suspension shall be in accordance with the procedures described in Section D1 below.

6. Upon the 4th referral of a student in one school year to the Principal:

- a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the teacher to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the teacher shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
- b. The student may be suspended for 3-5 days with the amount determined by the discretion of the Principal taking into consideration the severity of the offense and the student's behavior history. The suspension shall be in accordance with the procedures described in Section D1 below.

7. Upon the 5th referral of a student in one school year to the Principal:

- a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the Principal to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the Principal shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
- b. The student may be suspended for up to 5 days. The suspension shall be in accordance with the procedures described in Section D1 below.
- c. Automatic recommendation to the Chief Schools Officer of the student for expulsion in accordance with the authority granted and the process outlined in

Sections E-O below. Upon such a recommendation the pupil and the 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. This determination will be made by the Chief Schools Officer or designee 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. All results will be documented in the student information system.

C. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- 2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- 3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by

creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 3) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - v. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - vi. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - vii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - viii. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.
 - 4) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or

attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the designee with the student and his or her parent and, whenever practical, the teacher, supervisor or School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. 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. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or designee, the pupil and the 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. This determination will be made by the Principal or designee upon either of the following: 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.

E. Authority to Expel

A student may be expelled either by the School Board of Directors following a hearing before it or by the School Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student'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:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the

identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the

complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record 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.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, Panel 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 or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Principal or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the School as the School Board of Director's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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. The

rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Chief Schools Officer, Principal, and/or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Schools Officer or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an

interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.

- c) The child’s teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

School Uniforms

All students must wear the School’s uniform every day. If a student arrives out of uniform, a parent / guardian will be called and asked to bring in a uniform before the student is sent to class. Students may not change out of their uniform at any point during the school day. Students must wear uniforms on all school field trips and while on campus.

Alpha: Jose Hernandez Uniform Policy

☐Shirts:

- Students must wear unaltered black polo shirts – either official school polo shirts or plain black polo shirts with no emblems, insignias, logos, or designs.
- Students may not wear anything underneath their polo shirts except one white or black short-sleeve or long-sleeve T-shirt.
- Polo shirts must be tucked in anytime a student is on campus or at a school event and must be of appropriate length and fit. Shirts may be un-tucked during PLT only, but must be tucked back in at the end of class.

Sweaters:

- Students may wear an unaltered official school sweatshirt or a plain black sweatshirt with no emblems, insignias, logos, or designs.
- Students may wear hoodies.

Coats/Jackets/Outerwear:

- Only plain black-coats may be worn during arrival or dismissal while students are on

campus.

- Students may also wear simple black knit caps or gloves. These items must be removed and put away immediately upon entering class and may not be taken out until the end of the school day.

Pants:

- Students must wear khaki pants, khaki shorts or khaki skirts.
- Shorts or skirts must be at knee length.
- Cargo pants, spandex material, corduroys, denim, and skin tight material are not permitted.
 - If undergarments are visible through clothing then the pants are inappropriate.
 - Pants must be worn at waist level

Shoes

- Sneakers are required. No other shoes will be permitted (ex: boots). Shoes may not be a solid blue or red.

Socks/Leggings:

- Socks may be colored, but cannot be solid blue or red.
- If a student chooses to wear leggings/tights/hose they must be black, white or grey.

Belts:

- It is optional for students to wear belts. If students choose to wear a belt it must be solid black, white, gray, or brown. No fancy or large buckles, markings, studs, extra holes, or designs. Belts may not hang down.

Jewelry/Accessories:

- Students may wear a simple watch and simple bracelets.
- One simple necklace is permitted. All necklaces must be tucked inside the shirt.
- Students may wear small earrings no bigger than a quarter.
- Visible body piercings or tongue piercings or Band-Aids/tape covering piercings are **not** permitted.
- No make up may be worn at any time.
- No fake nails are allowed. Simple nail polish is permitted.
- Perfume and scented lotion should not be worn and may not be brought to or applied on campus.

Headwear/Hairstyle:

- No hats or other head coverings – including scarves, hairnets, athletic sweatbands, and bandanas – are permitted on school grounds, except where mandated by-religious requirements.
- Hair can be colored or highlighted only in a natural human hair color.

Tattoos:

- No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted.

Backpacks

- No solid blue or red is permitted on backpacks.

* No clothing or jewelry that is determined by any teacher or staff member to distract from the learning process is permitted. Any confiscated items must be picked up by a parent before or after school.

Additional Information

Whenever any element of physical appearance or grooming—even if it is allowable under the school’s current rules—becomes a distraction to one’s self or to others, it is no longer acceptable and steps will be taken to remove the distraction.

Family Involvement Policy

The School encourages families to participate actively in their children’s education. We strive to cultivate positive and productive relationships with all of our families.

The School recommends and encourages XX volunteer hours from each family, although parental participation in any form is important to the School community and so we encourage participation in any form. Families may earn hours by:

- Attending community meetings
- Attending committee meetings
- Attending parent/teacher conferences
- Participating in school event set-up, execution, and clean-up
- Assisting with morning/afternoon traffic duty
- Assisting teachers with classroom setup/cleanup or project preparation
- Assisting teachers with classroom presentations
- Serving as the Homeroom Parent (CAPS)
- Assisting office staff with paperwork
- Donating school supplies or snacks to the classroom
- Volunteering in the school library
- Recruitment support
- Carpool support
- Volunteering in the classroom (background check required)
- Assisting school staff with recess duty (background check required)

Communication:

Our partnership with parents is dependent on frequent, detailed communication about student achievement and behavior. We will communicate with parents in the following ways:

- Text Message
- Phone Call
- Monthly Newsletter

WE ENCOURAGE PARENTS TO COMMUNICATE THEIR NEEDS AND CONCERNS WITH THE SCHOOL. IF FAMILIES HAVE A CONCERN ABOUT A SCHOOL POLICY, AN ACADEMIC GRADE, A DISCIPLINE DECISION, OR ANYTHING ELSE, WE ASK THAT THEY TAKE SOME TIME TO REFLECT ON IT AND THEN CONTACT THE SCHOOL. WE WELCOME THE CONVERSATION. WE UNDERSTAND THAT FAMILIES HAVE VERY STRONG FEELINGS ABOUT ISSUES CONCERNING THEIR CHILDREN. WE ASK ONLY THAT ANY ISSUES WITH THE SCHOOL BE DEALT WITH PATIENTLY AND RESPECTFULLY. WE PROMISE TO TREAT ALL FAMILY CONCERNS WITH RESPECT.

Promotion/Retention Policy

Alpha Public Schools provides support for the academic development of students through personalized instruction. Students will progress each year by completing the Alpha and State Standard curriculums necessary to support their success at the next grade level.

Retention (remaining at the same grade level for a second year) is an action that may be taken to assist a student to be more successful in their learning. Risk for retention will be identified as early in a child's school career as possible. As soon as identified, the teachers and school administration team will begin interventions to assist the student in the areas of concern. Parents will also be included in this discussion as early in the school year as possible.

Students will be identified for promotion/retention on the basis of:

- Academic achievement and standardized testing
- Physical, social, psychological, and emotional considerations
- Special needs
- Information provided by teacher(s), parents, or guardians

The demonstration of individual student learning is to be measured by, but not limited to, the following:

1. Overall student grades in English Language Arts, Math, Science, and Social Studies (grades below a 2.0/"C" average/70%)
 - a. High School: Students who score below the 2.0/"C" average/70% in 1 or 2 classes will need to retake the class during the summer immediately after the course ends. HS retention is more fluid as student grade level is identified by credits earned.

2. Alpha interim assessments in English Language Arts and Math (grades below a 2.0/"C" average/70%)
3. State testing (SBAC) scores in English Language Arts and Math (assessing below or far below basic in all subject levels)
4. NWEA/Measure of Academic Progress (MAP) assessments in English Language Arts and Math (insert percentile)
5. Attendance (no more than 10 days absent)
6. The meeting of the intervention goals determined by the Student Support Team and principal discretion based on the above criteria.

English Learners:

English Learners, determined through the CELDT testing process (California English Learner Development Test), could be considered "at risk" based on the challenges they face in acquiring mastery of subject areas in English. English Learners should be provided with supplemental instruction as a key intervention to ensure that they will eventually attain grade level proficiency. Decisions regarding the promotion or retention of English Learners require special consideration. Following the supplemental instruction for the English Learner, if it is determined through the SST process that the student would benefit from retention, the above determinations and process will be followed.

Special Education:

Students with physical and/or mental disabilities, which interfere with the major life activity of learning, are provided protections under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Their educational opportunities will be affected by the development of accommodation plans intended to mitigate the effects of the disability on educational performance.

Students whose physical, mental, or learning disabilities are provided protection under the Individuals with Disabilities Education Act (IDEA) has their educational needs supported through Special Education (specially designed instruction) and related services (services which enable them to benefit from their Special Education program).

Modifications of curriculum and the grading rubric are to be utilized for students on an IEP (Individual Education Plan). Accommodations put in place for students who have a 504 Plan or are in Special Education are not used when considering retention of the student.

Retention may be considered for students on a 504 Plan or IEP if the academic, social, and emotional needs of the student would benefit from the repetition of a grade. The special education team would make the recommendation for retention.

If a student with a 504 Plan or IEP is initially identified as a candidate for retention, school leaders and teachers will immediately contact the student's case manager to discuss next steps.

Appeals Process

When the recommendation for retention is not agreed upon by the parents/guardians, they have the right to appeal by bringing their appeal to the principal. The principal will provide and discuss documentation regarding the recommended retention to include, but not limited to, testing and assessment results, report cards, and SST meeting notes with the appropriate stakeholders.

Teacher Qualifications

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Special Education

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (IDEIA), Education Code requirements, and applicable policies and practices of the El Dorado and Sonoma County Charter SELPA. These services are available for special education students enrolled at the School.

We offer high quality educational programs and services for all its students in accord with the assessed needs of each student. We collaborate with parents, the student, teachers, and other agencies, as may be indicated, in order to best serve the educational needs of each student.

School Lunch Program

Both breakfast and lunch will be available at the School. All families who feel they may qualify will need to complete a form that enables the school to participate in the free or reduced-price meal program. For families that do not qualify for free or reduced price lunch, the School will charge \$3.10 the for meals.

Families may send lunch to school; however, students will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send in nutritious foods.

If the student forgets lunch at home or it must be dropped off, please leave the lunch at the main office before 11:00am.

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

Alpha Public Schools designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C).):

Shara Hegde, Chief Schools Officer
2110 Story Rd, Suite 250
San Jose, CA 95122
(408) 401-9388

The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at the School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the School charter, and Board policy.

7. Parents/guardians are fully informed of all transportation services , as applicable.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Student Records

The School's administrative team is in charge of student records. Pupil records maintained by the School consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The school principal or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices. Except for directory information, pupil records are accessible only to parents or legal guardians, a pupil 16 years or older or having completed the 10th grade, the personnel, including independent contractors, for the School who have a legitimate educational interest in the pupil and other specified persons under certain circumstances prescribed by law. When a student moves to a new school/ school district, records will be forwarded upon request of the new district within 10 school days.

If parents / guardians would like to examine a child's record, the parents / guardians should submit a request in writing to the Principal. The School will make the records available within five business days of receipt of a written request.

Confidential Student Information:

The School must have a signed and dated written permission from the parent or before releasing any information from a student's education record except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. In addition,

the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

Directory Information:

The Family Educational Rights and Privacy Act (“FERPA”), a Federal law, requires that the School, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the School to the contrary in accordance with this policy.

“Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The School has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level

- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Principal at: Jose Hernandez Middle School, 1601 Cunningham Ave., San Jose, CA 95122

If parents/guardians and eligible students believe the School is not in compliance with federal regulations regarding privacy, they have the right to file a complaint with the Family Policy

Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW,
Washington, DC 20202-4605.

Pupil Record Challenges Policy

The parent of a pupil or former pupil may challenge the content of their child's pupil record to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following:

- Inaccurate
- An unsubstantiated personal conclusion or inference
- A conclusion or inference outside of the observer's area of competence
- Not based on the personal observation of a named person with the time and place of the observation noted
- Misleading
- In violation of the privacy or other rights of the pupil

A parent may use a pupil record challenge to appeal a suspension of a pupil which has already been served.

To challenge a pupil record, a parent must file a written request with the Principal to correct or remove any information recorded in the written records concerning his or her child.

Within 30 days of receipt of a written request from a parent, the Principal or the Principal's designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Principal must then sustain or deny the parent or eligible student's request and provide a written statement of the decision to the parent or eligible student.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Principal denies any or all of the allegations and refuses to order the correction or the removal of the information, the Principal must inform the parent or eligible student of their right to a hearing under FERPA.

The parent or eligible student may, within 30 days of the refusal, appeal the decision in writing to the Board of Directors. Within 30 days of receipt of a written appeal from a parent, the Board of Directors will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the information in question, if any, and determine

whether or not to sustain or deny the allegations. The Board of Directors will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing. The Board of Directors will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.

The Board of Directors will inform the parent or eligible student of its decision in writing within a reasonable period of time. The Board of Directors' decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board of Directors sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board of Directors shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board of Directors shall be final.

The CEO or the Board Chairman may convene a hearing panel to assist in making determinations regarding pupil record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The CEO/Superintendent of a public school other than the public school at which the record is on file
- 2) A certificated employee
- 3) A parent appointed by the CEO or by the Board of Directors, depending upon who convenes the panel.

If the final decision of the Board of Directors is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Principal, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

Grading Policy

Alpha Public Schools believes that grades should reflect academic performance and mastery of content. Our grading policy reflects a growth mindset and supports the relentless pursuit of excellence. We believe that our grades should not reflect elements of behavior and activities not

directly related to student academic achievement (and that we should track and hold students accountable for this through other measures).

State Testing

Alpha Public Schools shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of state assessments shall be granted.

Other Information and Policies

Student Belongings

Students may not bring any items to school that may potentially disrupt the learning environment. Items including, but not limited to,

Cell phones are not recommended. If students bring a cell phone to school, the School assumes no responsibility for the phone if it is lost or stolen. Students must keep their cell phone off and in their backpack during school hours.

Repeated violations of this policy may result in confiscation irrespective of any costs or fees students and/or their families may incur as a result. The School will not be liable for any damage to such items.

The School will keep a Lost and Found box in the main office which will be accessible .

Classroom Parties, Birthdays, and Other Events

Students may bring treats to school to celebrate their birthday. This is limited to Thursdays, as this is the day that they eat lunch with their class in the classroom.

Use of Electronic Mail Addresses

The School may gather electronic mail ("email") addresses from parents/guardians for use by the School for purposes of notifying parents/guardians of pertinent School information. The provision of an email address by a parent/guardian to the School is optional.

The School and the Network Team will have access to email addresses gathered from parents/guardians for purposes of communicating official School business only. School-wide email communication will be executed in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients.

The School will provide email addresses to school-sponsored parent groups. These groups may only use email addresses gathered from parents/guardians for official school business and in accordance with policies and procedures and in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients.

A parent/guardian who does not wish to have their email address shared with the School and/or parent groups can either a) choose not to provide an email address to the School (at risk of not receiving School-wide communication via email); or b) notify the School in writing of the parent/guardian's objection at any time during a school year.

If a parent/guardian receives a communication that they believe is contrary to this policy, the parent/guardian may report the email to the Principal for investigation and resolution. The Principal shall report the results of any such investigation to the Chief Schools Officer who may reopen the investigation if the Board does not believe the matter was appropriately resolved.

This policy is not intended to and should not prevent free communication amongst parents/guardians or School employees who have willingly provided one another with email addresses. The School encourages parent/guardians who have received email communication with which they feel uncomfortable or which they find objectionable to communicate directly to the sender for resolution.

This policy shall not impact parent rights as provided under the policy regarding Directory Information.

Health and Safety

Fingerprinting and Background Checks

Alpha Public Schools shall fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a School employee, prior to volunteering at the School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

The Human Resources Manager or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1. The Chief Schools Officer or designee shall monitor compliance with this policy.

Immunizations

This policy applies to all applicants to the School and School administrators in charge of admissions.

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis vaccine booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap). Beginning July 1, 2012, this requirement will only apply to rising 7th graders.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).
- j) Haemophilus influenzae type b.

The School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention (“CDC”) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Communicable, Contagious, or Infectious Disease Prevention Policy

Alpha Public Schools recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

Alpha Public Schools desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Exposure Control Plan for Blood Borne Pathogens” Policy.)

Administration of Medications

The School staff is responsible for overseeing the administration of medication to students attending the School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School receives the appropriate written statements.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the

medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. The School will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. The School will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

The School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. The School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

In order for a pupil to be assisted by designated school personnel, the School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

First Aid, CPR, and Health Screening

Alpha Public Schools recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the School or during school-sponsored activities. To

this end, the School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional.

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the administrative team as soon as possible. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Exposure Control Plan For Blood Borne Pathogens

The Principal, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The Principal shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School's exposure determination may petition to be included in the School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Classroom and School Visitation, Volunteer, and Removal Policy

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, *et. seq.*, to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least 24 hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee. Except for unusual circumstances, approved by the Principal, classroom visits should not exceed approximately 45 minutes in length and may not occur more than once per week.
2. When there are a large number of requests, the School shall schedule a minimum of two (2) observation days per school year for parents who are considering application for enrollment. Interested parent observers shall be asked to conduct their observations on one of the scheduled days.
3. All visitors, including parents or guardians of currently enrolled students, shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor may be required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
4. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

5. The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
7. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
8. The classroom teacher has full discretion as to their use of volunteers and the time and duration of in-class volunteer participation.
9. Visitors volunteering in classrooms shall follow all other guidelines indicated elsewhere in this policy. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to parent volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid, the volunteer may leave their volunteer position for that day.
10. Information gained by volunteers regarding individual students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Questions or comments concerning a child's academic performance or behavior must be done in a separate meeting between parent and teacher, as arranged with the teacher. Student discipline is to be left to the teacher, even for a parent volunteer's own child, with the exception of light reminders to students to stay on task.
11. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to the Principal within five (5) days after the denial or revocation. The Principal shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven business days after receipt of the request. The Principal shall respond within seven work days.
12. The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
13. At each entrance to the School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

14. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Annual Notices

Concussion / Head Injury Annual Notice

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sexual Education Annual Notice

The purpose of the School's sexual health education and/or HIV/AIDS prevention education is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases.

The School will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, and/or will conduct assessments on pupil health behaviors and risks in the coming school year in accordance with state laws, regulations, and academic standards.

Parents or guardians may:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education.
- Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education.
- Request a copy of Education Codes 51930 through 51939.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by School personnel or outside consultants.
- When the School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker.

Free and Reduced Lunch Annual Notice

The School participates in the National School Lunch Program. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the school website and in the office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

Child Find Annual Notice

As a part of Alpha's *Child Find* obligations, a notice is included in the first day packets to all families, and can also be obtained in the office. This letter details the process for referring a student with a suspected disability to the school, and shares contact information for the Special Education Department.

Harassment, Intimidation, Discrimination, and Bullying Policy

Alpha Public Schools believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person

or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a

profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The School acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Principal or designee will promptly initiate an investigation. At the conclusion of the investigation, the Principal or designee will notify the complainant of the outcome of the investigation. However, in no case may the Principal or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Principal or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Chief Schools Officer. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the School.

Complaint Policy

Internal Complaint Policy

Suggestions for improving the School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to the School. We ask you to first discuss your concerns with your child's teacher, and follow these steps:

Any complaint shall be put in writing using the "Complaint Form" and addressed to the Principal. A written complaint shall include:

1. The full name of each person involved
2. A brief but specific summary of the complaint and the facts surrounding it
3. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter

The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than ten (10) school days following the receipt of complaint.

If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Chief Schools Officer.

The Chief Schools Officer may seek additional investigation by the Principal as he/she deems necessary and will issue a resolution. The Chief Schools Officer will make the final determination regarding the dispute and shall notify the Complainant of the resolution within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Chief Schools Officer. The decision of the Chief Schools Officer shall be final.

Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Nondiscrimination

The School does not discriminate against any student or employee on the basis of actual or perceived 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 in the California Penal Code.

The School adheres 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 in Education Improvement Act of 2004.

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Uniform Complaint Policy

Scope

The School's policy is to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular

activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the School finds merit in a pupil fees complaint the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The School's Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the School's compliance with law:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

The Chief Schools Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Chief Schools Officer or designee.

Should a complaint be filed against the Chief Schools Officer, the compliance officer for that case shall be the CEO.

Notifications

The Chief Schools Officer or designee shall annually provide written notification of the School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than English.

The Principal or designee shall make available copies of the School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's Decision.

- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the School.

A complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, and/or bullying occurred, or six months from the date when the Complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and/or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, and/or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, and/or bullying.

Pupil fees complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, and/or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

Step 5: Final Written Decision

The School's decision shall be in writing and sent to the Complainant. The School's decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The decision shall include:

- 1048576. The findings of fact based on evidence gathered.
- 1048577. The conclusion(s) of law.
- 1048578. Disposition of the complaint.
- 1048579. Rationale for such disposition.
- 1048580. Corrective actions, if any are warranted.
- 1048581. Notice of the Complainant's right to appeal the School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
- 1048582. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- 1048583. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the School's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving the School's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the School's decision.

Upon notification by the CDE that the Complainant has appealed the School's decision, the Chief Schools Officer or designee shall forward the following documents to the CDE:

52. A copy of the original complaint.
53. A copy of the decision.
54. A summary of the nature and extent of the investigation conducted by the School, if not covered by the decision.
55. A copy of the investigation files, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
56. A report of any action taken to resolve the complaint.
57. A copy of the School's complaint procedures.
58. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the School has not taken action within 60 days of the date the complaint was filed with the School.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

GENERAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged

Incident(s): _____

Name of Person(s) you have a complaint

against: _____

List any witnesses that were

present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Alpha Public Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---------------------------------|--|---|
| Age | Gender / Gender Expression / Gender Identity | Sex (Actual or Perceived) |
| Ancestry | National Origin | Sexual Orientation (Actual or Perceived) |
| Color | Race or ethnicity | Based on association with a person or group with one or more of these actual or perceived characteristics |
| Disability (Mental or Physical) | Religion | Genetic information |
| Ethnic Group Identification | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd, Suite 250
San Jose, CA 95122

Alpha Public Schools

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT
FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____



The Untapped
Power of
Summer
to Advance
Student
Achievement

THE LEARNING SEASON

EXECUTIVE SUMMARY

June 2007



By Beth M. Miller, Ph.D.
MMRA

Commissioned by the Nellie Mae Education Foundation

The Learning Season:
The Untapped Power of Summer to Advance Student Achievement

By Beth M. Miller, Ph.D.
MMRA

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Message from Nicholas C. Donohue President and CEO, Nellie Mae Education Foundation

Since 2000, the Nellie Mae Education Foundation has focused on key factors that contribute to student learning and achievement both inside and outside of the classroom. As the school year draws to a close and summer commences, it seems only fitting that we present our new report, “The Learning Season: The Untapped Power of Summer to Advance Student Achievement.”

Others have looked at the effects of summer before. This report connects these past efforts with the work of a new crop of researchers.

What is striking is that all of these researchers have arrived at a similar set of conclusions: that children in all socioeconomic groups are learning at nearly the same rate, at least when it comes to basic skills, during the school year, and that differences in achievement between poor and middle-class children are rooted in the inequities that young people experience outside the schoolhouse door.

And while the findings regarding summer learning loss are profound, they must not distract us from the unfinished business of school improvement. Achievement is too low and the quality of school time activities is part of the problem.

However, we must broaden our thinking about student learning to include strategies that focus on where children are and what they are doing outside of the classroom. This must include a more nuanced understanding of the larger social conditions—poverty, violence, discrimination—that neuroscientists tell us influence learning and development in dramatic ways. Thus the challenge remains a complicated and important one. We know that school and societal influences on learning are enormous and now this report provides a firm reminder that summer learning loss is a major issue as well.

It is time for us to make a bold move to significantly rethink the educational experiences we organize for learners as a changing global society demands increased levels of learning for a much broader population. An important part of this rethinking must include what happens during summer. We hope that “The Learning Season” will help spark a new kind of public dialogue about what it takes to help our young people become productive adults and engaged citizens.



Introduction

The future of any society depends on its ability to foster the health and well being of the next generation. Today's children will become tomorrow's citizens, workers, and parents. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk [1].

What does it really take to shape a generation of solid, decent, well-rounded young people who will support their families, strengthen their communities, and uphold the democratic values of a civil society?

Fortunately, the last decade has witnessed an explosion of discoveries in the neurosciences that point toward powerful new ways of understanding what our children need in order to learn and develop well [2–4]. We now know, for example, that cognitive, emotional, and social capabilities are inextricably intertwined throughout one's life. Emotional well-being and social competence provide a strong foundation for cognitive abilities, and together they are the bricks and mortar that comprise the foundation of human development and learning. In other words, learning is not just an academic activity that is confined to the classroom; it is part of a complex and ongoing developmental process.

And yet, the public discussion today about how to provide children with what they need to thrive in adulthood focuses almost exclusively on what happens to them in school.

In fact, according to a large and growing body of research, our nation's schools are doing a remarkably good job in fulfilling the role accorded to them—despite clear differential resources within and across schools [5–12]. This evidence, of course, flies directly in the face of conventional wisdom: that the nation's schools are failing its children. We believe it is time to retire the knee-jerk impulse to critique our nation's schools and focus instead on some important new insights that can facilitate both a new kind of public dialogue about learning

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and development and a new set of policies and practices that truly put all young people on a productive and enriching path to adulthood.

New insights about when and where learning takes place come from a body of groundbreaking research on seasonal learning, which highlights the connection between a child's summer experiences and his or her success in school and beyond. In so doing, the research underscores the tremendous untapped potential of the summer months to level the playing field for all of our children.

Key Findings

Beginning in 1906 [12] and then again more recently, a number of researchers, in looking closely at achievement scores, have arrived at a strikingly similar set of conclusions: *that children in all socioeconomic groups are learning at the same rate, at least when it comes to basic skills, during the school year, and that nearly all the differences in achievement between poor and middle-class children are rooted in the inequities that young people experience outside the schoolhouse door: namely, before they begin kindergarten, and once in school, during out-of-school time.* These inequities are especially pronounced during the summer months, when middle-class children continue to learn or hold steady in reading and language skills, while poor children lose knowledge and skills.

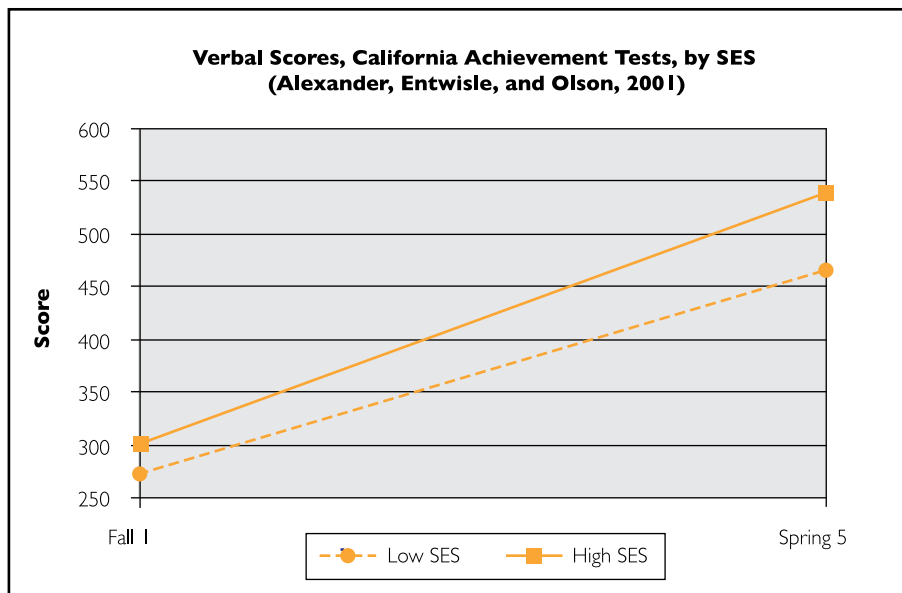
How do we know this? A decade ago, Cooper and his colleagues [13] reviewed 39 studies of children's learning over the summer months and conducted a meta-analysis on 13 of the highest-quality and most recent studies. They found that all children lose an average of 2.6 months of grade-level equivalency in math skills over the summer. In reading, middle-class children gain on reading tests over the summer, while lower-income children lose ground. Across the studies, this divergence results in an average gap of three months in reading skills.

The importance of summer learning loss to the test-score gap between middle and lower-income students is illustrated by results from the Beginning School Study, conducted in Baltimore with nearly 800 students from across the Baltimore school district [10]. Children



took the California Achievement Tests (CAT) in both the fall and spring of each year, with only 16 percent of the original sample lost to attrition¹. Figure 1 shows a line representing the change in scores between the beginning of first grade and the spring of fifth grade. Lower socioeconomic status (SES) children start out behind their middle-class peers, with about a six-month gap in grade equivalency, and fall further behind over time, resulting in a lag of 2.5 years by the time they leave fifth grade.

Figure 1. Achievement Gap over Time



Adapted from Entwisle, Alexander, & Olson, 1997

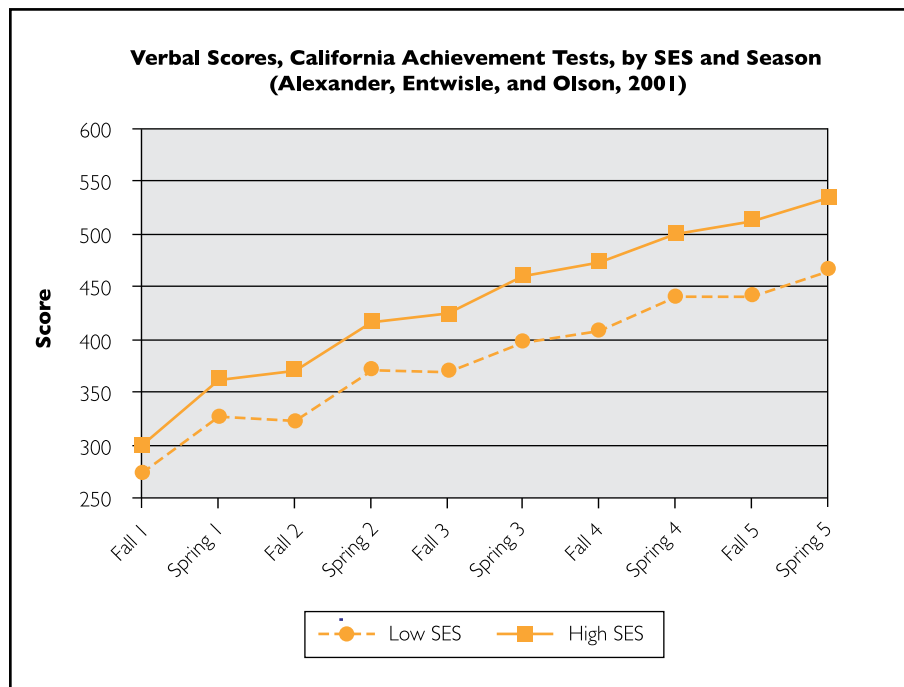
In Figure 2, scores in the CAT are broken down by fall and spring test results. Here we can see that the gap in achievement grows not during the school year but rather over the summer (between the spring testing and fall testing). In other words, *all the increase in the achievement gap between first and fifth grade was attributable to changes in learning that occurred over the summer.*

¹ Sample attrition is higher in some years than others, due to changes in follow-up practices and funding.

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Figure 2. Achievement Gap over Time, by Season



Adapted from Entwisle, Alexander, & Olson, 1997

More recently, studies of seasonal learning by Burkam [9], Borman [14, 15], Downey [6, 16] and others have had similar results. For instance, using data from the nationally representative Early Childhood Longitudinal Study (ECLS), Downey and his colleagues found that, at least for kindergarten and first graders, schools serve as “the great equalizer,” doing much more than they generally get credit for in boosting the achievement of students from low-income backgrounds.

These findings may seem surprising since poor children generally attend schools with fewer resources and less qualified teachers [17, 18]. But the research demonstrates that even a school with limited resources gives children a big boost, compared to what many poor children get in terms of learning inputs over the summer. While their middle-class peers are engaged in activities and often enrolled in enrichment programs and camps that strengthen and reinforce all kinds of learning, the vast majority of children in lower-income communities have little or no access to such opportunities. Hence, what we have is an enormous “opportunity gap.”



The research on seasonal learning calls into question the wisdom of the fact that the lion's share of public and philanthropic resources are dedicated to school-year education, and that relatively scant resources are earmarked for summer learning experiences. In addition, if we look squarely at the evidence, we cannot help but see that the current public conversation on the test-score achievement gap between poor and middle-class children is uninformed and highly problematic. That conversation is long on blaming schools, teachers, parents and students for "failure" to measure up to expectations, and short on understanding that the gap is largely about access to opportunities and resources outside of the classroom, particularly during the summer months.

Applying a seasonal lens to the research on educational outcomes uncovers exceptionally rich findings: poor children demonstrate their tremendous capacity to learn and use the educational content they are offered, even though schools serving poor children often cannot provide an equitable education. These findings are sobering in light of the challenges faced by many children living in poverty and the schools that serve them, including high rates of chronic health problems, poor nutrition, language barriers, racism, safety concerns, lack of supervision when parents work multiple jobs, and lack of access to health care, in addition to substandard and transient housing [19–21, 22].

According to very preliminary research, summer learning loss may explain much of the racial gap in test scores as well. One recent study found that African-American youngsters experience greater summer learning loss than white students, but in addition, experience lower learning rates during the school year as well [16]. Factors that could account for this include: low teacher expectations, institutionalized racism, and lack of same-race role models. Thus, it appears that African-American children are getting a classic double whammy.

For clarity sake, it is important to mention that the studies informing this report have looked exclusively at elementary school aged children and learning loss. While the research does not tell us specifically whether learning continues to follow this pattern through high school, we know from other research that the early years of schooling are the foundation for everything to come. If children get further and further behind in elementary school, they are likely to be tracked into lower-level education in high school, resulting in higher drop-out rates and lower

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college enrollment. This is, in fact, what Alexander and Entwisle found when, in one seminal study, they followed children from their first year in school until they were 22 years old [5].

Clearly, we can no longer ignore the fact that the long summer vacation period represents critical hours for learning that must be fully utilized—for those “beating the odds” during the school year and for those who are not—if we are going to meet our educational imperatives in a global economy.

The Faucet Theory

Summertime occupies a specific place in the public imagination, conjuring up images of rest and relaxation, of fresh air and freedom. Consequently, its role in helping young people learn and develop in significant ways has been vastly underestimated. In reality, it is during the summer season that many children are given the opportunity to expand their horizons and find their true passions, to build new relationships and master new skills—all experiences that foster learning and development.

In fact, the research on seasonal learning tells us that these very kinds of non-academic experiences, so commonplace for many middle-class children, actually support learning. This learning shows up in myriad ways, including, but not limited to, reading and test scores. Informal activities at camps or with families provide a conceptual framework and context for learning: they cultivate such things as reading for pleasure and experimenting out of sheer curiosity; exploring interests and developing passions; a sense of mastery in something one cares about; and opportunities to practice and see the meaning of skills in the course of everyday life. So for the significant numbers of children who do not have access to these and other experiences, the summer can be three months too many without meaningful learning opportunities.

During the school year, children in both affluent and lower-income communities benefit from what is known as the “faucet theory:” learning resources are turned *on* for all children during the school year. [10] But in the summertime, the faucet is turned *off*. While all families want to provide the best for their children, there are significant differences between the resources



middle-income families and communities can offer their children and what lower-income families and communities can offer. Even though low-income working families typically spend a higher portion of their income on child care than parents in more affluent families [23, 24], even those with multiple low-wage jobs cannot cover the high tuition fees that are typical of many summer day and overnight camps.

Thus, the experiences of low-income children are not likely to mirror those of middle-income children in private camps, where enrichment in the arts, technology, and sports is the norm. Furthermore, the lack of affordable child care may require older children in low-income families to stay at home to care for younger children during the hours in which their parents work.

Neighborhood characteristics and assets also play a role. Earlier research on neighborhood effects on development indicates that neighborhood safety, cohesiveness, and areas for play all influence learning and development [25–28], as do health, housing, and nutrition. Children in poor urban neighborhoods that have high levels of violence are often kept inside much of the time for their own protection [29]. Entwisle and Alexander found that children in neighborhoods with high levels of poverty had greater summer learning loss, even after controlling for family resources [10]. Housebound children may end up spending many of their summer hours in front of the television, an activity that is negatively associated with learning in general and reading in particular [30, 31].

All children lose some knowledge over the summer, and as any teacher can attest, the early weeks of the school year are often spent reviewing material learned in the previous grade. But because poor children do not have access to the same kinds of opportunities as their middle-class peers, they enter school each fall in a disadvantageous position.

The data on summer program participation bears this out. Most of the available information about summer program participation is based on data collected over a decade ago, but the findings are quite similar across studies: summer opportunities are not evenly distributed, and low-income children lose out [23, 32–34]. Racial differences are also apparent; most studies find that the racial group most likely to attend is white children, followed by African-American children, with Latino children attending at lower rates. A special study by the National Center

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for Education Statistics [35, 36] found that 42.5 percent of children in high-income households attended camp the summer after kindergarten, compared with just 5.4 percent of children in low-income and 18.4 percent of children in middle-income families.

During the school year, free public education provides learning opportunities for all families with school-age children, at least part of the day. It stands to reason that if low-income children are to gain access to programs that can reverse summer learning loss, public funding is needed to “turn on the faucet” of learning experiences.

Summer Experiences: What’s Out There?

How can we keep the faucet on during the summer months? One approach would be to extend the school year, which may make sense especially in light of the fact that children go to school fewer days in the U.S. than in other industrialized countries [37]. However, this approach poses significant financial hurdles if the school calendar is to be extended more than a few days or even weeks, i.e., enough to make a significant difference. In addition, while schools have proven competent at teaching the basic math and English skills tested by standardized tests, other types of programs may be better at developing skills in teamwork, critical thinking, creativity, and a host of other areas important to building individual brain architecture and a national workforce.

Schools are only one of many options to keeping the faucet turned on: other tested strategies include summer reading interventions, summer school, summer camp, and hybrid youth development-academic enrichment programs, all of which have some potential for reversing summer learning loss and increasing educational equity.

Summer Reading Interventions

Reading is the foundational skill for later learning. The National Reading Panel [38] found that increasing the time that children spend reading is the single most powerful strategy for improving literacy skills in fluency, vocabulary, and comprehension. While children have learning losses in all areas during the summer, the achievement gap widens especially in the area of reading.



Several studies, although preliminary in nature, suggest that providing books to low-income children and encouraging them to read is a relatively cost-effective and replicable approach for supporting children’s reading skills over the summer [39–41]. As Kim [40 page 31] suggests, “Encouraging voluntary reading during summer vacation may be one useful strategy for helping struggling readers acquire the skills needed to succeed in school.”

Summer School

While traditionally geared toward high school students who are required to repeat a course they failed during the school year, in many cities summer school is now mandatory for children of many grade levels who have failed or are at risk of failing standardized tests [14]. As a result, the number of children enrolled in summer school has increased significantly, even in early elementary grades [42]. Several recent studies offer some evidence of positive academic effects related to summer school attendance [43–45], although these gains tend to be small. Programs are more effective in boosting math than in improving reading skills, and they are more successful with children in the younger grades than those in middle school. Furthermore, middle-class children seem to benefit the most from their summer school experiences.

One of the main concerns about summer school learning is the fact that children’s gains often do not carry over into the school year [44, 46–48]. One approach is to combine the traditional focus on skill building with the kinds of developmental experiences common to recreational camping programs.

Summer Camps

Summer camps typically have a recreational focus, yet camps are the environments in which most middle-class children—who continue to improve their reading skills—are spending many of their summer hours. Unfortunately, research on the effects of summer camp is weak to date, with few studies using accepted scientific methods such as random assignment or comparison groups. Therefore, although the existing research indicates that camps can have a positive impact on young people in building social skills, self-confidence, project planning skills, motivation to do well in school, physical skills, and positive values—until more is known the results should be taken as suggestive rather than definitive [49–51]. The existing studies indicate that well-implemented camp programs have the potential to support children’s social

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and emotional development, which may lead to increased academic performance. However, to reduce the achievement gap, programs may need to supplement their program by integrating an intentional focus on academic skills.

Youth Development/Academic Enrichment Programs

Over the last decade, a new model of summer programs has developed that does not fit the typical mold of either summer school or summer camps. These programs have the goal of boosting children’s academic performance, but unlike traditional summer schools, they take an accelerated, rather than a remedial, approach. They combine the qualities of typical youth development programs—building self-confidence, sense of mastery, sense of belonging, self-discipline, sense of responsibility to self and others—with high-quality curricula that increase engagement in learning and specific skills in reading, math, and other subjects.

In one such program, BELL, researchers found that participants gained approximately one month *more* of reading skills than the control-group children [52]. Just as important, since it is likely to lead to long-term benefits for children’s academic accomplishment [38], the parents in the program increased their encouragement of children’s reading.

A study of Teach Baltimore, another program that combines the enrichment and recreational orientation of summer camps with a focus on academic progress, found no effects on reading scores after one year but a growing and statistically significant impact after children spent two or three years in the program [53]. A third program, sponsored by the Milken Family Foundation to serve low-income children found that “when reading instruction and tutoring were integrated into a summer day camp context, disadvantaged first-grade children from schools whose reading test scores were below the 25th percentile made significant reading gains compared to students who did not attend the summer intervention. [54]”

These three studies, which met high scientific research standards, together create the beginning of a body of evidence that carefully designed and implemented summer programs combining the best of youth development and academic enrichment can make a difference in preventing summer learning loss².

² A more detailed discussion of research findings on summer program quality can be found in Appendix A of the full report, *The Learning Season: The Untapped Power of Summer to Advance Student Achievement*.



The Summer Advantage

In many ways, a quality summer program may represent a kind of ideal learning environment for children, one that supports broad learning and development in a variety of ways. The unique attributes of quality summer programs described below help articulate why making good use of the summer months truly has the potential to level the playing field for American children.

More time

One clear advantage of summer learning is sheer time. The research on extending school hours makes clear that time alone will not make the difference [55–57], but studies have shown that successful summer programs get children excited about learning and increase their motivation to pursue knowledge in the months and years ahead. Summer programs have the potential to extend learning time in an atmosphere of excitement, fun, and support, thereby building positive attitudes toward learning year-round.

Strong Relationships

Research on education [58, 59] and youth development [60–65], as well as resiliency [66–68] and brain research [3, 69] point to the key role played by young people’s relationships with caring adults—teachers, parents, or other adult role models—in reaching positive outcomes. The research also points to the importance of good peer relationships [27, 70], especially as children enter adolescence. Summer programs represent an unhurried opportunity for children and youth to develop strong relationships with adults and peers, and they can also provide a sense of having a valued place in a larger community. Unlike school, where much of the attention is on academic subjects, and after-school programs, where time limits the ability to develop deeper connections, summer is rich in both time and potential for relationship-building. Summer programs are also a place where parents often feel welcome, partly because of their more informal nature and partly because of a greater emphasis on connection and community.

Motivation and Engagement

In order to be good learners, children must want to do well. Motivation springs from many sources, including the belief that an activity is challenging but not beyond a child’s ability, that

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the task will be enjoyable, if not actually fun, and that it has some real meaning [71–73]. Young people need to feel competent as learners, to believe they can make a difference in their own success, persist in the face of challenges, feel that they can solve problems, and have an interest in the content of the material they're learning [74]. Summer programs often build on children's intrinsic interests, and often present an opportunity for children to develop expertise in such areas as sports and the visual and performing arts. Being engaged in their own learning increases young people's motivation over the long run, helping them develop goals and attitudes that last long past the warm days of summer.

Experiential Focus

We know from research on the brain, as well as research on how experts in diverse fields have mastered their subject matter, that the ability to locate new knowledge in a conceptual framework is key to learning. As research on brain development demonstrates [2–4, 69, 75], curricula that reinforce connections between physical, social, and cognitive domains will result in the greatest advances in achievement for children and youth. Experiential education, which includes adventure education, project-based and community service learning, many thematic curricula, and outdoor adventure programs, can lead to outcomes such as improved self-concept, stronger internal locus of control, stronger leadership skills, better grades, and higher school attendance [76–78]. Most summer programs are experiential in nature or contain an experiential component. Clearly, this reaps rewards for the children participating in them.

Cultural Relevance

Historically, many camps were developed both to serve children from a particular religious, ethnic, or linguistic background and to build their identity. Since research indicates that schools are less successful in reducing racial test-score gaps than in counteracting income-related test-score gaps, [15], summer programs may have an especially important role in building a strong racial and ethnic identity for African-American and other children in non-dominant groups [79, 80].

Programs can play an important role in counteracting negative stereotypes many young people face, providing positive mentors and role models, and drawing on the interests of young people in developing and implementing a curriculum [81, 82]. In this sense, summer programs



often become cultural “border zones,” where a young person’s cultural and ethnic identity is strengthened in the context of enriched learning opportunities [83, 84]. Furthermore, participating in cross-group experiences builds children’s respect for and understanding of peers from different cultures, and can help counteract negative societal messages. [73, 85].

Conclusion

While research into the educational effects of summer programs is still in its early stages, the evidence to date suggests that high quality academic enrichment programs can decrease and perhaps eliminate summer learning loss for low-income children. Given this powerful evidence, why is the learning faucet still turned too low (or even off) during the summer? This is a question that must now be addressed by researchers, policymakers, community leaders, and the public at large.

Perhaps the biggest learning gap we face is not an education or even an opportunity gap for our children. It is a knowledge gap for the adults concerned about these issues—the gap between what scientists and educators already know and what society does (or does not do) with that knowledge. If, as a society, we leave the “learning faucet” turned off for the summer, the test-score gap between economically advantaged children and their less financially well-off peers will continue to grow. Schooling matters, and while schools can improve, the research says that they are already doing their job to a large extent—that is, helping all children learn. However schools cannot help when their doors are closed and when family resources become learning resources. As a result, children with less access to opportunity lose out.

Summer deserves attention because, when the season begins, learning ends for many children. More important, the summer months represent a unique slice of time, when children can learn and develop in myriad ways that will help them in school and far beyond. Summer learning is not just about retaining information; it is about problem-solving, analyzing and synthesizing information, generating new ideas, working in teams, learning to be with all kinds of people—all skills that help build learning in a broad way [3], and can, at a time when schools are narrowing the curriculum, lend breadth to student learning. These are also the key skills

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cited by business leaders as necessary for success in a global economy [86, 87]. The informal learning environments of many summer programs can be prime contexts for the development of these “21st century” skills.

The racial, ethnic, and income gaps in test score results apparent in schools reflect deep divisions in our broader society: differences in access to social networks that are linked to economic and civic success. They also result from differences in the level of bias faced by some students in their educational environments. Changing these results requires not only changing schools, but also creating new, meaningful, ongoing experiences for children outside of school, including during the many hours of the long summer. Clearly, out-of-school experiences are not a panacea for larger inequities in our society that must be addressed, but summer learning offers an important, and largely untapped, lever for change in the ongoing efforts to create a level playing field for all our children. In a participatory democracy and demanding global economy, this endeavor is an imperative.

The Learning Season: Recommendations

Summer learning loss is an issue for all children and all schools. In math, for example, middle-income children and low-income children lose ground in very similar ways. This means that, every year, teachers must spend the first weeks of school in review mode. But as this report argues, the losses over the summer are much greater for lower-income and African-American children. This is true, despite the fact that our schools are doing a very good job of educating children of all income levels at the same pace in basic skills during the school year. So how do we ensure that all our children continue to progress, even in the months when school is not in session? How do we keep the momentum going for young people who have clearly demonstrated that they can learn?

The following is a set of recommendations for researchers, practitioners, and policymakers that, in our view, can have the greatest positive impact on providing quality summer learning experiences for all children.



Policy Recommendations

Evidence suggests that summer programs—well designed and implemented—can not only maintain school-skills over the summer months, but also boost learning in teamwork, problem solving, communication, and other key areas. However, if summer programs are to reach their potential for children, they will require significant expansion in funding and program capacity so that all children have *equal access* to high quality summer experiences [88]. To move toward this goal we must:

- 1 *Spread the word.* As long as the focus on reducing the achievement gap is solely on the traditional school day, efforts will not succeed.
- 2 *Map current sources of funding as well as potential funding sources at the local, state, and federal levels.* For example, supplemental education services under the No Child Left Behind Act can support summer educational support for many children attending Title I schools.
- 3 *Build on existing networks.* Many states now have afterschool networks, some of which are increasing their focus on summer programming. Networks should include summer program providers and reach out to educational organizations to build public support. Education networks, such as statewide groups of school superintendents, should also get involved.
- 4 *Increase public support* for access to high quality summer enrichment programs. Gaining funding will require concerted mobilization over time by educators, parents, out-of-school time providers, and others such as the business community.
- 5 *Increase philanthropic support* from private charities, foundations, and donors who are interested in education, youth development, and working families.
- 6 *Combine funding streams.* Currently, many federal and state funding streams focus on academic remediation, while others are linked to child care, delinquency prevention, nutrition, the arts, or reading. Children need full-day services during the summer that integrate academic skill building with enrichment experiences in a wide variety of areas. Flexible financing policies that promote collaboration can create partnerships between schools, community-based organizations, and other community resources such as libraries, museums, and parks departments.

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- 7** *Support increased quality through training and technical assistance.* Serving greater numbers of children will only be worthwhile if programs are able to provide high quality experiences for their participants. Training coupled with technical assistance or coaching is a promising approach to program improvement. For such improvements to be sustained administrative leadership should be engaged in the process, institutionalizing changes into organizational practices and culture.
- 8** *Develop strong, appropriate accountability systems for funded programs.* Good intentions are not enough. Program leaders need to know what is expected and have the means to track their progress toward these expectations. Clear definitions of program quality and a process for continuous improvement should be part of summer policies designed to enhance youth outcomes.
- 9** *Develop and disseminate high quality curricula.* Many programs do not have the time or capacity to develop their own content, but could benefit by implementing appropriate curricula in a wide variety of areas. Several projects currently evaluate and disseminate afterschool curricula, and several large research projects in this area are currently underway. This information could be useful for summer programs as well.
- 10** *Connect community resources and schools.* Create connections so that part-day summer school programs are linked to enriching community-based programs, or even integrated into a single comprehensive program. Create systems for communication of learning standards that can be incorporated into summer enrichment programs led by community organizations.
- 11** *Consider changes to the school calendar, particularly extending the school year to reduce the length of the summer vacation or breaking up the long summer vacation into shorter periods over the year.* However, the research on the effects of modified school calendars is not unequivocal, so any changes at this date should be seen as exploratory.
- 12** *Preliminary research indicates that giving children books, especially with some reading encouragement from families, can stem summer reading loss.* Bringing such programs to many more children at demonstration sites may be a fruitful direction.



- 13** *Build community capacity.* Schools, libraries, parks, community-based organizations, colleges and universities, museums, civic and religious organizations, small businesses, youth-serving organizations, recreation centers, and sports facilities may all have resources—from space to expertise—to offer. Intermediaries can play the role of bringing together partners to share assets and build opportunities for youth. Young people need access to high quality summer environments through their developmental years.
- 14** *Advocate for policy changes at the state and national levels.* Current federal and state policies reveal a lack of understanding of summer learning loss. For example, using annual tests as school accountability levers, without taking summer learning loss into account, unfairly biases results against schools serving low-income children and in favor of schools serving high-income children. Moreover, the curriculum-narrowing results of the current testing regimen stand in conflict with what we have learned about brain development—and learning—over the past decade.

Research Recommendations

We have learned a great deal about summer learning and summer learning loss over the years, thanks to the pioneering efforts of researchers in the field. But there are still many issues and questions to explore. Given the wide variety of summer opportunities, we especially need to increase our understanding of which experiences promote positive academic and developmental outcomes for youth, keeping in mind that some programs may be particularly successful with certain groups of young people. With that in mind, we have generated a preliminary list of items that can lead to a coordinated and integrated research agenda on summer learning.

- 1** *Collect nationally representative data on summer experiences of youth.* The information could be obtained as a supplement to an ongoing national data collection effort such as the National Household Education Survey (NHES) or National Longitudinal Study of Youth (NLSY). Important variables such as age, race, ethnicity, family income, and urbanicity should be included in the dataset.

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- 2 *Compare the effectiveness of school calendar redesign strategies, including year-round schools, to academically enriched summer programs.* Comparisons should include costs as well as quality and youth outcomes. Creating year-round schedules with shorter breaks when school is not in session, lengthening the school year, and creating summer programs with equitable access are all possible strategies for reducing the achievement gap and summer learning loss in general. How do these approaches compare in quality, outcomes, and cost?
- 3 *Conduct high quality evaluations of youth outcomes related to participation in well-implemented summer programs.* Evaluations should include a rich description of program processes and content as well as effects on participants.
- 4 *Research the efficacy of various models for summer enrichment and learning.* Investigate the role of recreational, academic, and academic enrichment models in reaching positive outcomes for children from various class, racial, and ethnic backgrounds. This research should broadly define outcomes to include “21st century skills” as well as basic skills in reading and math, and explore the implications for our regular education system’s curricula and structures as well as contributing to summer program design.
- 5 *Further examine the evidence on the effects of summer school programs on children from middle- and lower-income backgrounds, or conduct new research.* Previous research suggests that when compared to lower-income students, middle-income children generally benefit more from summer school programs, yet this advantage does not hold for regular school year programs. Could this difference be a result of the punitive nature of many mandatory summer school programs for poor children? Do the results suggest that the content of summer school programs should be expanded (through partnerships or other means) to include a broader spectrum of learning?
- 6 *Further examine the evidence on the effects of summer programs on African-American, Latino and Asian children, or conduct new research.* The few existing studies indicate that African-American youth are losing ground both during the school year and during the summer. Examine why this is the case and the role that institutionalized racism plays in this phenomenon, if any.



- 7** *Conduct studies that investigate the ability of summer programs to build children’s cultural, ethnic, or racial identity as well as enhance skills in communication and understanding across boundaries. Research on ethnic identity demonstrates the importance of this factor in educational success, especially for children of color, while studies of programs in science and math have been shown to increase girls’ involvement in these subjects. Children who develop the ability to understand, respect, and work constructively with others across racial, ethnic, and religious differences will be an asset as both citizens and workers. Programs with such goals should be a special interest of researchers looking at summer programs.*
- 8** *Examine the effectiveness of summer program improvement models, including training, technical assistance, and quality standards in moving programs to a higher level of quality and improve youth outcomes. While there is much agreement that quality is important, we are lacking solid information on the best way to move from where we are now to where programs need to be. In addition, we need quality assessments developed and tested specifically for summer programs to gauge their status and measure improvement.*
- 9** *Develop and test the efficacy of high quality curricula that embed learning in project-based approaches, thematic learning, or other sequential, intentional, experiential formats. Such curricula may be drawn from existing educational curricula that has been adapted for less formal environments or developed specifically for after-school programs, summer programs, or youth development.*

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About the Author

Beth M. Miller, Ph.D., has been conducting research and policy analysis in the afterschool field for over two decades. She is currently President of Miller-Midzik Research Associates (MMRA) and Senior Research Advisor, National Institute on Out-of-School Time (NIOST), Center for Research on Women, Wellesley College. Recent projects include: Co-Principal Investigator of the Massachusetts Afterschool Research Study (MARS); evaluations of the National Science Foundation-funded Mixing in Math Initiative and Boston's Literacy Coaching Initiative; and development, in collaboration with NIOST and the Massachusetts Department of Education, of the Afterschool Program Assessment System. *Critical Hours: Afterschool Programs and Educational Success*, Dr. Miller's previous report for the Nellie Mae Education Foundation, has been widely disseminated.

About the Nellie Mae Education Foundation

The Nellie Mae Education Foundation is the largest philanthropy in New England that focuses exclusively on promoting access, quality and effectiveness of education. Established in 1998, the Foundation provides grants and other support to education programs in the region designed to improve underserved students' academic achievement and access to higher education. The Foundation also funds research that examines critical educational opportunity issues. Since 1998, it has distributed nearly \$72 million.

Currently, the Foundation is creating a bold new agenda to dramatically improve educational systems for tomorrow—especially for underserved populations. While our funding is winding down for our work in College Prep, Adult Literacy, Minority High Achievement and Out-of-School Matters over the next few years, we will build on what we have learned through the successes of our current program commitments to define our future. Among the new areas being explored are early learning, multiple pathways to achievement and adult education.

For more information on the Foundation's current work, visit www.nmefdn.org.



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| | Teacher: | Clayton | Quiroz | Acda | Stone | Ortiz | Wills | Viveros | Blackstone | Segal | Blake | Yamamoto | Armitage | Kath | Baxter | Grewal | Recendez | Espinoza |
|-------|----------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|--------------------|------------------------|--------------------------|---------------------|------------------------|--------------------------|---------------------|
| | Class: | | | | | | | | | | | | | | | | | |
| | Room #: | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | D2 | D3 | D5 | C12 | C13 | D4 |
| Start | End | K.1 | K.2 | 1.1 | 1.2 | 2.1 | 2.2 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 | 5.3 | 6.3 | 6.1 | 6.2 |
| 7:45 | 8:00 | M Work | M Work | M Work | M Work | M Work | M Work | M Work | M Work | M Work | M Work | M Work | Homeroom (SS/ Writing) | Homeroom (Math/ Science) | Homeroom (ELA/ RPH) | Homeroom (SS/ Writing) | Homeroom (Math/ Science) | Homeroom (ELA/ RPH) |
| 8:00 | 8:15 | MM | MM | MM | MM | MM | MM | MM | MM | MM | MM | MM | ELA/RPH | SS/Writing | Math/Science | Math/Science | ELA/RPH | SS/Writing |
| 8:15 | 8:30 | ELA | ELA | ELA | ELA | ELA | ELA | ELA | ELA | ELA | ELA | ELA | ELA/RPH | SS/Writing | Math/Science | Math/Science | ELA/RPH | SS/Writing |
| 8:30 | 8:45 | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | ELA/RPH | SS/Writing | Math/Science | Math/Science | ELA/RPH | SS/Writing |
| 8:45 | 9:00 | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | ELA/RPH | SS/Writing | Math/Science | Math/Science | ELA/RPH | SS/Writing |
| 9:00 | 9:15 | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | ELA/RPH | SS/Writing | Math/Science | Math/Science | ELA/RPH | SS/Writing |
| 9:15 | 9:30 | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | RPH | ELA/RPH | SS/Writing | Math/Science | Math/Science | ELA/RPH | SS/Writing |
| 9:30 | 9:45 | Recess | Recess | ELA | ELA | Math | Math | ELA | ELA | ELA | Special | Special | ELA/RPH | SS/Writing | Math/Science | Math/Science | ELA/RPH | SS/Writing |
| 9:45 | 10:00 | Recess | Recess | ELA | ELA | Math | Math | ELA | ELA | ELA | Special | Special | ELA/RPH | SS/Writing | Math/Science | Math/Science | ELA/RPH | SS/Writing |
| 10:00 | 10:15 | ELA | ELA | ELA | ELA | Math | Math | ELA | ELA | ELA | Special | Special | Math/Science | ELA/RPH | SS/Writing | ELA/RPH | SS/Writing | Math/Science |
| 10:15 | 10:30 | ELA | ELA | Math | Math | Math | Math | ELA | ELA | ELA | Special Ends 10:25 | Special Ends 10:25 | Math/Science | ELA/RPH | SS/Writing | ELA/RPH | SS/Writing | Math/Science |
| 10:30 | 10:45 | ELA | ELA | Math | Math | ELA | ELA | Math | Math | Math | ELA | ELA | Math/Science | ELA/RPH | SS/Writing | ELA/RPH | SS/Writing | Math/Science |
| 10:45 | 11:00 | Lunch | Lunch | Lunch | Lunch | ELA | ELA | Math | Math | Math | ELA | ELA | Special | Special | Special | Special | Special | Special |
| 11:00 | 11:15 | Lunch | Lunch | Lunch | Lunch | ELA | ELA | Math | Math | Math | ELA | ELA | Special | Special | Special | Special | Special | Special |
| 11:15 | 11:30 | Math | Math | Recess | Recess | Lunch | Lunch | Lunch | Lunch | Lunch | ELA | ELA | Special | Special | Special | Special | Special | Special |
| 11:30 | 11:45 | Math | Math | Recess | Recess | Lunch | Lunch | Lunch | Lunch | Lunch | ELA | ELA | Special Ends 11:40 | Special Ends 11:40 | Special Ends 11:40 | Special Ends 11:40 | Special Ends 11:40 | Special Ends 11:40 |
| 11:45 | 12:00 | Math | Math | Math | Math | Recess | Recess | Writing | Writing | Writing | Lunch | Lunch | Lunch | Lunch | Lunch | Recess | Recess | Recess |
| 12:00 | 12:15 | Math | Math | Math | Math | Recess | Recess | Writing | Writing | Writing | Lunch | Lunch | Lunch | Lunch | Lunch | Recess | Recess | Recess |
| 12:15 | 12:30 | Math | Math | Math | Math | Math | Math | Writing | Writing | Writing | Recess | Recess | Recess | Recess | Recess | Lunch | Lunch | Lunch |
| 12:30 | 12:45 | Math | Math | Math | Math | Math | Math | Writing | Writing | Writing | Recess | Recess | Recess | Recess | Recess | Lunch | Lunch | Lunch |
| 12:45 | 1:00 | Writing | Writing | Writing | Writing | Special | Special | Special | Special | Special | Writing | Writing | Math/Science | ELA/RPH | SS/Writing | ELA/RPH | SS/Writing | Math/Science |
| 1:00 | 1:15 | Writing | Writing | Writing | Writing | Special | Special | Special | Special | Special | Writing | Writing | Math/Science | ELA/RPH | SS/Writing | ELA/RPH | SS/Writing | Math/Science |
| 1:15 | 1:30 | Writing | Writing | Writing | Writing | Special | Special | Special | Special | Special | Writing | Writing | Math/Science | ELA/RPH | SS/Writing | ELA/RPH | SS/Writing | Math/Science |
| 1:30 | 1:45 | Snack | Snack | Snack | Snack | Special Ends 1:40 | Special Ends 1:40 | Special Ends 1:40 | Special Ends 1:40 | Special Ends 1:40 | Math | Math | Math/Science | ELA/RPH | SS/Writing | ELA/RPH | SS/Writing | Math/Science |
| 1:45 | 2:00 | Special | Special | Special | Special | Writing | Writing | Recess | Recess | Recess | Math | Math | Math/Science | ELA/RPH | SS/Writing | ELA/RPH | SS/Writing | Math/Science |
| 2:00 | 2:15 | Special | Special | Special | Special | Writing | Writing | Recess | Recess | Recess | Math | Math | SS/Writing | Math/Science | ELA/RPH | SS/Writing | Math/Science | ELA/RPH |
| 2:15 | 2:30 | Special | Special | Special | Special | Writing | Writing | SS/SC | SS/SC | SS/SC | Math | Math | SS/Writing | Math/Science | ELA/RPH | SS/Writing | Math/Science | ELA/RPH |
| 2:30 | 2:45 | Special Ends 2:40 | Special Ends 2:40 | Special Ends 2:40 | Special Ends 2:40 | Writing | Writing | SS/SC | SS/SC | SS/SC | Math | Math | SS/Writing | Math/Science | ELA/RPH | SS/Writing | Math/Science | ELA/RPH |
| 2:45 | 3:00 | SS/SC | SS/SC | SS/SC | SS/SC | SS/SC | SS/SC | Math | Math | Math | SS/SC | SS/SC | SS/Writing | Math/Science | ELA/RPH | SS/Writing | Math/Science | ELA/RPH |
| 3:00 | 3:15 | SS/SC | SS/SC | SS/SC | SS/SC | SS/SC | SS/SC | Math | Math | Math | SS/SC | SS/SC | SS/Writing | Math/Science | ELA/RPH | SS/Writing | Math/Science | ELA/RPH |
| 3:15 | 3:30 | REACH | REACH | REACH | REACH | REACH | REACH | REACH | REACH | REACH | REACH | REACH | SS/Writing | Math/Science | ELA/RPH | SS/Writing | Math/Science | ELA/RPH |
| 3:30 | 3:45 | REACH | REACH | REACH | REACH | REACH | REACH | REACH | REACH | REACH | REACH | REACH | SS/Writing | Math/Science | ELA/RPH | SS/Writing | Math/Science | ELA/RPH |
| 3:45 | 4:00 | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO | CO | SS/Writing | Math/Science | ELA/RPH | SS/Writing | Math/Science | ELA/RPH |

| | | | | | | | | | | | |
|------|--|--|---|--|--|--|--|--|--|--|--|
| 4:15 | Scholars who have not been picked up may be escorted to the office. | | | | | Scholars should end in their homeroom. | Scholars should end in their homeroom. | Scholars should end in their homeroom. | Scholars should end in their homeroom. | Scholars should end in their homeroom. | Scholars should end in their homeroom. |
| | Key: | | | | | | | | | | |
| | MM | Morning Meeting | Friday Specials Time = Grade Level Data Meeting (All Grades) | | | | | | | | |
| | RPH | Reading Power Hour | Friday Town Hall - 2:45-3:55 (no PLT, SS/SC during non-Town Hall time) | | | | | | | | |
| | ELA | ELA Block | K-1: 2:45-3:05 | | | | | | | | |
| | SS/SC | Science/Social Studies | 2-3: 3:10-3:30 | | | | | | | | |
| | CO | Close Out | 4-6: 3:35-3:55 | | | | | | | | |
| | Writing | Writing | | | | | | | | | |
| | Math | Math | | | | | | | | | |
| | REACH | Remediation, Enrichment, And Challenge | | | | | | | | | |

| | | | | | Thursday (Early Dismissal - Times Differ) | | | | | | | | | | | | | | | |
|----------------|-------------|-------------|-------------|-------------|---|-------------|----------|--------|----------------------|-------------|----------------|---------------|----------|----|--------|-------|--------------|---------|-------|--|
| | Time | Monday | Tuesday | Wednesday | | Friday | | | | | | | | | | | | | | |
| 4.1 | 9:30-10:25 | Tech Skills | Art/Dance | Wellness | Physical Ed | Music | | | | | | | | | | | | | | |
| 4.2 | 9:30-10:25 | Music | Tech Skills | Art/Dance | Wellness | Physical Ed | | | | | | | | | | | | | | |
| 5.1 (Armitage) | 10:45-11:40 | Wellness | Music | Tech Skills | Physical Ed | Wellness | | | | | | | | | | | | | | |
| 5.2 (Kath) | 10:45-11:40 | Physical Ed | Wellness | Music | Tech Skills | Physical Ed | | | | | | | | | | | | | | |
| 6.2 (Espinoza) | 10:45-11:40 | Tech Skills | Physical Ed | Wellness | Music | Tech Skills | | | | | | | | | | | | | | |
| 6.3 (Grewal) | 10:45-11:40 | Music | Tech Skills | Physical Ed | Wellness | Music | | | | | | | | | | | | | | |
| 2.1 | 12:45-1:40 | Music | Tech Skills | Art/Dance | Wellness | Physical Ed | | | | | | | | | | | | | | |
| 2.2 | 12:45-1:40 | Physical Ed | Music | Tech Skills | Art/Dance | Wellness | | | | | | | | | | | | | | |
| 3.1 | 12:45-1:40 | Wellness | Physical Ed | Music | Tech Skills | Art/Dance | | | | | | | | | | | | | | |
| 3.2 | 12:45-1:40 | Art/Dance | Wellness | Physical Ed | Music | Tech Skills | | | | | | | | | | | | | | |
| 3.3 | 12:45-1:40 | Tech Skills | Art/Dance | Wellness | Physical Ed | Music | | | | | | | | | | | | | | |
| K.1 | 1:45-2:40 | Wellness | Physical Ed | Music | Tech Skills | Art/Dance | | | | | | | | | | | | | | |
| K.2 | 1:45-2:40 | Art/Dance | Wellness | Physical Ed | Music | Tech Skills | | | | | | | | | | | | | | |
| 1.1 | 1:45-2:40 | Tech Skills | Art/Dance | Wellness | Physical Ed | Music | | | | | | | | | | | | | | |
| 1.2 | 1:45-2:40 | Music | Tech Skills | Art/Dance | Wellness | Physical Ed | Specials | Recess | REAC H Support | ISS Mtg. | RPH Support | CO Support | Planning | PD | Breaks | Lunch | Huddle Up | Traffic | Total | |
| | Tech Skills | 4 | 4 | 2 | 3 | 3 | 16.25 | 2.5 | 2 | 0.5 | 4.5 | 1 | 7.25 | 3 | 2.5 | 2.5 | 0.5 | 2.5 | 45 | |
| | Music | 4 | 2 | 3 | 3 | 4 | 16 | 2.5 | 2 | 0.5 | 4.5 | 1 | 7.25 | 3 | 2.5 | 2.5 | 0.5 | 2.5 | 44.75 | |
| | Physical Ed | 2 | 3 | 3 | 4 | 4 | 16 | 2.5 | 2 | 0.5 | 4.5 | 1 | 7.5 | 3 | 2.5 | 2.5 | 0.5 | 2.5 | 45 | |
| | Wellness | 3 | 3 | 4 | 4 | 3 | 16 | 2.5 | 2 | 0.5 | 4.5 | 1 | 7.5 | 3 | 2.5 | 2.5 | 0.5 | 2.5 | 45 | |
| | Art/Dance | 3 | 4 | 4 | 3 | 3 | 16.25 | 1 | 2 | 0.5 | 4.5 | 1 | 8.75 | 3 | 2.5 | 2.5 | 0.5 | 2.5 | 45 | |

5th Grade ELA/Social Studies

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|---|---|---|---|
| 9:00 | | | | | |
| 9:30 | | | | Standards-based Remediation 9:30-9:45am (transition 9:45-9:50am) | |
| 10:00 | | | | | |
| 10:00-10:25am | | 9:00-10:25am | 9:00-10:25am | | 10:25am |
| 10:30 | (Transition 10:25-10:30) | (Transition 10:25-10:30) | (Transition 10:25-10:30) | | (Transition 10:25-10:30) |
| 11:00 | | | | PLT Lab (transition 10:50-10:55am) | |
| 11:30 | Studies Homeroom 10:30-11:30am (Transition 11:30-11:35) | Studies Non-Homeroom 10:30-11:30am (Transition 11:30-11:35) | Studies Homeroom 10:30-11:30am (Transition 11:30-11:35) | Explorations 10:55-11:20 (transition 11:20- 11:25pm) | Studies Non-Homeroom 10:55-11:30am (Transition 11:30-11:35) |
| 12:00 | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:25am- 12:10pm (eat- 11:25- 11:45 , recess- 11:45- 12:10) (transition 12:10-12:15pm) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) |
| 12:30 | | | | DEAR 12:15-12:55pm (transition 12:55-1:00pm) | |
| 1:00 | Non-Homeroom 12:15-1:35pm | Non-Homeroom 12:15-1:35pm | Non-Homeroom 12:15-1:35pm | Congress 1:00- 1:25 (transition 1:25- 1:30pm) | Non-Homeroom 12:15-1:35pm |
| 1:30 | (Transition 1:35-1:40) | (Transition 1:35-1:40) | (Transition 1:35-1:40) | Dismissal | (Transition 1:35-1:40) |
| 2:00 | Field 1:40-2:35pm | Field 1:40-2:35pm | Field 1:40-2:35pm | | Field 1:40-2:35pm |
| 2:30 | (Transition 2:35-2:40) | (Transition 2:35-2:40) | (Transition 2:35-2:40) | | (Transition 2:35-2:40) |
| 3:00 | | Power Hour 3:40-3:25pm (Transition 3:20-3:25) | | | |
| 3:30 | Power Hour 3:40-3:55pm (Transition 3:55-4:00) | PLT Lab 3:25-3:55pm (Transition 3:55-4:00) | Power Hour 3:40-3:55pm (Transition 3:55-4:00) | | Power Hour 3:40-3:55pm (Transition 3:55-4:00) |
| 4:00 | Dismissal | Dismissal | Dismissal | | Dismissal |

5th Grade Math/Science

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--|---|---|---|---|
| 9:00 | | | | | |
| 9:30 | | | | Standards-based Remediation 9:45-10:45am (transition 9:45-9:50am) | |
| 10:00 | | | | | |
| 10:30 | 10-10:25am (Transition 10:25-10:30) | 10-10:25am (Transition 10:25-10:30) | 9:00-10:25am (Transition 10:25-10:30) | | 10:25am (Transition 10:25-10:30) |
| 11:00 | | | | PLT Lab (transition 10:50-10:55am) | |
| 11:30 | Science Homeroom 10am (Transition 11:30-11:35am) | Science Non-Homeroom 10:30-11:30am (Transition 11:30-11:35am) | Science Homeroom 10:30-11:30am (Transition 11:30-11:35am) | Explorations 10:55-11:20 (transition 11:20- 11:25pm) | Science Non-Homeroom 11:30am (Transition 11:30-11:35am) |
| 12:00 | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:25am- 12:10pm (eat- 11:25- 11:45 , recess- 11:45- 12:10) (transition 12:10-12:15pm) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) |
| 12:30 | | | | DEAR 12:15-12:55pm (transition 12:55-1:00pm) | |
| 1:00 | Block Non-Homeroom 12:15-1:40pm (Transition 1:40-1:45) | Block Non-Homeroom 12:15-1:40pm (Transition 1:40-1:45) | Block Non-Homeroom 12:15-1:40pm (Transition 1:40-1:45) | Congress 1:00- 1:25 (transition 1:25- 1:30pm) | Block Non-Homeroom 12:15-1:40pm (Transition 1:40-1:45) |
| 1:30 | | | | Dismissal | |
| 2:00 | | | | | |
| 2:30 | Field 1:45-2:40pm (Trasition 2:40-2:45) | Field 1:45-2:40pm (Trasition 2:40-2:45) | Field 1:45-2:40pm (Trasition 2:40-2:45) | | Field 1:45-2:40pm (Trasition 2:40-2:45) |
| 3:00 | | Power Hour 2:40-3:25pm (Transition 3:20-3:25) | | | |
| 3:30 | Power Hour 3:15-3:55pm (Transition 3:55- 4:00) | PLT Lab 3:15-3:55pm (Trasition 3:55-4:00) | Power Hour 3:15-3:55pm (Transition 3:55- 4:00) | | Power Hour 3:15-3:55pm (Transition 3:55- 4:00) |
| 4:00 | Dismissal | Dismissal | Dismissal | | Dismissal |

6th Grade ELA/Social Studies

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|---|---|---|--|---|
| 9:00 | | | | | |
| 9:30 | | | | Standards-based Remediation 9:00-9:45am (transition 9:45-9:50am) | |
| 10:00 | | | | | |
| 10:30 | 10:00-10:25am (Transition 10:25-10:30) | 10:00-10:25am (Transition 10:25-10:30) | 10:00-10:25am (Transition 10:25-10:30) | | 10:00-10:25am (Transition 10:25-10:30) |
| 11:00 | Social Studies/Science Homeroom 10:30-11:30am (Transition 11:30-11:35) | Social Studies/Science Homeroom 10:30-11:30am (Transition 11:30-11:35) | Social Studies/Science Homeroom 10:30-11:30am (Transition 11:30-11:35) | ST Lab 10:50-11:20 (transition 10:50-10:55am) (transition 11:20- 11:25pm) | Social Studies/Science Homeroom 10:30-11:30am (Transition 11:30-11:35) |
| 11:30 | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:25am- 12:10pm (eat- 11:25- 11:45 , recess- 11:45- 12:10) (transition 12:10-12:15pm) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) |
| 12:00 | | | | DEAR 12:15-12:55pm (transition 12:55-1:00pm) | |
| 12:30 | Field 12:15-1:10pm (Transition 1:10-1:15pm) | Field 12:15-1:10pm (Transition 1:10-1:15pm) | Field 12:15-1:10pm (Transition 1:10-1:15pm) | Congress 1:00- 1:25 (transition 1:25- 1:30pm) | Field 12:15-1:10pm (Transition 1:10-1:15pm) |
| 1:00 | | | | Dismissal | |
| 1:30 | | | | | |
| 2:00 | Block Non-Homeroom 1:15-2:40pm (Transition 2:40-2:45) | Block Non-Homeroom 1:15-2:40pm (Transition 2:40-2:45) | Block Non-Homeroom 1:15-2:40pm (Transition 2:40-2:45) | | Block Non-Homeroom 1:15-2:40pm (Transition 2:40-2:45) |
| 2:30 | | | | | |
| 3:00 | | Teacher Hour 3:40-3:25pm (Transition 3:20-3:25) | | | |
| 3:30 | Teacher Hour 3:35-3:55pm (Transition 3:55-4:00) | PLT Lab 3:25-3:55pm (Transition 3:55-4:00) | Teacher Hour 3:35-3:55pm (Transition 3:55-4:00) | | Teacher Hour 3:35-3:55pm (Transition 3:55-4:00) |
| 4:00 | Dismissal | Dismissal | Dismissal | | Dismissal |

6th Grade Math/Science

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--|--|--|--|--|
| 9:00 | | | | | |
| 9:30 | | | | Standards-based Remediation 9:00-9:45am (transition 9:45-9:50am) | |
| 10:00 | | | | | |
| 10:30 | 0-10:25am (Transition 10:25-10:30) | 0-10:25am (Transition 10:25-10:30) | 0-10:25am (Transition 10:25-10:30) | | 0-10:25am (Transition 10:25-10:30) |
| 11:00 | Science Homeroom 10am | Science Non-Homeroom 10am | Science Homeroom 10am | PLT Lab 10:55-11:20 (transition 10:50-10:55am) | Science Non-Homeroom 10am |
| 11:30 | (Transition 11:30-11:35am) | (Transition 11:30-11:35am) | (Transition 11:30-11:35am) | (transition 11:20- 11:25pm) | (Transition 11:30-11:35am) |
| 12:00 | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) | Lunch 11:25am- 12:10pm (eat- 11:25- 11:45 , recess- 11:45- 12:10) (transition 12:10-12:15pm) | Lunch 11:35am-12:10pm (Transition 12:10-12:15am) |
| 12:30 | Field 12:15-1:10pm | Field 12:15-1:10pm | Field 12:15-1:10pm | DEAR 12:15-12:55pm (transition 12:55-1:00pm) | Field 12:15-1:10pm |
| 1:00 | (Transition 1:10-1:15pm) | (Transition 1:10-1:15pm) | (Transition 1:10-1:15pm) | Congress 1:00- 1:25 (transition 1:25- 1:30pm) | (Transition 1:10-1:15pm) |
| 1:30 | | | | Dismissal | |
| 2:00 | | | | | |
| 2:30 | Non-Homeroom 1:15-2:40pm (Transition 2:40-2:45) | Work Non-Homeroom 1:15-2:40pm (Transition 2:40-2:45) | Work Non-Homeroom 1:15-2:40pm (Transition 2:40-2:45) | | Non-Homeroom 1:15-2:40pm (Transition 2:40-2:45) |
| 3:00 | | Teacher Hour 2:40-3:25pm (Transition 3:20-3:25) | | | |
| 3:30 | Teacher Hour 3:35-4:00pm (Transition 3:55-4:00) | PLT Lab 3:25-3:55pm (Transition 3:55-4:00) | Teacher Hour 3:35-4:00pm (Transition 3:55-4:00) | | Teacher Hour 3:35-4:00pm (Transition 3:55-4:00) |
| 4:00 | Dismissal | Dismissal | Dismissal | | Dismissal |

7th Grade ELA/Social Studies

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|---|---|---|--|---|
| 9:00 | | | | | |
| 9:30 | PT Field 9:00-9:55am (Transition 9:55-10:00) | PT Field 9:00-9:55am (Transition 9:55-10:00) | PT Field 9:00-9:55am (Transition 9:55-10:00) | Standards-based Remediation 9:00-9:45am (transition 9:45-9:50am) | PT Field 9:00-9:55am (Transition 9:55-10:00) |
| 10:00 | | | | | |
| 10:30 | | | | | |
| 11:00 | Block Homeroom 10:00-11:25am (Transition 11:25-11:30) | Block Homeroom 10:00-11:25am (Transition 11:25-11:30) | Block Homeroom 10:00-11:25am (Transition 11:25-11:30) | PT Lab 10:55-11:20 (transition 10:50-10:55am) | Block Homeroom 10:00-11:25am (Transition 11:25-11:30) |
| 11:30 | | | | | |
| 12:00 | | | | Lunch 11:25am- 12:10pm (eat- 11:25- 11:45 , recess- 11:45- 12:10) (transition 12:10-12:15pm) | |
| 12:30 | Non-Homeroom 11:30-1:00pm (Transition 1:00-1:05) | Non-Homeroom 11:30-1:00pm (Transition 1:00-1:05) | Non-Homeroom 11:30-1:00pm (Transition 1:00-1:05) | DEAR 12:15-12:55pm (transition 12:55-1:00pm) | Non-Homeroom 11:30-1:00pm (Transition 1:00-1:05) |
| 1:00 | | | | Congress 1:00- 1:25 (transition 1:25- 1:30pm) | |
| 1:30 | Lunch 1:05-1:40pm (Transition 1:40-1:45) | Lunch 1:05-1:40pm (Transition 1:40-1:45) | Lunch 1:05-1:40pm (Transition 1:40-1:45) | Dismissal | Lunch 1:05-1:40pm (Transition 1:40-1:45) |
| 2:00 | Studies Homeroom 1:45-2:40pm (Transition 2:40-2:45) | Studies Non-Homeroom 1:45-2:40pm (Transition 2:40-2:45) | Studies Homeroom 1:45-2:40pm (Transition 2:40-2:45) | | Studies Non-Homeroom 1:45-2:40pm (Transition 2:40-2:45) |
| 2:30 | | | | | |
| 3:00 | | Teacher Hour 3:20-3:25pm (Transition 3:20-3:25) | | | |
| 3:30 | Teacher Hour 2:45-3:55pm (Transition 3:55-4:00) | PLT Lab 3:25-3:55pm (Transition 3:55-4:00) | Teacher Hour 2:45-3:55pm (Transition 3:55-4:00) | | Teacher Hour 2:45-3:55pm (Transition 3:55-4:00) |
| 4:00 | Dismissal | Dismissal | Dismissal | | Dismissal |

7th Grade Math/Science

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|---|--|--|--|--|
| 9:00 | | | | | |
| 9:30 | PT Field 9:00-9:55am (Transition 9:55-10:00) | PT Field 9:00-9:55am (Transition 9:55-10:00) | PT Field 9:00-9:55am (Transition 9:55-10:00) | Standards-based Remediation 9:00-9:45am (transition 9:45-9:50am) | PT Field 9:00-9:55am (Transition 9:55-10:00) |
| 10:00 | | | | | |
| 10:30 | | | | | |
| 11:00 | Block Homeroom 10:00-11:25am (Transition 11:25-11:30) | Block Homeroom 10:00-11:25am (Transition 11:25-11:30) | Block Homeroom 10:00-11:25am (Transition 11:25-11:30) | PT Lab 10:55-11:20 (transition 11:20- 11:25pm) | Block Homeroom 10:00-11:25am (Transition 11:25-11:30) |
| 11:30 | | | | | |
| 12:00 | | | | Lunch 11:25am- 12:10pm (eat- 11:25- 11:45 , recess- 11:45- 12:10) (transition 12:10-12:15pm) | |
| 12:30 | Non-Homeroom 11:30-1:00pm (Transition 1:00-1:05) | Block Non-Homeroom 11:30-1:00pm (Transition 1:00-1:05) | Block Non-Homeroom 11:30-1:00pm (Transition 1:00-1:05) | DEAR 12:15-12:55pm (transition 12:55-1:00pm) | Block Non-Homeroom 11:30-1:00pm (Transition 1:00-1:05) |
| 1:00 | | | | Congress 1:00- 1:25 (transition 1:25- 1:30pm) | |
| 1:30 | Lunch 1:14pm (Transition 1:40-1:45) | Lunch 1:15-1:40pm (Transition 1:40-1:45) | Lunch 1:15-1:40pm (Transition 1:40-1:45) | Dismissal | Lunch 1:15-1:40pm (Transition 1:40-1:45) |
| 2:00 | Block Homeroom 1:45-2:40pm (Transition 2:40-2:45) | Block Non-Homeroom 1:45-2:40pm (Transition 2:40-2:45) | Block Homeroom 1:45-2:40pm (Transition 2:40-2:45) | | Block Non-Homeroom 1:45-2:40pm (Transition 2:40-2:45) |
| 2:30 | | | | | |
| 3:00 | | Power Hour 2:40-3:25pm (Transition 3:20-3:25) | | | |
| 3:30 | Power Hour 2:45-3:55pm (Transition 3:55-4:00) | PLT Lab 2:55-3:55pm (Transition 3:55-4:00) | Power Hour 2:45-3:55pm (Transition 3:55-4:00) | | Power Hour 2:45-3:55pm (Transition 3:55-4:00) |
| 4:00 | Dismissal | Dismissal | Dismissal | | Dismissal |

8th Grade ELA/Social Studies

| | Monday | Tuesday | Wednesday | Thursday | Friday | |
|-------|---|---|---|-------------|---|--|
| 9:00 | | | | Ingress | | |
| 9:30 | | | | 9:00-9:30am | | |
| 10:00 | | | | | | |
| 10:30 | erroom 10:25am (Transition 10:25-10:30) | erroom 10:25am (Transition 10:25-10:30) | erroom 10:25am (Transition 10:25-10:30) | | erroom 10:25am (Transition 10:25-10:30) | |
| 11:00 | | | | | | |
| 11:30 | udies Homeroom :30-11:25am (Transition 11:25-11:30) | udies Non-Homeroom :30-11:25am (Transition 11:25-11:30) | udies Homeroom :30-11:25am (Transition 11:25-11:30) | | udies Non-Homeroom :30-11:25am (Transition 11:25-11:30) | |
| 12:00 | | | | | | |
| 12:30 | | | | | | |
| 1:00 | Homeroom Block 11:30-1:00pm (Transition 1:00-1:05) | Homeroom Block 11:30-1:00pm (Transition 1:00-1:05) | Homeroom Block 11:30-1:00pm (Transition 1:00-1:05) | | Homeroom Block 11:30-1:00pm (Transition 1:00-1:05) | |
| 1:30 | Lunch 05-1:40pm (Transition 1:40-1:45) 1: | Lunch 05-1:40pm (Transition 1:40-1:45) 1: | Lunch 05-1:40pm (Transition 1:40-1:45) 1: | | Lunch 05-1:40pm (Transition 1:40-1:45) 1: | |
| 2:00 | | | | | | |
| 2:30 | T Field 1:45-2:40pm (Transition 2:40-2:45) | T Field 1:45-2:40pm (Transition 2:40-2:45) | T Field 1:45-2:40pm (Transition 2:40-2:45) | | T Field 1:45-2:40pm (Transition 2:40-2:45) | |
| 3:00 | | | | | | |
| 3:30 | wer Hour 2:45-3:55pm (Transition 3:55-4:00) | wer Hour :40-3:25pm (Transition 3:20-3:25) PLT Lab :5-3:55pm (Transition 3:55-4:00) 3: | wer Hour 2:45-3:55pm (Transition 3:55-4:00) | | wer Hour 2:45-3:55pm (Transition 3:55-4:00) | |
| 4:00 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal | |

8th Grade Math/Science

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|
| 9:00 | | | | See 8th Thursday Schedule | |
| 9:30 | | | | | |
| 10:00 | | | | | |
| 10:25am | Homeroom | Homeroom | Homeroom | | Homeroom |
| 10:30 | (Transition 10:25-10:30) | (Transition 10:25-10:30) | (Transition 10:25-10:30) | | (Transition 10:25-10:30) |
| 11:00 | | | | | |
| 11:25am | Non-Homeroom | Non-Homeroom | Non-Homeroom | | Non-Homeroom |
| 11:30 | (Transition 11:25-11:30) | (Transition 11:25-11:30) | (Transition 11:25-11:30) | | (Transition 11:25-11:30) |
| 12:00 | | | | | |
| 12:30 | | | | | |
| 1:00pm | Homeroom Block | Homeroom Block | Homeroom Block | | Homeroom Block |
| 1:05 | (Transition 1:00-1:05) | (Transition 1:00-1:05) | (Transition 1:00-1:05) | | (Transition 1:00-1:05) |
| 1:30 | Lunch | Lunch | Lunch | | Lunch |
| 1:40pm | 1:05-1:40pm | 1:05-1:40pm | 1:05-1:40pm | | 1:05-1:40pm |
| 1:45 | (Transition 1:40-1:45) | (Transition 1:40-1:45) | (Transition 1:40-1:45) | | (Transition 1:40-1:45) |
| 2:00 | | | | | |
| 2:30 | PT Field | PT Field | PT Field | | PT Field |
| 2:40pm | 1:45-2:40pm | 1:45-2:40pm | 1:45-2:40pm | | 1:45-2:40pm |
| 2:45 | (Transition 2:40-2:45) | (Transition 2:40-2:45) | (Transition 2:40-2:45) | | (Transition 2:40-2:45) |
| 3:00 | | | | | |
| 3:25pm | Teacher Hour | Teacher Hour | Teacher Hour | | Teacher Hour |
| 3:30 | 2:40-3:25pm | 2:40-3:25pm | 2:40-3:25pm | | 2:40-3:25pm |
| 3:55pm | (Transition 3:25-3:30) | (Transition 3:25-3:30) | (Transition 3:25-3:30) | | (Transition 3:25-3:30) |
| 3:55pm | Teacher Hour | PLT Lab | Teacher Hour | | Teacher Hour |
| 4:00 | 2:45-3:55pm | 25-3:55pm | 2:45-3:55pm | | 2:45-3:55pm |
| 4:00 | (Transition 3:55-4:00) | (Transition 3:55-4:00) | (Transition 3:55-4:00) | | (Transition 3:55-4:00) |
| 4:00 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |

| | USC | Berkeley | Stanford | UCI |
|-------|--|--|--|---|
| 9:00 | Standards-based Remediation 9:00-9:45am | Standards-based Remediation 9:00-9:45am | Standards-based Remediation 9:00-9:45am | Computer Science 9:00- 9:45am (transition 9:45- 9:50) |
| 9:30 | (transition 9:45- 9:50am) | (transition 9:45- 9:50am) | (transition 9:45- 9:50am) | |
| 10:00 | Explorations 10:00-10:25am | Explorations 10:00-10:25am | Explorations 10:00-10:25am | Explorations 10:00-10:25am |
| | (transition 10:25-10:30pm) | (transition 10:25-10:30pm) | (transition 10:25-10:30pm) | (transition 10:25-10:30pm) |
| 10:30 | PLT lab 10:30-11:15am | PLT lab 10:30-11:15am | Computer Science 10:30-11:15am | PLT lab 10:30-11:15am |
| 11:00 | (transition 11:15-11:20am) | (transition 11:15-11:20am) | (transition 11:15-11:20am) | (transition 11:15-11:20am) |
| | Lunch 11:20-12:05pm | Computer Science 11:20-12:05pm | PLT Lab 11:20-12:05pm | Standards-based Remediation 11:20-12:05pm |
| 11:30 | (recess- 11:20- 11:40, eat 11:40- 12:05pm) | (transition 12:05-12:10pm) | (transition 12:05- 12:10pm) | (transition 12:05-12:10pm) |
| 12:00 | Computer Science 12:00-12:55pm | Lunch 12:00-12:55 pm | Lunch 12:00-12:55 pm | Lunch 12:00-12:55 pm |
| 12:30 | (transition 12:55-1:00pm) | (transition 12:55-1:00pm) | (transition 12:55-1:00pm) | (transition 12:55-1:00pm) |
| 1:00 | Mass 1:00am | Mass 1:00am | Mass 1:00am | Mass 1:00am |
| | (transition 1:25-1:30) | (transition 1:25-1:30) | (transition 1:25-1:30) | (transition 1:25-1:30) |
| 1:30 | Dismissal | Dismissal | Dismissal | Dismissal |

Scaffolding Instruction for English Language Learners: A Resource Guide for English Language Arts

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Introduction

Overview

The Common Core State Standards for English Language Arts (Common Core State Standards Initiative, 2010) reflect the knowledge and skills that all students, including English language learners (ELLs), need for success in college and careers. This resource guide is intended to explain and demonstrate how ELLs can be supported in meeting the New York State P–12 Common Core Learning Standards (NYS CCLS), New York State’s version of these standards.

Although all students will need support at the word, sentence, and text levels to meet these new, challenging standards, ELLs will benefit from additional support because they are learning language and content in their new language concurrently. All students need support at the word level to deal with words with multiple meanings, unfamiliar vocabulary, and archaic language (see Fisher, Frey, & Lapp, 2012); ELLs benefit from additional support because they will encounter many more general academic and domain-specific words that are unfamiliar, greatly reducing comprehension. At the sentence level, all students need support to master sophisticated figurative language and nonstandard dialects of English (Fisher, Frey, & Lapp, 2012). ELLs will benefit from additional support to help them understand the complex syntax of English characterized by compound and complex sentences. Finally, at the text level, all students need support to comprehend text that distorts the organization of time (e.g., flashbacks or foreshadowing), uses few text features or graphics, has multiple levels of meaning, or addresses topics that require specialized content knowledge (Fisher, Frey, & Lapp, 2012). ELLs will benefit from additional support to understand English text because of its extensive use of reference chains where the same people, things, or events are linked throughout a text using pronouns (e.g., he, they, it) or the same concepts are linked using multiple expressions.

The resource guide begins by describing research-based scaffolds and routines that will assist ELLs in meeting the NYS CCLS and mastering the New York State Common Core English Language Arts curriculum. Scaffolds are defined as temporary instructional supports that help make rigorous grade-level curriculum accessible to all students, including ELLs. The scaffolding techniques and routines for ELLs included here are based on recent research on effective instructional methods for supporting ELLs. The guide then explains how scaffolding has been differentiated to meet the needs of ELLs at different levels of English proficiency. Finally, the guide presents six English languages arts prototypes that demonstrate how the scaffolds have been applied to lessons developed by Core Knowledge, Expeditionary Learning, and Public Consulting Group for New York State. It explains the conventions used to insert scaffolds into the lessons. The following table displays the English language arts prototypes by grade span.

| Name of Prototype | Module/Component | Lesson | Grade Span |
|---|------------------|--------|------------|
| Skills Strand | NA | NA | P–2 |
| “A Father and His Son in Mesopotamia” | 1 | 1 | P–2 |
| Determining the Main Idea and Key Details: “Tackling the Trash” | 4 | 3 | 3–5 |
| Identifying an Author’s Opinions and Evidence: “The Value of Sports in People’s Lives” | 3A | 2 | 3–5 |
| Analyzing a Model Position Paper: “Facebook: Not for Kids” | 4A | 1 | 6–8 |
| “A Work of Art Is Good if It Has Arisen Out of Necessity” | 1 | 1 | 9–12 |

General Approach

Use Scaffolding Techniques and Routines Consistent With the Common Core State Standards and Recent Research

AIR has ensured that the scaffolding techniques and routines are consistent with the New York State P–12 CCLS by aligning them with criteria in the Evaluating Quality Instructional Programs (EQuIP) rubric. EQuIP is a rubric that 35 states are using. The rubric provides criteria to determine the quality and alignment of curricular lessons and units to the Common Core State Standards. As is consistent with the criteria set by EQuIP, the prototyped lessons that follow are aligned to the depth of the Common Core, address key shifts in the Common Core, are responsive to ELL learning needs, and regularly assess whether students are developing standards-based skills.

The scaffolding techniques and routines used in these lessons also are consistent with findings from research reported in the recently released Institute of Education Sciences Practice Guide focused on teaching academic content and literacy to English language learners (Baker et al., 2014) and from research related to reading for multiple purposes (August & Shanahan, 2006) and the use of home language instruction for helping ELLs develop literacy and content knowledge in English (e.g., Francis, Lesaux, & August, 2006). The research-based scaffolding techniques include teaching academic vocabulary intensively across several days using a variety of techniques, integrating oral and written English language instruction into content area teaching, providing regular structured opportunities to read for multiple purposes, providing regular opportunities to develop written language skills, and capitalizing on students’ home language skills and knowledge.

Teach Academic Vocabulary

In the lessons that follow, vocabulary is selected for instruction because it is important for understanding the text and appears frequently across texts at the target grade level. The scaffolding techniques used to teach academic vocabulary in these lessons are consistent with recent research (Carlo et al., 2004; Lesaux, Kieffer, Faller, & Kelley, 2010; Lesaux, Kieffer, Kelley, & Harris, in press; Silverman & Hines, 2009; Vaughn et al., 2009). The techniques include “using engaging informational texts as a platform for intensive vocabulary instruction; choosing a small set of academic vocabulary words for in-depth instruction; teaching vocabulary in depth using multiple modalities (writing, listening, and speaking); and teaching” students word learning strategies to help them independently figure out the meanings of words (Baker et al., 2014, p. 6). In the lessons, engaging text is used as a platform for intensive vocabulary instruction. Conceptually complex vocabulary is pretaught—before students use visuals and before the teacher provides student-friendly definitions and translations, exposure to target words in varied contexts, and experiences that promote deep processing of word meanings. Vocabulary that is less complex is taught through embedding comprehensible definitions into the text and discourse surrounding the text. The instruction is intensive because, throughout the lessons, students are helped to acquire vocabulary through glossaries and text-dependent questions that focus on the meanings of words and phrases in the text. Multiple modalities are used to teach vocabulary: Teachers use language, gestures, and visuals to clarify words’ meanings. Teachers teach students word-learning strategies that use cognate knowledge, context, dictionaries, and morphology to help uncover the meanings of unknown words and phrases.

Integrate Oral and Written Language Instruction Into Content Area Teaching

The scaffolding techniques used to integrate oral and written language into content area instruction in the lessons that follow are consistent with recent research (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Brown, Ryoo, & Rodriguez, 2010; Ryoo, 2009; Silverman & Hines, 2009; Vaughn et al., 2009). Techniques include “strategically using instructional tools such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content; explicitly teaching the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction; providing daily opportunities for students to talk about content in pairs and small groups; and providing writing opportunities to extend student learning and understanding of the content material” (Baker et al., 2014, p. 6). For example, the lessons strategically use instructional tools such as short videos, visuals, and graphic organizers to make text and discourse comprehensible. Other scaffolding techniques are the use of supplementary questions that guide students to the answers for more overarching text-dependent questions and glossaries that define words and phrases important for understanding the text. The lessons explicitly teach and provide students with opportunities to use both content-specific and general academic vocabulary before close reading, during close reading, and after close reading. Almost all lesson activities provide opportunities for partner talk. Students have ongoing opportunities to extend learning. They write constructed responses to questions while reading narratives, informational or explanatory texts, and arguments connected to the anchor text.

Provide Regular, Structured Opportunities to Read for Multiple Purposes

The Common Core State Standards call for reading for multiple purposes. The importance of providing ELLs with opportunities to read for multiple purposes is supported by research (August & Shanahan, 2008). First, if the text contains cultural, historical, or thematic information ELLs are unlikely to have acquired, they read short supplementary texts to help them acquire such knowledge. Second, teachers read the anchor text aloud to model fluent reading while students listen and follow along in their texts. The oral reading provides opportunities for teachers to define vocabulary in context. Third, ELLs read to answer questions about key ideas and details. Fourth, students reread the text to identify vocabulary and sections of the text they did not originally understand. Finally, ELLs revisit the text to analyze craft and structure and integrate knowledge and ideas. The scaffolding techniques described in the other section of the approach are used throughout.

Provide Regular, Structured Opportunities to Write

The scaffolding techniques used for writing in the following lessons are consistent with recent research (Kim et al., 2011; Lesaux et al., in press). Techniques include “providing writing assignments that are anchored in content and focused on developing academic language as well as writing skills; providing language-based supports to facilitate student’s entry into and continued development of writing; using small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing; and assessing students’ writing periodically to identify instructional needs and provide positive constructive feedback in response” (Baker et al., 2014, p. 6). For example, in the prototyped lessons, all writing is anchored in content that students have read, and focuses on developing academic language through questions that require students to talk in pairs and then write. All writing assignments provide language-based supports such as glossaries, word banks, sentence frames, and starters (as needed) and graphic organizers to facilitate students’ entry into and continual development of writing. For both short, constructed-response writing during close reading and more extended writing, students have opportunities to talk with each other. For constructed-response writing, they talk with a partner to answer questions before writing. For longer writing assignments, students work in pairs to generate ideas and organize their thoughts with a graphic organizer before writing. In the lessons, students write responses to pre- and post- assessments to help teachers identify areas of weakness and growth. Teachers edit longer pieces of writing and confer with students to help them improve their writing skills.

Capitalize on Students’ Home Language Skills and Knowledge

The scaffolds in the previous sections may be helpful to all students. Scaffolds unique to ELLs are those that capitalize on their home language knowledge and skills to help them acquire the knowledge and skills of a new language. A large body of research indicates that ELLs draw on conceptual knowledge and skills acquired in their home language in learning their new language (Dressler, 2006) and that instructional methods that help ELLs draw on home language knowledge and skills promote literacy development in the new language (August et al., 2009; Carlo et al., 2004; Liang, Peterson, & Graves, 2005; Restrepo et al., 2010). In the prototyped lessons that follow, scaffolds that help students draw on home language knowledge and skills include glossaries that include home language translations; theme-related reading in students’

home language; bilingual homework activities; and routines that pair ELLs who are at emerging levels of language proficiency with bilingual partners so that discussions can occur in students' home language and in English. In addition, teachers teach students who speak a cognate language to use home-language cognate knowledge to figure out the meanings of unknown words in English.

In the lessons that follow, the scaffolds that capitalize on home language knowledge and skills are modeled in Spanish. These models can be used to develop similar scaffolds for students from other home-language backgrounds. The cognate activities will be helpful, however, only for ELLs whose home language shares cognates with English.

Differentiate Instruction for Students at Diverse Levels of English Proficiency

The New York State New Language Arts Progressions specify four levels of proficiency and literacy for ELLs—entering, emerging, transitioning, expanding—and one level of proficiency for ELLs that have just become proficient in English—commanding. In the prototypes that follow we describe and demonstrate scaffolding for ELLs at the four levels of proficiency. Scaffolds are not included for students at the commanding level because students at that level may not need additional support. ELLs at all levels of proficiency have access to scaffolds that provide multiple means of representation, action and expression, and engagement. ELLs at the entering and emerging levels of proficiency have access to text and instructions in their home language as well as in English. In addition, they have sentence frames to help them respond to text-dependent questions posed throughout the lesson. ELLs at the transitioning levels of proficiency have access to sentence starters. All students at these levels, as well as ELLs at the expanding level of proficiency, have access to word banks to help them engage in partner conversation and answer text-dependent questions. Teachers can differentiate further to meet the needs of students in their classrooms. For example, for students at transitioning and expanding levels of proficiency, teachers might reduce the background knowledge provided, vocabulary taught, and supplementary questions asked and their use of other scaffolds such as graphic organizers that make content presented in a second languages more accessible. For students at the transitioning and expanding levels of proficiency, teachers might provide students with text in their home language prior to reading the text in English even if the goal of instruction is English literacy.



The prototyped lesson activities labeled “[ALL]” indicate methods used for ELLs at all levels of proficiency; those labeled “[EN]” are for students at entering levels of proficiency; those labeled “[EM]” are for students at emerging levels of proficiency; those labeled “[TR]” are for students at transitioning levels of proficiency; and those labeled “[EX]” are for students at expanding levels of proficiency.

Conventions Used to Describe AIR Scaffolding

The original lessons are posted on the Engage^{NY} website, and AIR provides links to these lessons. The conventions that follow describe how the AIR scaffolds have been superimposed on these lessons. An example follows the description of these conventions.

AIR has added additional supports to almost all existing lesson components. These are labeled *AIR additional supports*, and describe the scaffolds added to the component. However, in some instances, as demonstrated in the example below, AIR has added new activities as well. *AIR new activity* refers to an activity not in the original lesson that AIR has inserted into the original lesson. For example, Background Knowledge (AIR New Activity 2 for Work Time) is a new activity AIR has added to the Work Time component of the Expeditionary Learning lesson. Because it is the second AIR new activity associated with Work Time, it is labeled activity 2. If there is only one new activity associated with a component of the original lesson, it is not numbered. *AIR instructions for teachers* are instructions AIR has added that describe how a teacher might implement the activity. *AIR instructions for students* are instructions AIR has added for students. In some instances AIR has added student exercises that accompany the instructions for students. The following example from the Expeditionary Learning curriculum demonstrates *AIR additional supports*, *AIR instructions for teachers*, *AIR instructions for students*, and exercises for an AIR activity that has been inserted into the original lesson.

Example: Background Knowledge (AIR New Activity 2 for Work Time)

| |
|--|
| <p>AIR Additional Supports</p> <p>Students look at a map and picture of the Mississippi and read a brief description of the river; they watch a short video clip about the river; they answer questions about both to develop background knowledge. Providing a glossary offers additional support for all students. Sentence frames support ELLs at entering (EN) and emerging (EM) levels of proficiency. Sentence frames support ELLs at transitioning (TR) levels of proficiency.</p> |
| <p>AIR Instructions for Teachers</p> <ul style="list-style-type: none"> ▪ Show students the picture and map of the Mississippi. ▪ Ask students to read the short text using the glossary as needed. Then students should answer the questions provided. ▪ To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. After watching the video have students answer the questions using the glossary as needed. |
| <p>AIR Instructions for Students</p> <ul style="list-style-type: none"> ▪ Look at the picture and map of the Mississippi. ▪ Read the short text and answer the questions. Use the glossary to look up unfamiliar words. ▪ Watch the short video clip. Before you watch, read the questions about the video. Answer the questions. Use the glossary to look up unfamiliar words that appear in the video. |
| <p style="text-align: center;">The Mississippi River</p> <div style="display: flex; justify-content: space-around;">   </div> |

| The Mississippi River | Glossary |
|--|--|
| <p>The Mississippi River is the largest river in the United States. The part of the Mississippi River from its headwaters to St. Louis is called the Upper Mississippi. East Moline, Chad's hometown, is located on the Upper Mississippi. The Mississippi River has experienced a lot of pollution, and there is a lot of trash in the river and along the shoreline.</p> | <p><i>headwaters</i>—the beginning of a river <i>upper</i>—higher in place <i>is located on</i>—is next to <i>pollution</i>—poisons, waste, or other things that hurt the environment <i>shoreline</i>—the place where land and water meet</p> |
| <p>Questions</p> <ol style="list-style-type: none"> What is the longest river in the United States? [ALL] The largest river in the United States is _____. [TR] The _____ is the longest river in the United States. [EN, EM] The Upper Mississippi runs between which two points? [ALL] The Upper Mississippi runs between _____ [TR]. The Upper Mississippi runs between _____ and _____. [EN, EM] Where is Chad's hometown? [ALL] Chad's hometown is _____. [TR] Chad's hometown is located on the _____. [EN, EM] What is a problem the Mississippi has experienced? [ALL] A problem the Mississippi has experienced is _____. [TR] The river has experienced _____. [EN, EM] Where is the trash located? [ALL] The trash is located _____. [TR] The trash is located in the _____ and along the _____. [EN, EM] | |

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Core Knowledge Lessons

Core Knowledge Skills Routines

Overview

These routines include the most prominent skill routines introduced in kindergarten and first grade, but they also appear in second grade.

In the Core Knowledge Skills routines, the level of scaffolding is the same for ELLs at all four levels of proficiency because English has a deep orthography, making this level of scaffolding important for helping ELLs master code-related skills and thus avoid the necessity of subsequent Tier 2 intervention. However, as noted in the Introduction to this document, teachers should differentiate further to meet the specific needs of students in their classrooms. For example, ELLs with transitioning and expanding levels of proficiency probably do not need to learn the labels for the words they are learning to read or the names of body parts used for teaching orthography (e.g., touching their shoulder for a first sound) because they tend to be high-frequency words in English.

AIR suggests that teachers learn about the sounds in English do not appear in student’s home language because students might have trouble pronouncing these English sounds. The Core Knowledge *Introducing the Sound* technique will help students make and practice these sounds.

The scaffolding methods that follow include teachers defining target words in context, teachers modeling routines before students try them, students repeating target words and phrases, teachers providing pictures to accompany the target words, and teachers using gestures and visuals to help reinforce word meanings.

For ELLs, additional practice is very helpful. AIR suggests that all instructed words be put on a ring with pictures representing them so that students can practice reading them to build word-reading automaticity. The pictures help ensure students know the meanings of words they are reading. Teachers might mark in some way words that are *not* decodable.

In the routines that follow, the text in blue boxes is the text that appears in the original lessons. *AIR Additional Supports* describes the supports AIR recommends. The text in green is text that AIR has added to the Core Knowledge routines. *AIR Routines for Teachers* are presented as teacher talk to students. Text in brackets are instructions for teachers. Anticipated student responses are in brackets also but are italicized. For some routines, *AIR Instructions for Students* also are provided.

Routines

Core Knowledge Routine: Blending Gestures Using Arm Movements

- First appears in Kindergarten Skills Strand, Unit 3
- Focus lesson: Lesson 1 (p. 12)
- For background information and description of blending gestures, see K Skills, Unit 3 introduction (p. 5).

Terms: Sound, segment, blend, gesture, shoulder, elbow, wrist, finger, tap, wiggle

Core Knowledge Instructions for Teachers

- Today we will practice blending sounds into words.
- We will place our hands on our shoulder, elbow, and wrist to segment each sound and then use a swooping motion down our arm to show that we have finished blending the word.

AIR Additional Supports

ELL scaffolds include using pictures to accompany words, defining words in context, checking on student understanding of word meanings through questioning, and demonstrating and modeling followed by group practice.

AIR Routine for Teachers

- [Show students a picture of the word *cat*.] This is a cat. In this lesson, we are going to practice blending or putting sounds together to make words. The first word we are going to put together is the word *cat*.
- What does *blend* mean? [Anticipated response: *putting sounds together to make words*]
- To help you learn to blend, as I say each sound, I am going to touch a different part of my body.
- I am going to touch my shoulder when I say the first sound, /k/. [Demonstrate touching your shoulder and saying /k/.] Everyone, touch your shoulder and say /k/. What body part is this? [Anticipated response: *shoulder*] Let's touch our shoulder again and say /k/.
- I am going to touch my elbow when I say /a/ [Demonstrate touching your elbow and saying /a/.] Everyone, touch your elbow and say /a/. What body part is this? [Anticipated response: *elbow*] Let's touch our elbows again and say /a/.
- I am going to touch my wrist when I say /t/. [Demonstrate touching your wrist and saying /t/.] What body part is this? [Anticipated response: *wrist*] Everyone, touch your wrist again and say /t/.
 - Okay, now we are going to put the sounds together to make a word. Watch me. After I say the sound, touch your body part and repeat the sound. After we say all the sounds, we will swoop or move our hands down our arms to make the word.
 - [Practice as a group the first five words. Then let students blend on their own.]

Core Knowledge Routine: Blending and Segmenting Gestures Using Tapping and Wiggling Movements

- Sample lesson from First Grade Skills, Unit 1
- Teacher Guide link: [First Grade Skills, Unit 1](#)
- Focus lesson: Lesson 1 (pp. 16–17)

Terms: wiggle, tap, finger, blend

Core Knowledge Instructions for Teachers

- We will wiggle or tap each finger to show each sound.
- Then, we will blend the sounds by making a fist to show that we have blended the word.

AIR Additional Supports

ELL scaffolds include defining words in context, checking on students' understanding of word meanings through questioning, modeling, and group practice.

AIR Routine for Teachers**Blending**

- We are going to blend sounds to make words. That means we are going to put sounds together to make words.

- What does *blend* mean? [*Anticipated response: put together*]
- First, watch me blend: /a/ /t/ at
- Now let's blend together /a/ /t/ at. Let's practice blending a few more together.
 - a. /i/ /t/ **it**
 - b. /o/ /n/ **on**
 - c. /b/ /ee/ **be**

Segmenting

- Now, we are going to segment words to make sounds. That means we are going to break apart words to make sounds.
- What does *segment* mean?
- First, watch me segment words: at /a/ /t/
- Now let's segment together: at /a/ /t/
- Let's practice segmenting a few more times together.

Core Knowledge Routine: Mirror, Mirror

- First appears in Kindergarten Skills Strand: Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 1 (p. 12)

Terms: Position, shape of mouth, lips, teeth, tongue, mouths open/mouths closed, echo

Core Knowledge Instructions for Teachers

Procedure

- I will say a sound.
- Repeat or echo the sound after me.
- Watch your mouth, lips, teeth, tongue in the mirror.
- What position is your (mouth, lips, teeth, tongue in)?
- Is it open or closed?

AIR Additional Supports

ELL scaffolds include gesturing (e.g., “point to your mouth”), demonstrating, and group practice.

AIR Routine for Teachers

- When we make sounds, our mouths [point to mouth], lips [point to lips], teeth [point to teeth], and tongue [point to tongue] are in a certain position or place. Let's all point to our mouth, lips, teeth, and tongue.
- I am going to give you a mirror so you can look at your mouth, lips, teeth, and tongue as you say each sound.
- Let's practice looking at our mouths as we say the sound /m/.
- Let's all say /m/ together
- Is your mouth open [demonstrate opened] or closed [demonstrate closed] when you make the sound /m/?
- Are your lips pressed together [demonstrate pressed together] or open [demonstrate open] when you make the sound /m/? [Consider saying “closed” instead of “pressed together” to keep the language more consistent.]
- I will say another sound. Repeat or echo the sound after me. Now look in the mirror. Say the sound

again. Look at your mouth [point to mouth], lips [point to lips], teeth [point to teeth], and tongue [point to tongue]. Sometimes you cannot see your teeth or your tongue.

AIR Instructions for Students

- Listen to your teacher's directions
- As you make the /m/ sound, look at what your mouth, lips, teeth, and tongue are doing.

Core Knowledge Routine: Introducing the Sound: I'm Thinking of Something

- First appears in Kindergarten Skills Strand: Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 3 (p. 21)

Terms: sound, several, repeat, beginning, middle, end

Core Knowledge Instructions for Teachers

Procedure

- Today's new sound is /--/
- Say the sound several times.
- As I say the words, I want you to repeat the words.
- Raise your hand, or thumbs up if you hear the sound / ?/ sound in the beginning, middle, end.

AIR Additional Supports

Ideally, there would be pictures to accompany each oral production of a word that clearly demonstrate the word's meaning. If students are just learning the sounds for a particular letter, teachers should model and practice with one position at a time, starting with the sounds at the beginning of a word, then the ending, then the middle before mixing up. ELL scaffolds include repetition, using pictures, questioning students about word meanings, group practice, and partner work. Ideally, the riddles would use pictures that ELL students have already seen so that they have visuals to support their answers. Using partner talk in which ELLs are paired with English-proficient students will give students more opportunities to participate.

AIR Routine for Teachers

- Today's new sound is /t/.
- Everyone, say /t/ three times.
[Note: if you think it is necessary, say "The word *several* means three or more times. When we say a word more than once or twice, we are saying the word several times."]
- I am going to say some words and show you pictures of those words. All the words have /t/ at the beginning. After I say each word, repeat it with me. That means say it again with me. Then put your thumbs up because the word starts with /t/. [As you say the word, hold up the picture and point to the part of the picture that demonstrates the word.]
- What does *repeat* mean? [Anticipated response: to say something again]
- Let's practice together: [Hold up the picture of tag. Say "tag." Have students say "tag" and then put their thumbs up. Use this routine with "top," "toe," "tin." You might do this routine several times.]
- Now, I am going to say some words and show you some pictures of words. All the words have /t/ at the end. After I say each word, repeat it with me. Then put your thumbs up because the word ends with /t/. [As you say each word, hold up the picture and point to the part of the pictures that demonstrates the word.]
- [Do the same routine with /t/ in the middle.]
- I am going to say some riddles. Each has an answer beginning with /t/. Work with a partner to

figure out the answer. Then, I will call on a few pairs.

AIR Instructions for Students

- Listen to your teacher’s instructions.
- Your teacher will show you some pictures of words beginning with the /t/ sound and say each word.
- Repeat the words after your teacher says them, and hold up your thumb to show that the word starts with the /t/ sound.
- You will also practice words that have the /t/ sound at the end of the word or in the middle of the word.
- Then, listen to the riddles that your teacher shares. Each riddle has an answer that begins with the /t/ sound. Work with a partner to figure out the answer.

Core Knowledge Routine: Introducing the Spelling/Meet the Spelling Worksheet

- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 3 (pp. 17–18)

Terms: circle, line, stroke

Core Knowledge Instructions for Teachers

Introducing the Spelling Procedure

- I am going to show you how to draw a picture of a /_/sound.
- Teacher models how to draw the symbol for the sound and provides handwriting strokes language.
- Teacher counts off strokes, repeats stroke phrases, and repeats sound.

AIR Additional Supports

Using arm gestures to make commands easier for students is referred to as “air writing.” ELL scaffolds include teacher-demonstrated actions and student repetition of actions while naming them.

AIR Routine for Teachers

- I am going to show you how to draw a picture of the /a/ sound.
- We are also going to practice saying what we do.
- First, I circle to the left. [Demonstrate “circle to the left” as you say it.]
- Now, let’s air-write and say “circle to the left.” [Repeat action and words three times with students.]
- Next, I draw a short line down. [Demonstrate “drawing a short line down” and say “draw a short line down.”]
- Now, let’s air-write and say “draw a short line down.” [Repeat action and words three times with students.]
- Now, we will do both strokes at the same time. Air-write and say with me: “Circle to the left. Short line down.” [Repeat action and words three times with students.]

AIR Instructions for Students

- Listen to you teacher.
- Repeat what your teacher says and does.

Core Knowledge Routine: Meet the Spelling Worksheet

- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 3 (pp. 17–18)
- For background information and description of the use of student workbooks, see K Skills, Unit 3 introduction (p. 7).
- Student workbook link: [K Skills, Unit 3 student workbook](#)

Terms: grip, writing position, gray dotted lines, black dots as starting points, writing stroke language, over, what sound does it start/begin with? on the line, below the picture

Core Knowledge Instructions for Teachers***Procedure***

- Find page xx in your workbook.
- Place your name at the top.
- You will use a pencil/crayon.
- Use a tripod grip. (Pinch the bottom of your crayon/pencil with your thumb and pointer finger and let it rest on your middle finger.)
- Sit in your best writing position.
- You will practice drawing pictures of the sound of /---/.
- Watch as I do it first.
- You will trace the gray dotted lines first.
 - Next, use the black dots as starting points to make a...line down, hump, circle, vertical line, diagonal line, etc.
- Say the sound as you finish writing it.
- Turn the page over.
- Place your finger on the first picture.
- What is it a picture of?
- Does it start with the /?/ sound?
- If so, write the /-/ on the line below the picture.

AIR Additional Supports

In this activity, since more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is from the original lesson. The text in green is what has been added. Scaffolds for ELLs include modeling for students what you are telling them to do; at key junctures, asking students what they are doing to reinforce language; additional practice; repetition of key words and phrases; and naming the pictures for students.

AIR Routine for Teachers

- Find page xx in your workbook. [Show students the page to help them find it.]
- Place your name at the top. [Show students the top of the page as you say “place your name at the top.”] What are you going to do?
- You will use a pencil/crayon. [Show the pencil or crayon as you name them.]
- Use a tripod grip. (Pinch the bottom of your crayon/pencil with your thumb and pointer finger and let it rest on your middle finger.) Let’s practice making a tripod grip. Let’s say “tripod grip.” [Help students until they are able to make a tripod grip.]
- Sit in your best writing position. [Model this for students.]
- You will practice drawing pictures of the sound of /---/. Let’s all say that sound together.
- Watch as I do it first. I trace the dotted line. This is the dotted line. [Point to the dotted line as you

say “dotted line.”] What is this? [Anticipated response: dotted line]

- You will trace the gray dotted lines first. What are you going to do?
- Next, use the black dots as starting points to make a...line down, hump, circle, vertical line, diagonal line, etc. [Model each for students as you say the words (e.g., “I start with the black dots to make a...”)]
- Now pick up your pencils and use the black dots to make a line down. What are you going to do? [Anticipated response: make a line down, etc.]
- Let’s air-write “line down” and say “line down” three times. [This may not be necessary if students already have learned these motions and terms, but reinforcement is not a bad idea.]
- Say the sound as you finish writing it. Now, let’s all say the sound together three times. [Give students extra practice.]
- Turn the page over. [Demonstrate turning page over as you say it.] What are you going to do?
- Place your finger on the first picture. [Demonstrate placing your finger on the first picture as you say it.] This is a picture of a.... What is it a picture of?
- Does it start with the /?/ sound?
- If so, write the /-/ on the line below the picture. [Demonstrate “below the line.”] Where are you going to write the /-/?

AIR Instructions for Students

- Use a tripod grip and sit in your best writing position.
- Practice drawing the /-/ sound by tracing the dotted lines.
- Say the sound after you finish writing it.
- Look at the pictures. If the picture starts with the /-/ sound, write that on the line below the picture.

Core Knowledge Routine: Using Sound Posters and Sound Cards

- In kindergarten only. In Warm-Up, Part B, of lesson
- First appears in Kindergarten Skills Strand: Unit 3, Lesson 5
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 5 (pp. 31–32)
- For background information and description of the use of Sound Posters, see K Skills, Unit 3 introduction (pp. 7–8).

Terms: sound poster, sound card, sound, spelling, speech bubble

Core Knowledge Instructions for Teachers

Procedure

- (Point to girl with speech bubble, ask students) What sound is this?
- (Show accompanying sound card) this is the word and picture of _____.
- It is a sound picture for /___/.
- Say the word, and have children repeat the word.
- (Point to the focus sound) Say the sound, have children repeat the sound.
- Affix sound card to poster.
- Point to any empty boxes on sound card explaining to students they have learned one spelling and will learn _? How many more spellings for that sound?

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include additional repetitions.

AIR Routine for Teachers

- (Point to girl with speech bubble, ask students) **The bubble shows the girls saying a sound. [Point to the bubble as you say it.] What sound is this? [Ask students to repeat the sound several times.]**
- (Show accompanying sound card.) **This is the word and picture of _____.**
- It is a sound picture for /___/.
- Say the word, and have children repeat the word. **[Ask student to repeat the word several times.]**
- (Point to the focus sound.) Say the sound, have children repeat the sound.
- Affix sound card to poster.
- Point to any empty boxes on sound card explaining to students they have learned one spelling and will learn ___? How many more spellings for that sound?

AIR Routine for Students

- Repeat the sound your teacher says.
- Repeat the word your teacher says.

Core Knowledge Routine: Pocket Chart Chaining for Reading/Spelling

- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 3 (p. 23) for reading
- For background information and description of Pocket Chart Chaining for Reading and Spelling, see K Skills, Unit 3 introduction (pp. 7–8) and Appendix (p. 98).

Terms: sounds, arrange, move, remove, add, from left to right, blend sounds together

Core Knowledge Instructions for Teachers

- Say the sounds on the cards.
- I will arrange the sounds to make a word.
- Look at the sounds from left to right.
- Remember what each sound each picture stands for.
- Blend the sounds together to make a word.
- If I remove /___/ and add /___/, what word do we have?

Core Knowledge Focus lesson: Lesson 10 (p. 61) for Spelling

- Now, I will say some words for you to spell.
- Break the word up into sounds.
- Write a spelling for each sound.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include demonstrating what is being said, defining words in context, asking students to name actions, student repetitions, and additional practice.

AIR Routine for Teachers*Procedure for Reading*

- Say the sounds on the cards. **First, let's say each sound together. [Point to each sound as it is said.]**
- I will **arrange** the sounds to make a word: **Arrange means put the letters in order. [Arrange the**

letters.] What did I do? [Anticipated response: Arrange the sounds to make a word.]

- Look at the sounds from left to right to read the word. [Point the sounds as you say “from left to right.”] Let’s all say “from left to right.”
- Remember what each sound stands for. We have to remember each sound. Let’s name each sound from left to right. [Name the sounds.]
- Blend the sounds together to make a word. Now, we have to blend the sounds to make a word. *Blend* means put together. Let’s blend the sounds to make a word. What word do we have? What did we do?
- If I remove /___/ and add /___/, what word do we have? Now I am going to remove the letter X. *Remove* means take away. What word do we have now? What did I do?

Procedure for Spelling (use the same kind of scaffolding as is demonstrated above)

- Now I will say some words for you to spell. *Spell* means write the letters that go with each sound.
- Break the word up into sounds. First, break up the word into sounds. *Break up* means take apart. Let’s practice breaking up the word x into sounds.
- Write a spelling for each sound. I am going to say the first sound. Can you find the sound and put it in the pocket chart? [Continue for all sounds.]
- Now let’s read the word.

AIR Instructions for Students

- Say the sounds shown on the cards.
- Blend the sounds together to make a word.
- Practice with each new word.

Core Knowledge Routine: Tricky Words

- First appears in Kindergarten Skills Strand, Unit 8
- Teacher Guide link: [K Skills, Unit 8](#)
- Focus lesson: Lesson 1 (p. 10)
- For background information and description of Tricky Words, see K Skills, Unit 8 introduction (p. 3) and the Appendix (pp. 141–144).

Terms: tricky word, pronounce, pronounce through blending, spelling part

Core Knowledge Instructions for Teachers

- Show students tricky word card.
- Ask students how the word would be pronounced through blending.
- This word is pronounced /-/, /-/, /-/.
- Use word in sentence.
- Write tricky word on board.
- Underline the parts that are tricky.
- Underline and point out the spelling part that is pronounced as you would expect it.
- Tell students when reading /-/, /-/, /-/, remember to pronounce it /-/, /-/, /-/.
- When writing, remember to spell the tricky word like this /-/, /-/, /-/.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds

include providing explanations to students and repetitions. The general meaning of the word *tricky* is not explained because it is too complex; rather the meaning is modeled and labeled. The phrase “pronounced as you would expect it” is simplified to “not tricky.”

AIR Routine for Teachers

- Show students the tricky word card. [Explain concept to students.] This is a tricky word because you do not make all the sounds in the same way as you usually do.
- Ask students how the word would be pronounced through blending. How would you pronounce or say the word by blending?
- This word is pronounced /-/, /-/, /-/.
- Use word in sentence: This is a tricky word because it is really pronounced or said as.... A sentence with this word is....
- Write the tricky word on the board. Let’s read this word together. [Repeat word three times.]
- Underline the parts that are tricky. These are the parts that are tricky. Let’s read the parts that are tricky.
- Underline and point out the spelling part that is pronounced as you would expect it. These are the parts that are not tricky. Let’s read the parts that are not tricky.
- Tell students when reading /-/, /-/, /-/, remember to pronounce it /-/, /-/, /-/. When you are reading /-/, /-/, /-/ pronounce or say /-/, /-/, /-/. Let’s practice reading this word three times.
- When writing, remember to spell the tricky word like this /-/, /-/, /-/.

AIR Instructions for Students

- Look at the tricky word card.
- Practice saying the word by blending.
- Read the part of the word that is tricky.
- Read the part of the word that is not tricky.

Core Knowledge Routine: Large Card Chaining

- First appears in Kindergarten Skills Strand, Unit 4
- Teacher Guide link: K Skills, Unit 4
- Focus lesson: Lesson 10 (p. 69)

Terms: picture of a sound, correct order, looks right, correctly

Core Knowledge Instructions for Teachers

- Pass out large cards.
- Review each card’s sound.
- Teacher says a word..
- If you are holding a card with the picture of a sound, in the word _____ go to the front of the room.
- Stand with your letter card in the correct order that spells the word.
- Ask seated students if the word looks right.
- Who can help to spell it correctly?
- If that word is —, then show me —.

Also Note: First Grade adds the step of segmenting and blending word before using large cards to chain.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include teachers tell students what they are doing as they do it, student repetition, and defining meaning in context.

For first grade: Demonstrate first, middle, last by pointing to letters that have those positions and have students practice saying first, middle, or last. Explain that *rearrange* means put the letters in a different order. Demonstrate *rearrange* in this context and give students an opportunity to rearrange the letters and say they are rearranging the letters.

AIR Routine for Teachers

- Pass out large cards. **These are pictures of sounds.**
- Review each card's sound as you pass it out. **Let's all say the sounds on each card together three times.**
- Teacher says a word. **Let's all say this word three times.**
- If you are holding a card with the picture of a sound in this word go to the front of the room.
- Stand with your letter cards in the correct order that spells the word. **You have to arrange yourselves in the correct order. That means you have to put yourselves in the right order to spell the word.**
- Ask seated students if the word looks right. **Does the word look right?**
- Who can help to spell it correctly? **[Note: If the word is not spelled correctly, have a student correct the spelling.] Who can spell the word correctly?**

If that word is —, then show me —.

AIR Instructions for Students

- **Say the sounds on each sound card.**
- **Listen to the sound that your teacher says. If she or he says the sound on your card, go to the front of the room.**
- **Stand with your letter card in the correct order that spells a word.**
- **If you are sitting down, look to see if the sound cards are in the correct order.**

Core Knowledge Routine: Dictation with Words

- First appears in Kindergarten Skills, Unit 8
- Teacher Guide link: [K Skills, Unit 8](#)
- Focus lesson: Lesson 6 (p. 43)

Terms: sound, line

Core Knowledge Instructions for Teachers

- Students use pencil and paper.
- Teacher tells students that she or he will say a number of words for them to write.
- Say the word.
- Segment the word by using finger gestures.
- Teacher asks students how many sounds there are.
- Teacher models drawing the number of lines on the board as there are sounds in word.
- Students do same on their own paper.
- Teacher models reading the word letter by letter.
- Students repeat process for each word heard.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include teacher explanations as actions are being demonstrated, more elaborated explanations, and additional repetitions. Ideally, there would be picture cards for each of the words.

AIR Routine for Teachers

- Students use pencil and paper. Take out paper and pencils.
- Teacher tells students that she will say a number of words for them to write.
- Say the word. [Ideally, the teacher would show a picture of the word.] Can you repeat the word with me?
- Segment the word by using finger gestures. I am breaking up the word into sounds. I will show you one finger for each sound.
- Ask students how many sounds there are. How many sounds are there in the word ___?
- Teacher models drawing the number of lines on the board as there are sounds in word; Now, I am going to draw a line on the board for each sound. How many lines did I draw?
- Students do same on their own paper: Now it is your turn. Draw one line for each sound. How many lines are there?
- Teacher models reading the word letter by letter: What is the first sound in the word ___? Watch me as I fill in this sound. Now, you fill in the sound. What sound is it?
- [Teacher repeats the process for each letter.]
- [Once the word is written, the teacher models reading the word letter by letter. Have students repeat each letter after it is read.]
- Students repeat process for each word heard. Practice as a group until you feel students can spell independently.

AIR Instructions for Students

- Repeat the word your teacher says.
- Think about how many sounds are in each word.
- Draw one line for each sound.
- Fill in the correct letter for each sound.

Transition Supplemental Guide, Grade 1, Module 1, Unit 1, Lesson 1: “A Father and His Son in Mesopotamia”

<https://www.engageny.org/resource/grade-1-listening-learning-domain-4-anthology-early-world-civilizations>

Overview

This is the first of 16 lessons in Early World Civilizations: Transition Supplemental Guide to the *Tell It Again! Read-Aloud Anthology*.

These stories are read aloud to students. Therefore, we provide sentence starters for students at the entering, emerging, and transitioning levels of proficiency because sentence frames are not a technique that can be used when text is presented orally.

The following table displays the Core Knowledge lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

A Father and His Son in Mesopotamia

| Core Knowledge Lesson Component | AIR Additional Supports | AIR New Activities |
|-----------------------------------|---|--|
| Introducing the Read Aloud | | |
| Domain introduction | Provide visuals for the word <i>ancient</i> . | Review objectives. |
| Where are we? | Partner ELLs with more proficient English speakers; elaborate on students’ responses; explain the meanings of additional words such as <i>soil</i> and <i>nutrient</i> ; use a thumbs-up/ thumbs-down routine to check for understanding; use the picture to introduce the characters and title to introduce students to the text; and review information with ELLs through discussion. | |
| Vocabulary preview | Use visuals, synonyms, and examples to clarify word meanings and ask ELLs to explain concepts in their own words to check understanding. | Build vocabulary: pre-teach the meanings of other key words, including the words <i>reservoir</i> , <i>bank</i> , and <i>trade</i> . |
| Purpose of listening | Clarify word meanings. | |
| Presenting the Read Aloud | | |
| | Use guiding and supplementary questions about pictures and text, sentence starters, and glossaries. | |
| Discussing the Read-Aloud | | |

| | | |
|-----------------------------------|---|---------------------------------|
| Comprehension questions | Ask questions closer to the section of text that includes the relevant information and use sentence starters. | |
| Word work | Pre-teach key vocabulary and use role playing to reinforce word meanings. | |
| Extensions | | |
| Multiple meaning word activity | Pre-teach the concept of multiple meanings, model with text and use supplementary questions. | |
| Syntactic awareness activity | Provide concrete examples and group practice. | |
| Vocabulary instructional activity | Provide additional practice. | Teach a minilesson on cognates. |

Text

A Father and His Son in Mesopotamia

Almost four thousand years ago, a father and a son were walking together on the banks of a great river, close to what was then possibly the biggest city in the world: Babylon. The father, whose name was Warad (WAH-red), said to his son Iddin (ID-din), “See, my son, the great Euphrates (you-FRAY-teez) River. If this river did not flow, there would be no wonderful city of Babylon, no palaces, no gardens, not even any houses.”

Iddin said, “But I don’t understand, Father. Did all these things appear out of the water?”

“No,” his father laughed. “No one just floated the palaces down here or pulled them from the water. Let me explain, Iddin.” They sat down on a bench overlooking the wide river, which rolled before them, reflecting the palaces and religious temples that rose high on both banks of the river.

“The first people who lived along this river realized that the land surrounding the river had rich soil for planting crops, like wheat and barley for bread. These people settled along the river because the land farther away from the river was desert, and the desert is not a very good place to grow crops. These people built their homes along the river so that they could grow crops to feed themselves and their families.

“Now, let me ask you a question, Iddin. Why do you think people built our city right here?”

“Because of the water?”

“Yes, the river water kept alive the plants that were grown for food. Now look around.”

And Warad waved his hand in a circle. “Now we have our great and beautiful Babylon. Of course, the people that settled in Babylon weren’t the only ones who had the good idea to settle along the river. Other people came and settled up and down the river, forming other towns and cities.

“Soon, people realized they could use the Euphrates for more than just growing food. What else do you think they discovered they could use the river for?” Warad asked his son.

Iddin thought for a moment, then asked, “To carry things from one city to another like we do today?”

“Correct!” his father bellowed. “They traveled in boats up and down the river to trade with people from other cities. The cities soon traded crops, material to make clothing, and other items that they needed. The Euphrates River is not the only river that is used in this way. People also use the Tigris River

(TY-gris) to grow crops and to trade with other cities.”

“It is hard to think of a time when people did not use the river for growing crops and for traveling as we do today!” Iddin said.

Warad replied, “That it is. I have more to explain to you. You see, after a while, many people had made their homes along the Euphrates, and some had land farther back from the river. Soon, it was difficult for everyone to reach the water easily. People started wondering if there was a way to get the water from the river to other parts of the city. Soon, they discovered that there was a way!”

Iddin thought for a minute, then exclaimed, “The canals!”

“Yes!” his father continued. “They dug ditches cut into the earth, which we call canals. The water flowed out of the river and through the canals to the areas of the city farther from the river. Then farmers could grow crops even where the rivers didn’t flow.”

“Our great king, Hammurabi (hah-moo-*RAH*-bee), did the same thing. He had canals dug to move water all over our country from the two great rivers, the Tigris and the Euphrates. And King Hammurabi and his helpers used an ancient way to collect rainwater. When the winter rains come, the water doesn’t just wash away downstream. They made the waters run into a reservoir so that after the rains stopped, there would be water for drinking or for watering crops. Once this was done, people could stay in one place near the river and make that place better and better until finally we had....”

“Babylon!” exclaimed Iddin. “Our king, Hammurabi, must be the best king of all, Father.”

Warad agreed. “He is, indeed, a great king. And now I think it is time for us to head home, my son.”

1. Introducing the Read-Aloud

Domain Introduction

Core Knowledge Teacher and Student Actions

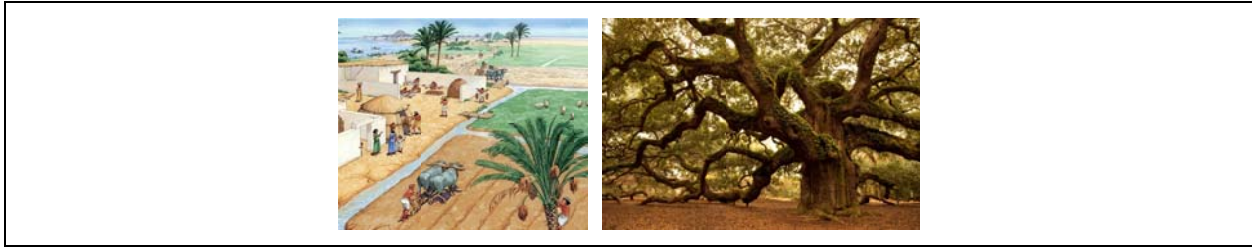
The teacher introduces the text and explains the meanings of the word *ancient*. The teacher briefly explains the similarities and differences between people today and people in ancient Mesopotamia. Core Knowledge (CK) suggests a T-chart be used to compare and contrast life during ancient time and today and images and clips of Mesopotamia be used to familiarize children with this civilization.

AIR Additional Supports

Provide a visual representation of the two meanings of *ancient* during the introduction of the text .

AIR Instructions for Teachers

- Show students the first picture.
- Tell students that the word *ancient* can be used to describe the time period in which the people in Mesopotamia lived. The picture shows a village, or town in Mesopotamia, from a long time ago. This meaning of *ancient* is very long ago.
- Partner Talk: How can you tell this village is from a very long time ago?
- Show students the second picture.
- Tell students that the word *ancient* can also mean very, very old. This picture shows a very old tree.
- Partner Talk: How can you tell this tree is very old?



Reviewing Objectives (AIR New Activity for Domain Introduction)

AIR Additional Supports

Prior to the Domain Introduction, post and review content and language objectives so that students are made aware of the knowledge and skills they are expected to master during the le. In the instructions for students, the objectives have been put into student-friendly language. However, ensure that students understand the task demands associated with words such as *find*, *explain*, *describe*, and *organize* and the meanings of words and phrases associated with the standards such as *objectives*, *details*, *main ideas*, *facts*, *information*, and “*what*” questions.

AIR Instructions for Teachers

- Review the objectives with students.

AIR Instructions for Students

- Listen as the teacher reviews the lesson objectives.

Core Content Objectives

I will be able to

- Find Mesopotamia on a world map.
- Explain the importance of rivers and canals for growing food.
- Describe the city of Babylon.

Language Arts Objectives

I will be able to

- Describe the connection between the location of Mesopotamia near two rivers and ability to farm.
- Describe a picture of a desert.
- Use pictures and details from the story to describe main ideas.
- With help, organize facts and information from the story to answer questions.
- Ask and answer *what* questions.
- Learn new meanings for the word *banks*.

Where Are We?

Core Knowledge Teacher and Student Actions: Image 1A-A The desert

The teacher shows students a world map or globe and asks them to locate Asia. The teacher locates the Middle East. The teacher explains that the Middle East used to be called Mesopotamia. The teacher shows students a picture of the desert and explains Mesopotamia was mostly desert.

AIR Additional Supports

- Partner ELLs at the entering and emerging levels with more proficient English speakers and having them work together to describe the desert.
- Elaborate on student’s responses.
- Explain the meanings of words such as *soil* and *nutrients* that were used to describe the desert.

- Use a thumbs-up/thumbs-down routine to do a quick review.

AIR Instruction for Teachers

- Show students a picture of the desert.
- Explain to students that this is a picture of the desert and that before there was irrigation, some of the land in Mesopotamia was desert.
- Have students work in partners to describe the picture. Say: You are going to describe the desert. Look at the picture. Talk about what you see. Talk about what you do not see. Talk about what you think the weather is like.
- Elaborate on students' responses, ensuring they understand the attributes of a desert.
 - Explain to students that it does not rain very much in the desert. It is so dry that it is hard for many plants and animals to live there.
 - Tell students that it is easier for plants and animals to live in areas with *fertile land*.
- Explain that *fertile* means that the soil, or dirt, in these areas is rich in nutrients. Nutrients are things that plants need to grow. So *fertile* means the soil has things in it that plants need to grow. Plants also need water. It does not rain very much in deserts, so plants that need a lot of water do not grow there.
- Do a thumbs-up/thumbs-down routine with students to check their comprehension:
 - Some of Mesopotamia is not in the desert.
 - It rains a lot in deserts.
 - Soil is dirt.
 - Fertile soil has lots of things in it to help plants grow.

AIR Instruction for Students

- This is a picture of the desert. Look at the picture.
- Partner Talk: What do you see? What don't you see? Talk about what you think the weather is like and why you think that.



Core Knowledge Teacher and Student Actions: Image 1A-2

Teacher introduces children to the story, showing them Image 1A-2.

AIR Additional Supports

Use the picture to introduce the characters and repeat character's names; use the title to introduce students to the text and then review the information with ELLs through discussion.

AIR Instructions for Teachers

Ask students the following questions:

- The title of the story is "A Father and His Son in Mesopotamia." What do you think the story is about?
- The part of Mesopotamia we will read about is not desert. It is fertile. What does *fertile* mean?
- Who are the main characters?
- Remember fictional means not real. Are Warad and Iddin fictional?
- Is Mesopotamia fictional?

AIR Instructions for Students

Answer the questions that your teacher asks you about the story that you will read.

Vocabulary Preview

Core Knowledge Teacher and Student Actions

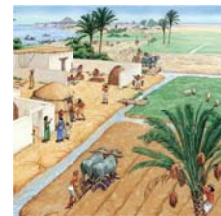
The teacher previews the words *Mesopotamia* and *canals*. During the preview, the teacher introduces the words. The students repeat the words. The teacher explains the words using visuals. The students engage in partner talk about the word.

AIR Additional Supports

The CK routine is a good routine for extended vocabulary instruction. Add visuals and synonyms or examples in context to clarify word meanings; ask ELLs to explain concepts in their own words to check understanding; and have students color in the area of Mesopotamia to better understand it is situated between two rivers. In the example that follows, the CK text is in black and AIR additions are in green as a way to indicate the language that has been added.

AIR Instructions for Teachers

- Pre-teach selected vocabulary.
- Show the pictures to children as you talk about them.



Today, you will meet a father and son who lived four thousand years ago in an ancient civilization called Mesopotamia. **An ancient civilization is a group of people who lived a long time ago.**

- Say *Mesopotamia* with me three times.
- Mesopotamia is the name of a region, **or area**, in Asia between the Tigris and Euphrates Rivers. [Point out the Mesopotamian region on a world map. Have students locate the Tigris and Euphrates Rivers on their map. Tell them that Mesopotamia was located between these two rivers.]
- [Have students color in the area between the two rivers.] Ask, “What area have you colored in? What rivers is it between?”
- The word *Mesopotamia* means “land between two rivers.” Ask, “What does it mean to be a “land between two rivers”?”
- **Look again at the image depicting, or showing, everyday life in Mesopotamia. Tell your partner three things you see. Then, tell your partner one thing you hope to learn about Mesopotamia.**
- Today, you will learn that canals were important to people living in Mesopotamia.
- Say the word *canals* with me three times.
- Canals are long paths people dig into the land and fill with water. **What are canals filled with? Canals are used for many things.** Canals are used to water crops **or plants**. Canals are also used by boats for travel and shipping. **People travel on boats in the canals. People also use canals to ship things or move things from one place to another. Can you name some things canals are used for?**
- The Mesopotamians built canals so that boats could move goods and supplies to different parts of the land. Goods are the things people want to have, such as toys. Supplies are things they need to live, such as food. Name some things that could be shipped on canals.
- Can you find the canals in these pictures?

**AIR Instructions for Students**

Look at the pictures and answer the questions your teacher asks you.

Building Vocabulary (AIR New Activity for Vocabulary Preview)**AIR Additional Supports**

Also pre-teach the meanings of other key words selected by CK, including the words *reservoir*, *banks*, and *trade*. Examples of the information that might be used to teach the words *banks* and *trade* are provided below. Students are provided with ELL-friendly definitions, examples from the text, and opportunities to answer questions that use the target word. If students have been taught about cognates, the teacher can indicate whether words are cognates with the students' home language.



AIR Instructions for Teachers

Use the information below to help students learn more about important words in the text.

AIR Instruction for Students

Listen as your teacher explains some new vocabulary words that you will hear in today's story.

Vocabulary Instruction

| Word Translation | English Definition | Example | Pair Share | Picture or Phrase | Cognate? |
|-------------------------|--|--|--|---|-----------------|
| banks <i>orilla</i> | One definition of <i>bank</i> is the land on the side of a river. Who can think of another meaning for the word <i>bank</i> ? In English, many words have more than one meaning. | The children sat on the banks of the river to eat their lunch, and then they went fishing. | If you went on a picnic on a river bank, what other things could you do? [fish, swim, boat] Use the word <i>bank</i> in your sentence. |  | no |
| trade <i>cambiar</i> | to exchange goods | Aalif's father went to the city to trade his grain for some cloth. | If you wanted your friend's toy ____, what do you have that you could trade for it? Use <i>trade</i> in your sentence. |  | no |

Purpose for Listening**Core Knowledge Teacher and Student Actions**

The teacher explains that there were rivers in Mesopotamia that made the land fertile so that plants and animals could grow. The teacher asks students to listen for the names of the rivers and why there were important.

AIR Additional Supports

- Ask students the meaning of *fertile soil*: Who remembers what *fertile soil* is? [Anticipated response: Fertile means that the soil, or dirt, in these areas is rich in nutrients. Nutrients are things that plants need to grow.]
- Ask students what it means for “rivers to make the land around them fertile so that plants and animals can grow” and elaborate on student's answers as necessary.

2. Presenting the Read-Aloud

A Father and His Son in Mesopotamia

Core Knowledge Teacher and Student Actions

The teacher reads the text aloud to students, shows them images that relate to the text, and asks questions about the text.

AIR Additional Supports

AIR recommends that teachers:

- Prior to the oral reading, ask students to describe what they see in the picture and pose several questions about the picture to introduce students to the text that follows, pointing to the relevant parts of the picture as they are described.
- During the oral reading, define challenging words as they come to them (a glossary is provided for this purpose); ask guiding questions and supplementary questions that systematically guide students to the answer(s) to the guiding question(s); and use sentence starters for ELLs with entering, emerging, and transitioning levels of English proficiency to aid them in answering the questions.

AIR Instructions for Teachers

Review student instructions for the first close reading with the class. Tell students that the guiding questions are designed to help them identify important information in the text. Note that the phrases in brackets in the examples that follow are responses to the questions and are intended for the teachers, not the students.

AIR Instructions for Students

In this reading, you will be answering questions about the text. Your teacher will ask you to think about a guiding question before you listen to each part of the story. Then, your teacher will ask you supplementary questions during the reading. You will answer these supplementary questions. Sometimes you will work with a partner to answer these questions. After you listen to each section of text, the class will talk about, or discuss, the answer to the guiding question. While your teacher reads, he or she will define some of the challenging words for you.

Part 1

“A Father and His Son in Mesopotamia”

[Show Image 1A–3: Warad and Iddin walking on banks of Euphrates.]



- Describe the picture to students: In this picture you see Warad and Iddin walking (point to them) on the banks, or sides (elaborate on banks), of the river (point to banks).
- Partner Talk: What do you see in this picture?
- Debrief several pairs.
- Elaborate on student’s responses as necessary.

Guiding Question

- What would happen if the Euphrates did not flow? What would happen if there was no Euphrates river?

| Text | Glossary |
|--|--|
| <p>Almost four thousand years ago, a father and a son were walking together on the <u>banks</u> of a great river, close to what was then possibly the biggest city in the world: Babylon. The father, whose name was Warad (WAH-red), said to his son Iddin (ID-din), “See, my son, the <u>great</u> Euphrates (you-FRAY-teez) River. If this river did not <u>flow</u> there would be no <u>wonderful</u> city of Babylon, no <u>palaces</u>, no gardens, not even any houses.”</p> <p>Iddin said, “But I don’t understand, Father. Did all these things <u>appear out of</u> the water?”</p> | <p><i>bank</i>—ground on the sides of the river. [Point to the bank in the image.] The word <i>banks</i> also can refer to places where people keep money.</p> <p><i>great</i>—very important. The word <i>great</i> can also mean very large in size.</p> <p><i>flow</i>—move all the time</p> <p><i>wonderful</i>—excellent or amazing</p> <p><i>palaces</i>—large, fancy homes. People like kings and queens live in palaces.</p> <p><i>appear out of</i>—come out of</p> |

Supplementary Questions

- Where were Warad and Iddin walking? [ALL]
Warad and Iddin were walking _____.
[on the banks of the Euphrates River] [EN,EM,TR]
- How long ago were they walking there? Is this a long time ago or a short time ago? [ALL]
They were walking there _____. [EN,EM,TR]
[almost four thousand years ago]
- The river was close to the biggest city in the world at that time. What is the name of the city? [ALL]
The city was called _____. [EN,EM,TR]
[Babylon]
- What was the river doing? [ALL]
The river was _____. [EN,EM,TR]
[flowing]
- What does it mean for a river to flow? [ALL]
When a river flows, it _____. [EN,EM,TR]
[moves all the time]
- Where did Iddin think the palace, gardens, and houses appeared or came from? [ALL]
Iddin thought the palace, gardens, and houses came from the _____. [EN,EM,TR]
[water]
- Was he right? _____ [ALL]
[no]

Response to Guiding Question

Partner Talk: What would happen if the Euphrates did not flow? What would happen if there was no Euphrates river? [ALL]

If the Euphrates did not flow, _____ [EN,EM,TR]

[there would be no city of Babylon, no palaces, no gardens, no houses]

Part 2

“A Father and His Son in Mesopotamia”

[Show image 1A-4: Warad and Iddin sitting on a bench.]



- Describe the picture to students.
- Partner Talk: What do you see in this picture?
- Debrief several pairs.
- Elaborate on student’s responses as necessary.

Guiding Question

- What did Warad and Iddin see in front of them?

| Text | Glossary |
|---|---|
| <p>“No,” his father laughed. “No one just <u>float</u>ed the palaces down here or pulled them from the water. Let me <u>explain</u>, Iddin.” They sat down on a bench overlooking the <u>wide</u> river, which rolled before them, <u>reflect</u>ing the palaces and <u>religious</u> <u>temples</u> that rose high on both banks of the river.</p> | <p><i>float</i>—move on top of the water</p> <p><i>explain</i>—give information so another person can understand something</p> <p><i>wide</i>—reaching across a large space from side to side [Teacher note: please demonstrate this word.]</p> <p><i>reflect</i>—throw back the same image. A mirror reflects your face.</p> <p><i>religious temple</i>—a building where people worship or pray to a god or gods</p> |

Supplementary Questions

13. Who laughed? [ALL]
The person who laughed was _____. [EN,EM,TR]
[Warad]
14. Did the palaces float down or move down on top of the river? [ALL]
The palaces _____. [EN,EM,TR]
[did not float down or move down on top of the river]
15. Were the palaces pulled from or taken out of the water? [ALL]
The palaces were _____. [EN,EM,TR]
[not taken out of the water]
16. What does *wide* mean? [ALL]
Wide means _____. [EN,EM,TR]
[reaching across a large space]
17. What could Warad and Iddin see from their bench? [ALL]
They could see the _____. [EN,EM,TR]
[wide river]
18. The wide river rolled before them. [ALL]

When a river rolls, it means it _____. [EN,EM,TR]
[keeps moving]

19. What was the wide river doing? [ALL]
It was _____. [EN,EM,TR]
[flowing]


20. What does *reflect* mean? [ALL]
Reflect means _____. [EN,EM,TR]
[throw back the same image]

21. What was reflected in the river? [ALL]
_____ were reflected in the river. [EN,EM,TR]
[palaces and temples]

Response to Guiding Question
Partner Talk: What did Warad and Iddin see from their bench?
They saw _____. [EN,EM,TR]
[palaces and religious temples]

Part 3

“A Father and His Son in Mesopotamia”
[Show image 1A-5: First people farming]



- Describe the picture to students.
- Partner Talk: What do you see in this picture?
- Debrief several pairs.
- Elaborate on student’s responses as necessary.

Guiding Question

- Why did people live along the river?

| Text | Glossary |
|---|--|
| <p>“The first people who lived <u>along</u> this river <u>realized</u> that the land <u>surrounding</u> the river had <u>rich soil</u> for planting <u>crops</u>, like wheat and barley for bread. These people <u>settled</u> along the river because the land <u>farther away</u> from the river was <u>desert</u> and the desert is not a very good place to grow crops. So, these people built their homes along the river so that they could grow crops to feed themselves and their families.</p> <p>“Now, let me ask you a question, Iddin. Why do you think people built our city right here?”</p> <p>“Because of the water?”</p> | <p><i>along</i>—next to</p> <p><i>realize</i>—understand</p> <p><i>surrounding</i>—around</p> <p><i>rich</i>—having many nutrients. Another meaning for <i>rich</i> is to have a lot of money.</p> <p><i>soil</i>—the top layer of the earth’s surface; dirt</p> <p><i>crops</i>—plants grown on a farm</p> <p><i>settle</i>—move to a new place and live there</p> <p><i>farther away</i>—not as close</p> <p><i>desert</i>—a very dry region with few plants</p> |

| | |
|--|---|
| <p>“Yes, the river water kept <u>alive</u> the plants that were grown for food. Now look around.”</p> | <p>growing in it <i>alive</i>—having life; not dead</p> |
| <p>Supplementary Questions</p> <p>22. What did the people who lived along the river realize or know? [ALL] They realized that the land _____. [EN,EM,TR] [had rich soil for planting crops]</p> <p>23. What kind of soil is good for crops? [ALL] The kind of soil good for crops is _____. [EN,EM,TR] [rich]</p> <p>24. What kinds of crops did they plant? [ALL] They planted _____. [EN,EM,TR] [wheat and barley]</p> <p>25. What do you use wheat and barley for? [ALL] You use wheat and barley to make _____. [EN,EM,R] [bread]</p> <p>26. What kind of land was there away from the river? [ALL] The land away from the river was _____. [EN,EM,TR] [desert]</p> <p>27. What did they do with the crops? [ALL] They used the crops to _____. [EN, EM,TR] [feed themselves and their families]</p> <p>28. Why did people build the city next to the river? [ALL] They build the city next to the river so they could _____. [EN,EM,TR] [water the plants]</p> | |
| <p>Response to Guiding Question</p> <p>Partner Talk: Why did people live along the river? [ALL] People lived along the river because of the _____. [EN, EM,TR] [rich soil]</p> | |

Part 4

“A Father and His Son in Mesopotamia”

[Show Image 1A–6: Warad and Iddin sitting on a bench.]



- Describe the picture to students: In this picture you see Warad and Iddin sitting on a bench.
- Partner Talk: What do you see in this picture?
- Debrief several pairs.
- Elaborate on student’s responses as necessary.

Guiding Question

- When people formed towns and cities up and down the river, what did they discover they could use the river for?

| Text | Glossary |
|--|--|
| <p>And Warad <u>waved</u> his hand in a circle. “Now we have our great and beautiful Babylon. Of course, the people that settled in Babylon weren’t the only ones who had the good idea to settle along the river. Other people came and settled up and down the river, <u>forming</u> other towns and cities.</p> <p>“Soon, people <u>realized</u> they could use the Euphrates for more than just growing food. What else do you think they <u>discovered</u> they could use the river for?” Warad asked his son.</p> <p>Iddin thought for a moment, then asked, “To <u>carry</u> things from one city to another like we do today?”</p> | <p><i>wave</i>—make a signal by moving a hand or arm</p> <p><i>form</i>—make or build</p> <p><i>realize</i>—understand in a clear way</p> <p><i>discover</i>—learn or find out about something</p> <p><i>carry</i>—hold and take from one place to another</p> |

Supplementary Questions

29. The people in Babylon weren’t the only people to settle on the river. Where did the other people settle? [ALL]
 People settled _____. [EN,EM,TR]
 [up and down the river].
30. What did these people do? [ALL]
 They formed _____. [EN,EM,TR]
 [towns and cities]
31. What did people realize? [ALL]
 They realized they could _____. [EN,EM,TR]
 [use the river for more than growing food]

Response to Guiding Question

Partner Talk: When people formed towns and cities up and down the river, what did they discover they could use the river for?

They discovered they could use the river to _____. [EN,EM,TR]
 [carry things from one city to another]

Part 5**“A Father and His Son in Mesopotamia”**

[Show Image 1A–7: The river.]



- Describe the picture to students: In this picture you see the Euphrates River.
- Partner Talk: What do you see in this picture?
- Debrief several pairs.

- Elaborate on student’s responses as necessary.

Guiding Questions

- In addition to growing crops, how did people use the river?
- Some people had to build their homes farther away from the river. What did those people want to do?

| Text | Glossary |
|---|--|
| <p>“<u>Correct!</u>” his father <u>bellowed</u>. “They <u>traveled</u> in boats up and down the river to <u>trade</u> with people from other cities. The cities soon traded crops, <u>material</u> to make clothing, and other items that they needed. The Euphrates River is not the only river that is used in this way. People also use the Tigris River (TY-gris) to grow crops and to trade with other cities.”</p> <p>“It is hard to think of a time when people did not use the river for growing crops and for traveling as we do today!” Iddin said.</p> <p>Warad replied, “That it is. I have more to <u>explain</u> to you. You see, after a while, many people had made their homes along the Euphrates, and some had land <u>farther back</u> from the river. Soon, it was difficult for everyone to reach the water easily. People started <u>wondering</u> if there was a way to get the water from the river to other parts of the city. Soon, they discovered that there was a way!”</p> | <p><i>correct</i>—right; not a mistake</p> <p><i>bellow</i>—say loudly</p> <p><i>travel</i>—go from one place to another</p> <p><i>trade</i>—give one thing for another not using money</p> <p><i>material</i>—in this story, it means cloth</p> <p><i>explain</i>—give information so another person can understand something</p> <p><i>farther back</i>—more distance away</p> <p><i>wonder</i>—want to know</p> |
| <h3>Supplementary Questions</h3> <p>32. How did people travel up and down the river? [ALL] They traveled in _____. [EN,EM,TR] [boats]</p> <p>33. Why did they travel up and down the river? [ALL] They traveled to _____. [EN,EM,TR] [trade with people with other cities]</p> <p>34. What did they trade with other people? [ALL] They traded _____. [EN,EM,TR] [crops, material to make clothes, other items they needed]</p> <p>35. What other river did people use to grow crops and trade with other cities? [ALL] They used the _____. [EN,EM,TR] [Tigris River]</p> <p>36. Many people built their homes along the Euphrates. Where did other people have land? [ALL] Some people had land _____. [EN,EM,TR] [farther back from the river]</p> <p>37. What was difficult for the people who had land farther back from the river? [ALL] It was difficult for them to _____. [EN,EM,TR] [reach the river easily]</p> <p>38. What did people start to wonder? [ALL] They wondered if _____. [EN,EM,TR]</p> | |

[there was a way to get water from the river to other parts of the city]

Response to Guiding Question

Partner Talk: In addition to growing crops, how did people use the river? [ALL]

People used the river to _____. [EN,EM,TR]

[travel to other cities to trade]

Some people had to build their homes farther away from the river. What did those people want to do? [ALL]

They wanted to _____. [EN,EM,TR]

[get water from the river to other parts of the city]

Part 6

“A Father and His Son in Mesopotamia”

[Show Image 1A–8: Close-up of canals.]



- Describe the picture to students: *In this picture you see canals. Canals take water from the river to other places around the city.*
- Partner Talk: What do you see in this picture?
- Debrief several pairs.
- Elaborate on student’s responses as necessary.

Guiding Question

- What did King Hammurabi and his helpers build that helped people stay in one place?

| Text | Glossary |
|--|--|
| <p>Iddin thought for a minute, then <u>exclaimed</u>, “The canals!”</p> <p>“Yes!” his father continued. “They <u>dug ditches</u> cut into the earth, which we call canals. The water <u>flowed</u> out of the river and through the canals to the areas of the city farther from the river. Then farmers could grow crops even where the rivers didn’t flow.”</p> <p>“Our great king, Hammurabi (hah-moo-RAH-bee), did the same thing. He had canals dug to move water all over our country from the two great rivers, the Tigris and the Euphrates. And King Hammurabi and his helpers used an <u>ancient</u> way to collect rainwater. When the winter rains come, the water doesn’t just wash away downstream. They</p> | <p><i>exclaim</i>—say in a loud voice with strong feeling</p> <p><i>dig</i>—make a hole by taking away dirt or sand</p> <p><i>ditch</i>—a long narrow opening in the ground to take away water</p> <p><i>flow</i>—move without stopping</p> <p><i>ancient</i>—very old</p> <p><i>reservoir</i>—a place where water is collected and kept</p> |

| | |
|--|--|
| <p>made the waters run into a <u>reservoir</u> so that after the rains stopped, there would be water for drinking or for watering crops. Once this was done, people could stay in one place near the river and make that place better and better until finally we had....”</p> <p>“Babylon!” exclaimed Iddin. “Our king, Hammurabi, must be the best king of all, Father.”</p> <p>Warad agreed. “He is, indeed, a great king. And now I think it is time for us to head home, my son.”</p> | |
|--|--|

Supplementary Questions

39. What did they dig? [ALL]
They dug _____ . [EN,EM,TR]
[ditches]
40. Where did the water flow? [ALL]
It flowed to _____ . [EN,EM,TR]
[areas of the city farther from the river]
41. How did the canals help the farmers? [ALL]
They could _____ . [EN,EM,TR]
[grow crops even where the river didn't flow]
42. What was King Hammurabi's and his helpers' ancient way to collect rain water? [ALL]
They made the rain water _____ . [EN,EM,TR]
[run into a reservoir]
43. When the rains stopped, what was the reservoir water used for?[ALL]
It was used for _____ . [EN,EM,TR]
[drinking or watering crops]
44. What happened when people could stay in one place? [ALL]
The city of _____ developed. [EN,EM,TR]
[Babylon]

3. Discussing the Read-Aloud

Comprehension Questions

Core Knowledge Teacher and Student Actions

Teachers ask additional comprehension questions. If students have difficulty answering comprehension questions, teachers reread pertinent passages of the text and refer to specific images. Students answer the comprehension questions in complete sentences by restating the questions in their responses. The teacher expands on students' responses using richer language. Students engage in a pair share in which partners ask each other questions. The teacher asks the class if they have any remaining questions about the text.

AIR Additional Supports

ELLs should have an easier time managing these questions because of the supplementary questions that were used in the initial reading of the text. However, asking questions closer to the portions of text where the answers can be found and using sentence starters for ELLs with lower levels of English proficiency will make it easier for ELLs to answer these questions. (See the earlier example in

Presenting the Read-Aloud.)

Word Work: Trade

Core Knowledge Teacher and Student Actions

The teacher discusses the word *trade*. The teacher reminds students of the word from the text. The students repeat the word. The teacher explains the word. The students engage in partner talk about *trade*, then complete a Drawing and Sharing activity.

AIR Additional Supports

Provide this instruction prior to the story so that students learn the meaning of the word *trade* prior to reading the text, and use role playing instead of drawing and sharing because it takes less time and provides more opportunities for discussion.

4. Extensions

Core Knowledge Teacher and Student Actions: Overview

If there is available time, the teacher provides instruction in extension activities about multiple-meaning words, syntax, vocabulary, and early world civilizations.

AIR Additional Supports

Provide additional practice to help students master word meanings and grammar.

Multiple-Meaning Word Activity

AIR Additional Supports

- Teach students about multiple meanings at the beginning of the lesson and then provide definitions for multiple meaning words during the close reading. AIR suggests teaching students only word meanings that are lexiled within the stretch lexile bands of a student's grade.
- Use the following routine to reinforce multiple meanings after the passage has been read.
The word *bank* has two meanings. Who remembers one meaning? Who remembers another meaning? Another word that has two meanings is the word *rich*. What is one meaning of the word *rich*? What is another meaning of the word *rich*?

Syntactic Awareness Activity

AIR Additional Supports

Supplement the CK activities that teach singular personal pronouns with an activity that includes concrete objects. An example follows:

- Ask three students to come to the front of the class. Make sure there is a mix of boys and girls. Give each student an object. Have each student enact the following routine: I am _____. I have a _____. I have it. He is _____ [Robert]. He has a _____. He has it. She is _____ [Maria]. She has a _____. She has it. Let them switch objects and the next child talks through the routine.

Vocabulary Instructional Activity

AIR Additional Supports

Supplement the CK activity that teaches the meaning of the word *exclaim* with the following routine:

In the read-aloud you heard "Iddin thought for a minute, then exclaimed, "The canals!" Say the word *exclaimed* with me three times.

Exclaimed means say something in a loud voice with strong feeling.

Let's all exclaim "The canals!" Now let's just say "the canals."

Let's all exclaim "Our king must be the best king of all!" Now let's just say "Our king must be the best king of all."

What is the difference between exclaiming and just saying these phrases?

Capitalizing on Home Language Cognate Knowledge (AIR New Activity for Vocabulary Instructional Activity)

AIR Additional Supports

If teachers think young ELLs are able to learn about cognates, teach them about cognates if their home language shares cognate status with English. The activity is modeled for Spanish speakers but similar routines can be developed for other home languages that share cognate status with English.

AIR Instructions for Teachers



Canals

canales



Desert

desierto



Pie



pie

- Show cognate word pairs on a SmartBoard or screen and include images.
- Say words in each pair (as you point to each word). Have students repeat the words with you.
- Explain that these words are cognates. They are in two different languages, but they look alike, sound alike, and mean about the same thing.
- Explain to students that when they encounter a word they do not know but that has lots of the same letters, sounds the same, and has about the same meaning, it is probably a cognate. If they know a language that shares cognates with English, they can use this knowledge to try to figure out the meanings of English words.
- Ask students what *desert* means in English. Then ask them what it means in Spanish. Ask if it is a cognate.
- Explain that students need to watch out for false cognates ("false friends"), which are words that sound the same but have different meanings.
- Show students the false cognate example: pie (a food) versus *pie* (foot).
- Show other word pairs on a SmartBoard or screen. Tell students the words in each pair have the same meanings. Ask students to listen for how alike the words sound and how alike they look and give a thumbs up if they are cognates and a thumbs down if they are not cognates.

| English | Spanish | Cognate? |
|----------|------------------|----------|
| Banks | <i>orillas</i> | no |
| Discover | <i>descubrir</i> | yes |
| Exclaim | <i>exclamar</i> | yes |
| Fertile | <i>fértil</i> | yes |
| Palaces | <i>palacios</i> | yes |
| Trade | <i>comercio</i> | no |

AIR Instructions for Students

- Cognates are words in two different languages that look the same, sound the same, and have the same meaning.
- False cognates or false friends are words that sound the same but have different meanings.
- Your teacher will tell you and show you pairs of words that have the same meaning. Listen to the words and look at how they are spelled. Remember, if they are spelled alike and look alike and have the same meaning, they are cognates. If the words are cognates, show your teacher a thumbs up. If they are not cognates, show your teacher a thumbs down.

Expeditionary Learning Lessons

Grade 3, Module 4, Unit 3, Lesson 3: “Tackling the Trash”

<https://www.engageny.org/resource/grade-3-ela-module-4-unit-3-lesson-3>

Overview

In the final unit for this module, students bring their knowledge of the challenges of water to a focus on the solutions. Students develop an opinion about the “one thing” that should be done to ensure that everyone has access to clean water. In the first half of the unit, students read informational texts that focus on what people are doing to solve these water challenges. They also receive a Performance Task Invitation and listen to a model VoiceThread recording. Students engage in a discussion group to begin formulating their opinion about the one thing that should be done to ensure that everyone has clean water. Students use the information they have gathered from texts to develop their opinion. In the midunit assessment, students write an on-demand opinion paragraph about the one thing that should be done. Students then listen to a model VoiceThread multiple times to engage with, and fully understand, the final Performance Assessment Rubric. Students use the writing they did in Units 1 and 2 to develop the script for their VoiceThread recording of a public service announcement. For the end of unit assessment, students present their VoiceThread script to their peers. Through a process of critique, students give and receive peer feedback in order to make improvements to their final performance task PSA.

In lesson one, of this unit students did a close read of the text “One Well: The Story of Water on Earth” and began discussing what can be done to help people become “well aware.” In lesson two, students found the main idea for “Dry Days in Australia.” For homework, they were asked to read “Water Conservation for Kids,” decide one way they will help conserve water, and make a commitment card about that decision.

This is the third lesson in Unit 3. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., “[EN]”). Where “[ALL]” is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

Tackling the Trash

| Expeditionary Learning Lesson Component | AIR Additional Supports | AIR New Activities |
|---|--|--------------------|
| Opening | | |
| Engaging the reader | Have a few student pairs model Back-to-Back, Face-to-Face; carry out the activity in front of the class one pair at a time and have a bilingual student translate the English for Spanish speakers and Spanish for English speakers. | Bilingual homework |

| | | |
|--|--|---|
| Unpacking learning targets | Define the terms <i>main ideas</i> and <i>details</i> and have students work with a partner to practice finding the main idea and details from text that they read in a previous lesson. | |
| Work Time | | |
| Determining the main idea | | Preview the text (AIR new activity 1 for Determining the Main Idea); enhance background knowledge (AIR new activity 2 for Determining the Main Idea); develop vocabulary (AIR new activity 3 for Determining the Main Idea); teach a minilesson on context clues (AIR new activity 4 for Determining the Main Idea); and engage in scaffolded close reading (AIR new activity 5 for Determining the Main Idea). |
| Answering questions about “Tackling the Trash” | Supply student charts and glossary. | |
| Finding key details and revising the main idea statement | Provide ELLs with a graphic organizer and direct them back to the student charts associated with new activity 5 for Determining the Main Idea to pull information into this graphic organizer. | |
| Closing and Assessment | | |
| Sharing Ways to Be Well Aware | Model or have a student model an example for each category in the Being Well Aware anchor chart. | |
| Homework | | |
| | Encourage home language use, support selecting books at independent reading levels, and preview independent reading form. | |

Text

| |
|---|
| Tackling the Trash |
| Because of the length, the text students are reading is integrated throughout this lesson rather than |

displayed here in its entirety.

1. Opening

A. Engaging the Reader: Sharing Conservation Commitments

Expeditionary Learning Teacher and Student Actions

The teacher asks students to refer to the commitment cards they made for homework and think about how they can act out their commitment cards for each other. The teacher reviews the Back-to-Back, Face-to-Face protocol and asks students to stand back-to-back with a partner. When the teacher says “front-to-front,” students turn around and act out their commitment. Students call out their guesses for their partner’s action. When the teacher says “back-to-back” again, students find a new partner and repeat the activity. The teacher invites students to share some of the ways to save water that were not on the Being Well Aware anchor chart and adds these to the chart.

AIR Additional Supports

- Have a few student pairs model Back-to-Back, Face-to-Face.
- Another option is to carry out the activity in front of the class one pair at a time and have a bilingual student translate the English for Spanish speakers and Spanish for English speakers.

Bilingual Home Work (AIR New Activity for Engaging the Reader)

AIR Additional Supports

For homework in the prior lesson, students were expected to read “Water Conservation Tips” and prepare one commitment card that names the commitment and explains why it was chosen. “Water Conservation Tips” is very challenging text. Because the activity was done for homework, one way to scaffold the text is to prepare versions in student’s home language. Students who are not literate in their home language could have their parents read the text aloud to them in their home language if the parents are literate in their home language. Students could choose one commitment and prepare an explanation (in their home language or English) for why they chose the commitment. Another suggestion is to provide ELLs at the entering or emerging levels of proficiency with the opportunity to work with a bilingual partner who could help translate the English to student’s home language and discuss the text in student’s home language. ELLs at the transitioning or expanding level of proficiency might work with an English-proficient partner who could help explain the text in English, choose one commitment, and prepare the commitment card. We have modeled with Spanish, but this activity could be translated into other home languages represented in the schooling context.

AIR Instructions for Teachers

- Give the translated handout to students and have them read the translated text. [EN, EM]
- If students are not literate in Spanish, have them work with a partner who is literate in Spanish or ask them to review the handout with their parents.
- Explain to students that they will have to act out the conservation tip that they choose. Model this for students.

AIR Instructions for Students (English)

- Read these tips or work with a partner literate in Spanish to read them.
- Discuss them with a family member and decide which one you will do and why.
- Be prepared to act out or perform the conservation tip that you choose in class.

AIR Instructions for Students (Spanish)

- Lea estos consejos o trabaje con un compañero quien lee español para leerlos.

- Discútalos con un miembro de la familia y decidir cuál va a escoger y por qué.
- Esté preparado para actuar o realizar en clase la punta de conservación que usted eligió.

Consejos para la conservación del agua en el interior

General

- Nunca vierta el agua por el desagüe cuando puede haber otro uso para ella. Usted puede usar este agua para regar las plantas de su jardín o las que tiene en el interior.
- Repare los grifos que gotean reemplazando las arandelas. Una gota por segundo desperdicia 2,700 galones de agua por año.

Cuarto de baño

- Considere comprar un inodoro de “bajo volumen.” Estos utilizan menos de la mitad del agua de los modelos antiguos. Nota: En muchas áreas, los inodoros de bajo volumen son requeridos por la ley.
- Reemplace su ducha con una versión que gaste menor cantidad de agua.

Cocina

- Opere los lavaplatos automáticos sólo cuando estos estén completamente llenos. Utilice la función de “lavado ligero,” si la tiene, con el fin de usar menos agua.
- Al lavar los platos a mano, llene dos recipientes—uno con agua con jabón y el otro con agua de enjuague que contenga una pequeña cantidad de blanqueador de cloro.

Consejos para la conservación de agua al aire libre

General

- Revise periódicamente el contador de agua. Si la bomba automática se enciende y se apaga mientras no se está utilizando el agua, probablemente puede tener una fuga.
- Una vez establecidas, las plantas nativas y/o pastos resistentes a la sequía, las cubiertas de tierra, arbustos y árboles. No necesitan agua con tanta frecuencia y por lo general van a sobrevivir un período seco sin regar. Las plantas pequeñas requieren menor cantidad de agua para establecerse. Agrupe las plantas basadas en las necesidades de agua similares.

Lavado de coches

- Use una boquilla de cierre que se puede ajustar a un rocío fino de su manguera.
- Use un lavado de autos comercial que recicle agua. Si usted lava su coche, aparque su coche en la hierba para que la riegue al mismo tiempo.

Cuidado del césped

- Evite el exceso de riego de su césped. Una fuerte lluvia elimina la necesidad de riego por un máximo de dos semanas. La mayor parte del año, los jardines sólo necesitan una pulgada de agua por semana.
- Rocíe su césped en varias sesiones cortas en lugar de un solo y largo riego, de esta manera su césped absorberá mejor el agua.

B. Unpacking Learning Targets

Expeditionary Learning Teacher and Student Actions

The teacher directs students’ attention to the posted learning targets and asks students to read them silently. The teacher asks students to discuss with a partner why they have spent so much time on main ideas and key details. The teacher calls on students to share their ideas.

AIR Additional Supports

- Define the terms *main ideas* and *details*.
- Have students work with a partner to practice finding the main idea and details from text that they read in a previous lesson.

AIR Instructions for Teachers

Define main ideas and details. Using the excerpt below as a reminder, ask students to work with a partner to find the main idea of the second paragraph of the Australia text and a supporting detail for the main idea.

AIR Instructions for Students

- The main idea is the most important idea of a paragraph or text. It is what the author wants you to know. Supporting details help explain or prove the main idea.
- Read the text below and fill in the blanks to provide the main idea for the second paragraph of the text.

| Text | Glossary |
|--|--|
| <p>In Australia, most people live within a 30-minute drive of the ocean. For many of them, going to the beach is a part of everyday life. So are <u>severe drought</u>, and laws that <u>dictate</u> how and when water can be used.</p> | <p><i>severe drought</i>—a long time with little or no rain <i>dictate</i>—tell <i>restrictions</i>—limits <i>freshwater</i>—water that is not salty <i>routine</i>—things you do all the time</p> |
| <p>Lachlan McDonald, 14, and his 16-year-old brother, Mitchell, live with their parents and younger sister in Beaumaris (boh-MAR-iss). Their hometown is an attractive suburb of Melbourne, with spacious ranch houses on tree-lined streets. The brothers love to surf. But <u>restrictions on freshwater</u> have changed their <u>routine</u>—including the long hot showers they used to take afterward. “When you go surfing and it’s freezing and you want to have a hot shower, you can’t,” Lachlan tells JS. “When you can, it’s too short to really warm up.”</p> | |
| <p>45. What is the main idea in the second paragraph of “Dry Days in Australia”? [ALL] The main idea in the second paragraph of “Dry Days in Australia” is _____ [TR]. One detail that helps me know this is _____ [(TR)]</p> <p>The main idea in the second paragraph of “Dry Days in Australia” is that restrictions on _____ have changed their _____. [EN, EM] One detail that helps me know this is that Lachlan cannot take _____ showers. [EN, EM]</p> | |

2. Work Time

A. Determining the Main Idea of “Tackling the Trash”

Expeditionary Learning Teacher and Student Actions

The teacher distributes “Tackling the Trash” and the Determining the Main Idea and Key Details task card. The teacher explains that the text tells the story of Chad Pregracke. Students are encouraged to think how they might include ideas for this text in their VoiceThread. Students read and teacher circulates, giving support when needed. As students begin working on their main idea statements, the

teacher asks questions to individuals, small groups, and the class about what is helping them determine the main idea and what the text is about. Students share their main idea statements with a partner. Selected students share main idea with whole class.

AIR Additional Supports

This text will be too challenging for most ELLs to read cold and figure out main ideas and details. Besides the text complexity, it is not that obvious what the main ideas are because the text is more of a narrative about activities related to cleaning the river from trash.

- Use the new activities that follow to help all ELLs read and understand the text:
 - Previewing the Text (AIR new activity 1 for Determining the Main Idea)
 - Enhancing Background Knowledge (AIR new activity 2 for Determining the Main Idea)
 - Acquiring and Using Vocabulary (AIR new activity 3 for Determining the Main Idea)
 - Minilesson on Context Clues (AIR new activity 4 for Determining the Main Idea)
 - Reading for Main Ideas and Details (AIR new activity 5 for Determining the Main Idea)
- Use student charts that accompany these activities to provide students with opportunities to see the questions and record responses. Examples are provided below.
- After students comprehend the text, have them share their ideas with a partner. ELLs who are in entering and emerging stages of proficiency would ideally be partnered with a bilingual classmate.

Previewing the Text (AIR New Activity 1 for Determining the Main Idea)

AIR Additional Supports

Help students determine what the text is about by asking students about the title.

AIR Instructions for Teachers

- Use the title of the text to help students understand what the text is about. Develop questions about the title that will help students connect the title with the text.
- Explain that underlined words in the text are defined to the right.

AIR Instructions for Students

- Use the title of the text to figure out what the text is about. The glossary will help you.

| Title | Glossary |
|--|---|
| <p>The title is <i>Tackling Trash</i>. Look at the definitions for <u>tackle</u> and <u>trash</u>. What do you think this article is about? [ALL]</p> <p>I think this article is about _____ . [EN, EM, TR]</p> | <p><i>tackle</i>—try to solve something difficult</p> <p><i>trash</i>—anything that is thrown away because it is not wanted</p> |

Enhancing Background Knowledge (AIR New Activity 2 for Determining the Main Idea)

AIR Additional Supports

Have students look at a map and picture of the Mississippi and read a brief description of the river to build background knowledge. Show a short video clip about the river. Have students answer questions about the reading selection and video. Provide a glossary to offer additional support.

AIR Instructions for Teachers

- Show students the picture and map of the Mississippi.
- Ask students to read the short text using the glossary as needed. Then students should answer the questions provided.

- To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. Have students answer the questions using the glossary as needed.

AIR Instructions for Students

- Look at the picture and map of the Mississippi.
- Read the short text and answer the questions. The meanings of underlined words are in the glossary.
- Watch the short video clip. Before you watch, read the questions about the video. Use the glossary to look up unfamiliar words. Answer the questions.

The Mississippi River



The Mississippi River

The Mississippi River is the largest river in the United States. The part of the Mississippi River from its headwaters to St. Louis is called the Upper Mississippi. East Moline, Chad's hometown, is located on the Upper Mississippi. The Mississippi River has experienced a lot of pollution, and there is a lot of trash in the river and along the shoreline.

Glossary

headwaters—the beginning of a river
upper—higher in place
is located on—is next to
pollution—poisons, waste, or other things that hurt the environment
shoreline—the place where land and water meet

Supplementary Questions

46. What is the longest river in the United States? [ALL]
 The longest river in the United States is _____. [TR]
 The _____ is the longest river in the United States. [EN, EM]
47. The Upper Mississippi runs between which two points? [ALL]
 The Upper Mississippi runs between _____. [TR].
 The Upper Mississippi runs between _____ and _____. [EN, EM]
48. Where is Chad's hometown? [ALL]
 Chad's hometown is _____. [TR]
 Chad's hometown is located on the _____. [EN, EM]
49. What is a problem the Mississippi has experienced? [ALL]
 A problem the Mississippi has experienced is _____. [TR]
 The river has experienced _____. [EN, EM]
50. Where is the trash located? [ALL]
 The trash is located _____. [TR]
 The trash is located in the _____ and along the _____. [EN, EM]

| Video Clip | Glossary |
|--|--|
| <p>http://www.discovery.com/tv-shows/other-shows/videos/raging-planet-mississippi-flood.htm</p> <p>51. When does the water in the Mississippi River rise? [ALL] The water rises _____. [TR] The water rises every _____. [EN, EM]</p> <p>52. What happens when it floods? [ALL] When it floods, _____. [TR] When it floods, the riverbanks cannot contain the _____. [EN, EM]</p> | <p><i>rise</i>—move up</p> <p><i>flood</i>—a strong movement of water onto land that should not be under water</p> <p><i>develop</i>—grow or cause to grow</p> <p><i>predictable</i>—known ahead of time that something will happen</p> <p><i>flash flood</i>—a quick and strong flood after a lot of rain</p> <p><i>riverbank</i>—the ground next to the river</p> <p><i>contain</i>—have or hold inside</p> <p><i>tributary</i>—a river that goes into a larger river</p> <p><i>flood plain</i>—a wide, flat area of land near a river that floods regularly</p> |

Building Vocabulary (AIR New Activity 3 for Determining the Main Idea)

AIR Additional Supports

Provide students with a glossary to support their comprehension of the text. Throughout the lesson, provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary, and use English as a second language techniques to make word meanings clear.

AIR Instructions for Teachers

- Students have access to a glossary that includes word keys to understanding the text as well as words that appear frequently in the text. Note that in actual lessons all these words would be glossed but in the example below only some of these words are glossed to model comprehensible definitions. The words in this text that are high-frequency general academic words are *community, resources, area, finally, grant, found, volunteers, goal, final, job, fund, project, involved, individuals, participate, devoting*.
- During close reading, for each underlined word in the text, students find the word in their glossary and rewrite it. An example of one entry for a student glossary follows the word list. For homework, students can complete the glossary—drawing a picture or writing a word or phrase to help them remember the new word. If the student speaks a language that shares cognates with English, he or she indicates if the word is a cognate.

AIR Instructions for Students

- Use the target word list below to help you as you read the text.
- As you read the text, look for boldfaced words. Write each boldfaced word in your glossary.
- For homework, complete the glossary.

| Target Word List | |
|------------------|---|
| Word | Definition |
| <i>Tackle</i> | try to solve or fix a problem |
| <i>Shoreline</i> | the place where land and water meet |
| <i>Flood</i> | a strong movement of water onto land that should not be under water |
| <i>Load</i> | something that is carried |

| <i>Hooked</i> | be very interested in something, or enjoy doing something a lot | | | | |
|---------------------------------|---|-----------------------------------|--|-------------------|------------------|
| <i>Community</i> | an area where a group of people live | | | | |
| <i>Resource</i> | a source of help or support; a source of wealth | | | | |
| <i>Support</i> | help a cause, a person, or a group | | | | |
| <i>Agency</i> | a company or group that works to help other companies or people | | | | |
| <i>Donate</i> | give money or needed objects to people or an organization | | | | |
| <i>Determined/determination</i> | work on something even when it is difficult | | | | |
| <i>Area</i> | a place or region | | | | |
| <i>Company</i> | a business | | | | |
| <i>Finally</i> | after everything else; at the end | | | | |
| <i>Grant</i> | a gift of money to be used for a certain project | | | | |
| <i>Found</i> | past tense of <i>find</i> (to discover) | | | | |
| <i>Impressed</i> | have a strong influence on the mind or feelings of someone | | | | |
| <i>Enthusiasm</i> | a strong happy interest in something | | | | |
| <i>Volunteer</i> | a person who offers to work or help without pay | | | | |
| <i>Goal</i> | a result or end that a person wants and works for | | | | |
| <i>Final</i> | happening at or being at the end of something; last | | | | |
| <i>Job</i> | work | | | | |
| <i>Fund</i> | give money for | | | | |
| <i>Project</i> | an activity that takes great effort or planning | | | | |
| <i>Involved</i> | be part of; to be concerned with | | | | |
| <i>Individual</i> | a single human being, person | | | | |
| <i>Participate</i> | take part; to become involved | | | | |
| <i>Devote</i> | be dedicated or committed to something or someone | | | | |
| Glossary | | | | | |
| Word Translation | Rewrite the Word | English Definition | Example From Text | Picture or Phrase | Is It a Cognate? |
| Shoreline <i>la orilla</i> | Shoreline | A place where land and water meet | That's when he first noticed the junk dotting its shoreline. | | No |

Mini-lesson on Context Clues (AIR New Activity 4 for Determining the Main Idea)

AIR Additional Supports

It is important to teach ELLs word-learning strategies. One example of a word-learning strategy is identifying the meaning of words from context.

AIR Instructions for Teachers

- Tell students that if they come across a word they don't know, they can use clues in the surrounding text to figure out what it means. These are called context clues.
- Tell students to first identify the word they don't know. Then look at the surrounding words for clues. For example, for the word *litter* (first example), the text says "picking up other people's litter." So it probably has to do with something that other people have thrown away. What other

words in the text have to do with throwing away something? [*junk, trash*] We can guess that litter are objects that are thrown away as waste.

- Review the student instructions.
- Have students work in pairs to complete the chart.
- Review students' answers as a whole class.

AIR Instructions for Students

Follow along as your teacher explains what context clues are. Then use the context clues to determine the meanings of the mystery words in the chart. First, underline the mystery word in the sentence where it appears. Next, find the clues in the text and circle them. Line numbers are provided to help you find the clues. Then write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.

Mystery Words

| <i>Mystery Word</i> | <i>Location</i> | <i>Clues</i> |
|--|-----------------|--|
| 1. litter | Line 1 | Lines 1, 6, 7, 8 |
| <u>clues:</u> <i>picking up, junk, throw trash</i> | | |
| <u>definition:</u> <i>pieces of waste paper and other objects scattered around a place</i> | | |
| 2. junk | Line 6 | Lines 1, 6, 7, 8 |
| <u>clues:</u> picking up litter, throw trash | | |
| <u>definition:</u> | | |
| 3. shoreline | Line 6 | Lines 5-7 |
| <u>clues:</u> alongside, Mississippi, river | | |
| <u>definition:</u> | | |
| 4. clutter | Line 9 | Lines 8-10 |
| <u>clues:</u> trash, added to, tin cans, tires, TV sets | | |
| <u>definition:</u> | | |
| 5. landfill | Line 18 | Lines 17-19 |
| <u>clues:</u> | | |
| <u>definition:</u> | | |
| 6. donate | Line 27 | Lines 23, 27-28 |
| <u>clues:</u> | | |
| <u>definition:</u> | | |
| 7. determination | Line 30 | Lines 20-23, 30 (<i>How did Chad feel about his work?</i>) |
| <u>clues:</u> | | |
| <u>definition:</u> | | |
| 8. grant | Line 31 | Line 23-25, 30-31 |
| <u>clues:</u> | | |
| <u>definition:</u> | | |

Text

| | |
|----|---|
| 1 | Not many people would spend their free time picking up other people's litter. But |
| 2 | Chad Pregracke has spent most of the past five years doing just that along the Mississippi, |
| 3 | Ohio, and Illinois Rivers. |
| 4 | Why? |
| 5 | Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the |
| 6 | river's wooded islands. That's when he first noticed the junk dotting its shoreline. Many other |
| 7 | boaters and campers used the river, too. Unfortunately, some of them didn't care where they |
| 8 | threw their trash. |
| 9 | Spring floods added to the clutter. When flood waters went down, they left behind |
| 10 | everything from tin cans to 55-gallon steel drums, from tires to TV sets. |
| 11 | "It was getting worse every year," Chad says. "And nobody was cleaning it up." |
| 12 | In May of 1997, Chad came home from college for summer vacation. As usual, he |
| 13 | was disgusted by the junk that littered the riverbanks near his hometown of East Moline, |
| 14 | Illinois. But this time, instead of wondering why someone else didn't clean it up, he decided |
| 15 | to tackle a few miles of shoreline himself. |
| 16 | With only a flat-bottom boat, a wheelbarrow, and a sturdy pair of gloves, he motored |
| 17 | up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When |
| 18 | his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled |
| 19 | away. "I thought it might be fun to see how much trash I could pick up," he says. |
| 20 | Soon the riverbanks near his hometown were litter-free. And Chad was hooked. "I |
| 21 | really enjoyed it," he says. "I could see the results day after day. It made me feel good to help |
| 22 | my community." So he kept going, sleeping under a tarp each night. |
| 23 | But Chad's money was disappearing fast. Food, gasoline for his boat, landfill charges, |
| 24 | and film costs were gobbling up his resources. He wondered if others would help support his |
| 25 | cleanup. |
| 26 | First Chad talked to government agencies like the National Fish and Wildlife Service |
| 27 | and the U.S. Army Corps of Engineers. While happy about his work, they didn't have much |
| 28 | money to donate. |
| 29 | So Chad called area businesses. He explained about growing up beside the river, the |
| 30 | mess it had become, and his determination to clean it up. Most companies wouldn't help |
| | either. But finally one company decided to lend a hand. Chad got his first small grant and the |
| | encouragement he needed to find others to help as well. |

Scaffolded Close Reading (AIR New Activity 5 for Determining the Main Idea)

AIR Additional Supports

- Create guiding questions and supplementary questions for each section of text. The main ideas for ELLs to get out of this reading are: U.S. rivers have a lot of trash; Chad did many things to make a difference; Chad had to overcome many obstacles to accomplish his goals.
- Use sentence frames and word banks for entering and emerging level ELLs. Use sentence starters for transitioning ELLs.

AIR Instructions for Teachers

- Review student instructions for first close reading with the class.
- Remind students that the guiding questions are designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding questions.
- Tell students to use their glossary to find the meanings of words that are underlined in the text. These are words that are important for understanding the text and/or high-frequency words in English.
- Read each section of the text aloud using proper pacing and intonation. During this reading, the teacher uses the glossed definitions or gestures to explain the meanings of challenging words. For example, “Spring floods added to the clutter.” Floods are strong flows of water.

AIR Instructions for Students

Listen and follow along as your teacher reads the text. In this close reading, you will be answering questions about the text below. Your teacher will review the guiding question(s) with you. Work with a partner to answer the supplementary questions. *If needed*, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response(s) to the guiding question(s). Remember to use your glossary to find the meanings of words that are underlined.

Part 1 (P1–P4)**Guiding Questions**

- What do we know about the condition of the Mississippi, Ohio, and Illinois Rivers?
- Why are our rivers like this?
- What had Chad done for most of the past five years?

Tackling the Trash

Not many people would spend their free time picking up other people’s litter. But Chad Pregracke has spent most of the past five years doing just that along the Mississippi, Ohio, and Illinois Rivers.

Why?

Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river’s wooded islands. That’s when he first noticed the junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn’t care where they threw their trash.

Spring floods added to the clutter. When flood waters went down, they left behind everything from tin cans to 55-gallon steel drums, from tires to TV sets.

“It was getting worse every year,” Chad says. “And nobody was cleaning it up.”

Word Bank

| | | | | |
|--------|---------|-----------|-------------|-------|
| trash | boaters | shoreline | island | junk |
| spread | flood | Trash | campers | house |
| fish | camp | Junk | Mississippi | |

Supplementary Questions

53. What does the word *litter* mean? [ALL]
Litter is _____ . [TR]

Litter is _____ around a place. [EN, EM]

54. Where did Chad grow up? [ALL]
Chad grew up _____. [TR]
Chad grew up in a _____ alongside the _____. [EN, EM]

55. What did he like to do? [ALL]
He liked to _____. [TR]
He liked to _____ and _____ on the _____. [EN, EM]

56. What did he notice? [ALL]
He noticed the _____. [TR]
He noticed the _____ dotting the _____. [EN, EM]

57. Why was there junk dotting the shoreline? [ALL]
There was junk dotting the shoreline because _____. [TR]
There was junk dotting the shoreline because other _____ and _____ didn't care where they threw their _____. [EN, EM]

58. How did the spring flood waters add to the clutter? [ALL]
The spring flood waters added to the clutter because _____. [TR]
The spring flood waters added to the clutter because when the _____ waters went down, they left behind different kinds of _____. [EN, EM]

Response to Guiding Questions

59. What do we know about the condition of the Mississippi, Ohio, and Illinois Rivers? [ALL]
We know that _____. [EN, EM, TR]
Why are our rivers like this? [ALL]
The rivers are like this because _____. [EN, EM, TR]

60. What had Chad done for most of the past five years? [ALL]
Chad had _____. [EN, EM, TR]

Part 2 (P5–P7)

Guiding Question

- What were Chad's activities in the summer of 1997?
- How did he make a difference?

Tackling the Trash

In May of 1997, Chad came home from college for summer vacation. As usual, he was disgusted by the junk that littered the riverbanks near his hometown of East Moline, Illinois. But this time, instead of wondering why someone else didn't clean it up, he decided to tackle a few miles of shoreline himself. With only a flat-bottom boat, a wheelbarrow, and a sturdy pair of gloves, he motored up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. "I thought it might be fun to see how much trash I could pick up," he says.

Soon the riverbanks near his hometown were litter-free. And Chad was hooked. "I really enjoyed it," he says. "I could see the results day after day. It made me feel good to help my community." So he kept going, sleeping under a tarp each night.

| Word Bank | | |
|-----------|----------|-------------|
| waste | shore | wheelbarrow |
| pictures | gloves | enjoyed |
| tackle | landfill | picked up |

Supplementary Questions

61. What did Chad decide to do in the summer of 1997? [ALL]
 Chad decided to _____. [TR]
 Chad decided to _____ a few miles of shoreline himself. [EN, EM]

62. What did he use to do it? [ALL]
 He used _____. [TR]
 He used a flat-bottom boat, a _____, and a pair of _____. [EN, EM]

63. Chad did four things when he was cleaning up the trash. What were they? [ALL]
 The four things were _____. [TR]
 When he saw trash, he pulled to _____. He _____ the trash.
 When he had a full load, he took the trash to a _____. He took _____ of the trash. [EN, EM]

64. What do you think the word *landfill* means in the phrase “when his boat was full he took the load to a landfill”? Check your answer in a reference book. [ALL]
 The word *landfill* means _____. [TR]
 A landfill is a place for _____ from cities and towns. [EN, EM]

65. Why was Chad hooked? [ALL]
 He was hooked because _____. [TR]
 He was hooked because he really _____ the work. [EN, EM]

Response to Guiding Questions

66. What were Chad’s activities in the summer of 1997? [ALL]
 He _____. [EN, EM, TR]

67. How did he make a difference? [ALL]
 He made a difference by _____. [EN, EM, TR]

Part 3 (P8–P11)

| |
|---|
| <p>Guiding Question</p> <ul style="list-style-type: none"> ▪ What obstacles or challenges did Chad face? ▪ What did he do to get support? |
| <p>Tackling the Trash</p> <p>But Chad’s money was disappearing fast. Food, gasoline for his boat, landfill <u>charges</u>, and film costs were <u>gobbling up</u> his <u>resources</u>. He wondered if others would help <u>support</u> his cleanup.</p> <p>First Chad talked to <u>government agencies</u> like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn’t have much money to <u>donate</u>.</p> <p>So Chad called <u>area businesses</u>. He explained about growing up <u>beside</u> the river, the <u>mess</u> it had become, and his <u>determination</u> to clean it up. Most <u>companies</u> wouldn’t help either. But <u>finally</u> one <u>company</u> decided to <u>lend a hand</u>. Chad got his first small <u>grant</u> and the <u>encouragement</u> he needed to find others to help as well.</p> <p>Chad began visiting other <u>companies</u> in person and <u>found</u> that his careful <u>record keeping</u> paid off.</p> |

People couldn't help being impressed by his enthusiasm, or by the pictures of the junk he'd already hauled away. The next year, Chad received enough money to *finish* his summer's work with several volunteers to help him. In two years he raised enough money to buy two more boats and hire five helpers for the next summer.

Word Bank

| | | |
|------------|-------|--------------|
| agencies | area | money |
| businesses | carry | place |
| government | grant | disappearing |

Supplementary Questions

68. Why did Chad need support? [ALL]
Chad needed support because _____. [TR]
His _____ was _____ fast. [EN, EM]
69. Who did he talk to first? [ALL]
He talked to _____. [TR]
He talked to _____ like the National Fish and Wildlife Services and the U.S. Army Corps of Engineers. [EN, EM]
70. Who did he talk with next? [ALL]
Next he talked to _____. [EN, EM, TR]
71. What donation did he get from one company? [ALL]
The donation he got was _____. [TR]
He received a small _____. [EN, EM]
72. What do you think the phrase "hauled away" means in the phrase "junk he hauled away"? [ALL]
"Hauled away" means _____. [TR]
It means _____ from one _____ to another. [EN, EM]

Response to Guiding Questions

73. What obstacles, or challenges, did Chad face? [ALL]
The obstacles Chad faced were _____. [EN,EM,TR]
What did he do to get support? [ALL]
To get support, he _____. [EN,EM,TR]

Part 4 (P12–P13)

Guiding Questions

- What did Chad do in the summer of 1998?
- How did he make a difference?
- What obstacles did he face?

Tackling the Trash

In 1998, Chad's goal was to clean 1,000 miles of shoreline. Beginning in northern Iowa, he and his crew slowly worked their way south. Their final destination was St. Louis, Missouri. Along the way, Chad had to receive permission from each town to pile his junk in a parking lot or field. When he finished each area, he trucked the trash to the nearest landfill.

As the hot summer *wore on*, the work became more difficult. The farther south they traveled, the more trash littered the shore. One mile of shoreline was so full of old tires, it took more than a month to clean—one small boatload at a time. *Sheltered* only by tents and tarps, Chad and his crew *battled*

mosquitoes and summer storms. By summer's end, only Chad and one helper *remained* on the job. When cold weather forced them to stop, they were just fifty miles from St. Louis.

Word Bank

| | | | |
|------------|-------------|-------------|-----------|
| field | 1,000 miles | storms | trucked |
| mosquitoes | trash | parking lot | shoreline |
| junk | landfill | | |

Response to Supplementary Questions

74. What was his goal? [ALL]

His goal was _____ . [TR]

His goal was to clean _____ of _____. [EN, EM]

75. What did he need permission for? [ALL]

He needed permission to _____. [TR]

He needed permission to pile his _____ in a _____ or _____. [EN, EM]

76. What did he do after he finished each area? [ALL]

After he finished each area, he _____. [TR]

He _____ the trash to the nearest _____. [EN, EM]

77. Why did the work become more difficult? [ALL]

The work became more difficult because _____. [TR]

The work became more difficult because Chad and his volunteers had to face more _____, _____, and summer _____. [EN, EM]

Response to Guiding Questions

78. What did Chad do in the summer of 1998? [ALL]

In the summer of 1998, he _____. [EN,EM,TR]

79. How did he make a difference? [ALL]

He made a difference by _____. [EN, EM, TR]

80. What obstacles did he face? [ALL]

His obstacles were _____. [EN, EM, TR]

Part 5 (P14–P17)

Guiding Questions

- What was Chad's goal during the winter of 1998?
- How did he accomplish it?
- How did Chad make a difference?

Tackling the Trash

Chad didn't spend the winter months catching up on sleep. He needed to raise more than \$100,000. Part of the money would go toward finishing his work near St. Louis. The rest would fund his next project, cleaning the 270-mile shoreline of the Illinois River.

Chad also traveled from town to town. He spoke at schools, churches, and town halls. He shared his story with community groups, conservation clubs, and scout troops. He asked them to help keep the river clean.

People were eager to help. Someone even offered him a used houseboat for free. There was only one catch: it was resting on the muddy bottom of the Illinois River. "It was a real mess," Chad remembers.

“The most totally trashed thing you’ve seen in your life.”

After a lot of repair work and elbow grease, *The Miracle* became the crew’s floating home and headquarters—a big step up from tents and tarps.

Word Bank

| | | | |
|-----------|-----------|-------|------|
| houseboat | community | clubs | help |
| repair | clean | river | |

Supplementary Questions

81. What did Chad do in the towns he visited? [ALL]
 In the towns he visited, he _____. [TR]
 Chad spoke to many groups including _____ groups, conservations _____, and scout troops.
 He asked them to _____ keep the _____ clean. [EN, EM]
82. Chad got a new home. What was it and what did he have to do to make it livable? [ALL]
 His new home was a _____. To make it livable, he _____. [TR]
 His new home was _____. He had to _____ it before it was livable. [EN, EM]

Response to Guiding Questions

83. What was Chad’s goal during the winter of 1998? [ALL]
 His goal was _____. [EN, EM, TR]
84. How did he accomplish it? [ALL]
 He _____. [EN, EM, TR]
85. How did Chad make a difference? [ALL]
 He asked people to _____. [EN, EM, TR]

Part 6 (P18–P21)

Guiding Questions

- What did Chad do in 2000?
- How did Chad make a difference?

Tackling the Trash

In 2000, Chad began hosting community-wide cleanup days in cities along the Mississippi. “I want to get as many people involved as possible,” he says.

Toward that goal, Chad encourages individuals and community groups to participate in his Adopt-a-Mississippi-Mile program, pledging to keep a mile of shoreline litter-free.

Chad did return to college in 2001 and received his associate’s degree. But for now, Chad is devoting himself to the river, and cleaning it up has taken over his life.

But he doesn’t mind one bit. “I work with good people who have become my best friends,” he says. “I love it.”

Word Bank

| | | |
|---------|-----------|-------------|
| friends | community | litter-free |
| pledge | people | Individuals |

Supplementary Questions

86. What is the Adopt-a-Mississippi-Mile program? [ALL]
The Adopt-a-Mississippi-Mile program is _____. [TR]
With this program, _____ and _____ groups _____ to keep a mile of the shoreline _____. [EN, EM]
87. What is one reason Chad likes what he does? [ALL]
One reason is _____. [TR]
Chad likes what he does because he works with good _____ who have become his _____. [EN, EM]

Response to Guiding Questions

88. What did Chad do in 2000? [ALL]
He began _____. [EN, EM, TR]
89. How did Chad make a difference? [ALL]
He _____. [EN, EM, TR]

B. Answering Questions About “Tackling the Trash”

Expeditionary Learning Teacher and Student Actions

Teacher displays a copy of “Tackling the Trash” on a document camera. Teacher asks students to look at the first three paragraphs and find synonyms for *garbage*. Teacher asks why the author uses different words for *garbage*. Teacher asks for a synonym for *landfill*. Teacher reads paragraphs 3 and 4. Teacher refers students to the word *donate* and explains the meaning of *donate* and *donation*. Teacher asks students to give a synonym for a donation of money from the fourth paragraph.

AIR Additional Supports

ELLs will be better prepared to complete this activity because of new activities 1 through 5 for Determining the Main Idea. However, create a student chart because this will allow ELLs to read as well as hear the instructions. It also provides a running record for the lesson that enables them to review what they have learned. A glossary of the target words should be part of the student chart. An example for the word *garbage* is provided below.

AIR Instructions for Teachers

- Give students a student chart for this activity.
- Review student instructions.

AIR Instructions for Students

- Find four words from the text related to *garbage* that have similar meanings.
- Look each up in the glossary to check that they are correct.
- Complete the chart below.

Synonyms—words that have the same or similar meaning

| Word | Definition |
|------|------------|
| | |
| | |
| | |
| | |

Why do you think the author uses these different words to describe garbage? [ALL]

The author uses these different words to describe garbage because _____ . [EN, EM, TR]

C. Finding Key Details and Revising the Main Idea

| | | |
|---|------------------------------------|--|
| <p>Expeditionary Learning Teacher and Student Actions Teacher redirects students' attention to the posted learning targets and asks a volunteer to read the second learning target aloud. Teacher tells students they are now going to complete Part 2 of the task card with their partners. Teacher suggests to students that they figure out the main idea one paragraph at a time. Each student receives a highlighter or colored pencil. Students complete Part 2. Teacher circulates, asking students why they selected certain passages as a key detail. Teacher asks students to discuss in pairs if they would change their main idea statement because of the key details they found. Students share.</p> | | |
| <p>AIR Additional Supports</p> <ul style="list-style-type: none"> ▪ ELLs will be better prepared to complete this activity because of new activities 1 through 5 for Determining the Main Idea. ▪ ELLs might be given a graphic organizer and directed back to the student charts associated with new activity 5 for Determining the Main Idea to pull information into this graphic organizer. | | |
| <p>AIR Instructions for Teachers</p> <ul style="list-style-type: none"> ▪ Give students the graphic organizer for this activity. ▪ Review student instructions. | | |
| <p>AIR Instructions for Students</p> <ul style="list-style-type: none"> ▪ Answer each question, to help you determine the details for these main ideas from the text. ▪ Write three main ideas in the chart. ▪ Provide the details from the text to explain how you know. | | |
| <p>90. The rivers in the United States have many problems. What are some problems with these rivers? Review your answers to questions 4, 5, and 6. [ALL] Main Idea: U.S. rivers are _____. [EN, EM, TR]</p> <p>91. Chad did many things to make a difference. What did Chad do? Review your answers to questions 10, 16, 29, 31, 35, and 39. [ALL] Main Idea: Chad did many things to _____. [EN, EM, TR]</p> <p>92. Chad overcame many obstacles so that he could make a difference. What were the obstacles he overcame? Review your answers to questions 17, 22, 27, and 30. [ALL] Main Idea: Chad had _____. [EN, EM, TR]</p> | | |
| | Main Idea | Supporting Details From Text (How do you know?) |
| | U.S. rivers are filled with trash. | junk dotting shoreline, campers and boaters throwing their trash, clutter left after spring floods |

3. Closing and Assessments

A. Sharing Ways to Be Well Aware

| |
|--|
| <p>Expeditionary Learning Teacher and Student Actions Teacher asks students to find a new partner and share what they learned from Chad Pregracke's story about the importance of tackling trash. Students are encouraged to use examples from the text. At least three students share their ideas, and these ideas are added to the Being Well Aware anchor chart. Teacher distributes Independent Reading recording form.</p> |
|--|

AIR Additional Supports

AIR suggests that teachers begin by modeling or having a student model an example for each category in the Being Well Aware anchor chart. Categories include Learn More and Educate Others; Join Others; Conserve Water; Protect Water, and Improve Access. ELLs with entering and emerging levels of proficiency should be given sentence starters and word and phrase banks. An example of a sentence starter for Conserve Water is presented below.

AIR Instructions for Teachers

- Have students return to their Being Well Aware Anchor Chart.
- Model or have students model an example for each category of Being Well Aware.
- After each model, have ELLs work with an English-proficient partner to provide additional examples.
- ELLs with lower levels of proficiency should be given sentences starters and word and phrase banks.

AIR Instructions for Students

Take out your Being Well Aware Chart.

What is an example of conserving water? [ALL]

One way to conserve water is to _____. [EN, EM, TR]

4. Homework**Expeditionary Learning Teacher and Student Actions**

Teacher asks students to share with someone at home three things Chad did to make a difference and think about which of these ideas they might want to share in their VoiceThread. Teacher asks students to continue reading their independent reading book and complete their Independent Reading recording form.

AIR Additional Supports

- Encourage ELLs to share with someone at home in their home language or in English and decide which activities they want to share in their VoiceThread. The previous inserts and activities will support ELLs.
- Students are supposed to be continuing to read their independent reading books and complete their Independent Reading recording form. Help ELLs select books at their independent reading levels. The resources that follow might be used to help ELLs find the appropriate independent reading materials.
- In addition, it is important to ensure that ELLs understand the task demands of the Independent Reading form. The students will have completed the form previously. Ensure ELLs understand the meanings of the words or phrases *struck you*, *precise*, and *unsure* and that they see an example.

AIR Instructions for Teachers***Support for Finding Independent Reading Materials***

Help students find independent reading materials at the appropriate lexical level. Resources such as those listed below provide information to help find reading materials at student's lexile levels.

<http://www.lexile.com/fab>

<http://www.lexile.com/about-lexile/how-to-get-lexile-measures/text-measure/>

<http://about.edsphere.com/>

AIR Instructions for Students***Support for Completing the Independent Reading Form***

- Review the meanings of *where*, *who*, and *what*. Then talk about precise language. Before students work on their own, ask them to give examples from the *Tackling the Trash* reading of words that are precise and explain why.
 - Have several students indicate a word whose meaning they were unsure about.
 - Use the following questions to guide the discussion:
93. Who remembers what it means if a word is precise? [ALL]
If a word is precise, it means _____. [EN, EM, TR]
94. Who can give an example of a word from “Tackling the Trash” that you feel is precise? [ALL]
An example of a word from “Tackling the Trash” that I feel is precise is _____. [EN, EM]
An example is _____. [TR]
95. Who can give another example? [ALL]
An example of a word from “Tackling the Trash” that I feel is precise is _____. [EN, EM]
An example is _____. [TR]
96. What is a word from “Tackling the Trash” that you were unsure of when you were reading? [ALL]
A word I was unsure of is _____. [EN, EM, TR]
97. What is another example? [ALL]
Another example is _____. [EN, EM, TR]

Grade 5, Module 3A, Unit 1, Lesson 2: The Value of Sports in People’s Lives, Part 1

<https://www.engageny.org/resource/grade-5-ela-module-3a-unit-1-lesson-2>

Overview

In this brief unit, students build their background knowledge about the importance of sports within the American culture over time. They read two informational articles, “It’s Not Just a Game!” and “The Literature of Baseball: The Quintessential American Game.” Students also are reintroduced to reading and writing arguments (RI.5.8 and W.5.1). They begin to explore how to read opinion pieces. They are introduced to the term *opinion* and asked to identify and explain how authors use evidence to support their opinions. For the midunit assessment, students read and answer text-dependent questions about a new informational article, “Roots of American Sports,” which will further build students’ knowledge about the importance of sports in American society. For the end-of-unit, on-demand assessment, students will begin to practice citing evidence to support an opinion, specifically “Sports are an important part of American culture.” Then, they will identify supporting evidence for the opinion, organize their ideas, and write an opinion paragraph using the opinion and supporting details they identified. In the first lesson in this unit, students do a gallery walk to view images and read informational text to learn how athletes broke barriers, use quotes to make inferences about why sports are important in American culture, infer the meanings of new words in the quotes, revise their inferences, and debrief and review learning targets.

This is the second lesson in Unit 1. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., “[EN]”). Where “[ALL]” is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

Value of Sports in People's Lives

| Expeditionary Learning Lesson Component | AIR Additional Supports | AIR New Activities |
|---|--|--|
| Opening | | |
| Engaging the reader | Define the words <i>determine</i> and <i>gist</i> and give students an opportunity to determine the gist of a short section of text so they are prepared for determining gist of a longer passage. | |
| Work Time | | |
| A. First read | | Provide the article in an ELL's home; place ELLs with bilingual peers who are English-proficient; preview the text; enhance background knowledge; develop ELLs' vocabulary; and engage in close reading. |
| B. Guided practice | Provide ELLs with definitions of the words <i>opinion</i> and <i>evidence</i> as well as words that signify kinds of evidence such as <i>details</i> , <i>facts</i> , <i>proof</i> , <i>data</i> , and <i>information</i> and model with the text at hand examples of an opinion and evidence. | |
| C. Small-group practice | No additional support is necessary if ELLs have completed the new activities associated with the First Read and have learned about opinions and evidence. | |
| Closing and Assessment | | |
| Debrief and review of learning targets | Give ELLs with bilingual partners the opportunity to answer first in their home language and then in English, model at least one English response for the students, and ask students to talk about how sports are valuable in their home cultures. | |
| Homework | | |
| | Supply ELLs definitions and ask them to complete sentences that provide context for the definitions; have students review their responses to new activity 4 for the First Read to help them answer the guiding question; and define difficult words needed to answer the question and provide sentence frames, starters, and word banks for ELLs at entering | |

| Expeditionary Learning Lesson Component | AIR Additional Supports | AIR New Activities |
|---|-------------------------------------|--------------------|
| | and emerging levels of proficiency. | |

Text**The Value of Sports in People’s Lives**

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it’s fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 BC that depict wrestling, dancing, and acrobatics were discovered in an Egyptian tomb at Bani Hasan. The ancient Greeks revolutionized sports by holding the world’s first Olympic games at Olympia in 776 BC. But it wasn’t until the early nineteenth century that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children’s Worlds: Children and Play* (Wiley, 2009), says, “Sport-like play is usually enjoyable, and done for its own sake.”

1. Opening**Engaging the Reader and Reviewing Learning Targets**

| |
|---|
| <p>Expeditionary Learning Teacher and Student Actions</p> <p>Teachers tell students they will be reading to find out more about the role of sports in people’s lives; review the learning target which is to determine the gist; and ask students what they remember about the meanings of the word <i>determine</i> and <i>gist</i>.</p> |
| <p>AIR Additional Supports</p> <ul style="list-style-type: none"> ▪ Define the words <i>determine</i> and <i>gist</i>. ▪ Give students an opportunity to determine the gist of a short section of text so they are prepared for determining gist of a longer passage. |
| <p>AIR Instructions for Teachers</p> <ul style="list-style-type: none"> ▪ This activity will give ELLs practice determining the meaning of unknown words and figuring out the gist of a passage. ▪ Read the instructions to the students. ▪ Have students read the text, discuss with a partner, and complete the questions. |
| <p>AIR Instructions for Students</p> <ul style="list-style-type: none"> ▪ Read the text below to determine the gist. What do the words <i>determine</i> and <i>gist</i> mean? ▪ There are three important words: <i>tackling</i>, <i>heading</i>, and <i>full body checking</i>. To determine or find out what they mean, use the glossary. ▪ Discuss the text with a partner and then determine (or find out) the gist (or main idea). |

| | |
|---|--|
| <p>“Should Kids Under 14 Play Contact Sports?” Adapted from text by Elizabeth Winchester (http://www.timeforkids.com/news/debate/59101)</p> | <p>Glossary</p> |
| <p>What is football without <u>tackling</u>, soccer without <u>heading</u> the ball, and lacrosse and hockey without <u>full body checking</u>? Doctors say that sports would be much safer for kids without these moves.</p> <p>Dr. Cantu is a brain <u>expert</u> at Emerson Hospital in Massachusetts. He says that tackling, heading, and checking can cause <u>concussions</u> and other <u>injuries</u>. Every year, 3.8 million people get concussions from sports. Hits to the brain can be more <u>serious</u> for kids because their brains are not yet as <u>solid</u> as adult brains. Cantu said that sports for children <u>younger</u> than 14 years old should not use <u>full contact</u>.</p> | <p><i>tackling</i>—the act of grabbing and throwing a person down when playing football</p> <p><i>heading</i>—when a soccer player hits the ball with the head when it is in the air</p> <p><i>full body checking</i>—hitting another player with a shoulder, arm, or hip to keep the other player from getting the puck when playing hockey. A puck in hockey is like a ball in soccer.</p> <p><i>expert</i>—someone who knows a lot about something</p> <p><i>concussion</i>—a hit to the brain</p> <p><i>injury</i>—damage to the body</p> <p><i>serious</i>—dangerous</p> <p><i>younger</i>—not as old as</p> <p><i>full contact</i>—touching, hitting, or grabbing other players when playing a sport</p> |
| <p>Word Bank</p> | |
| <p>gist checking younger</p> | <p>tackling concussions full heading injures contact</p> |
| <p>What is the main idea of this passage? [ALL]</p> <p>The main idea or _____ of this passage is sports that use _____, _____, and _____ can cause _____ and other _____. Therefore, sports for children _____ than 14 should not use _____. [EN, EM]</p> <p>The main idea of this passage is _____. [TR]</p> | |

2. Work Time

A. First Read “It’s Not Just a Game!”

Expeditionary Learning Teacher and Student Actions

Teacher distributes journals and places students in groups of four; has students discuss what they have learned about close reading routines in Modules 1 and 2; distributes article “It’s Not Just a Game!”; and reads the first three sections of the text aloud. Students reread the first three sections of the text in their groups, circle unknown vocabulary, try to determine the meanings of unknown words, and identify the gist of the text. Students discuss gist; students write a gist statement; teacher cold-calls several students to share gist statements.

AIR Additional Supports

ELLs need more support than is provided in this lesson to come to an understanding of the meaning of passages that may be several grade levels or more above their independent reading levels. This passage is lexiled at the sixth- to eighth-grade reading level.

- Providing the article in an ELL’s first language for them to read first will help them understand the meaning of passages in English [EN, EM]. ELLs at the entering and emerging levels could be placed with bilingual peers who are English-proficient.
- Because it may be difficult to provide home language translations or partner students with bilingual peers, it important to support an ELL’s English development. The scaffolds AIR recommends are
 - Previewing the text through the title to give students an idea about the material they will be reading (new activity 1)
 - Developing background knowledge (new activity 2)
 - Supporting ELLs’ vocabulary acquisition (new activity 3)
 - Engaging ELLs in a first close reading focused on key ideas and details in which ELLs have access to an English glossary and opportunities to answer supplementary questions that will help them better comprehend the text (new activity 4)
- After these preparations, students are ready to participate in the first part of the mainstream lesson that consists of talking about the gist in a small group.

See the additional activities that follow

Previewing the Text (AIR New Activity 1 for First Read)


AIR Additional Supports

Ask students to name games specific to their cultures or home countries. This is an opportunity to engage ELLs by encouraging them to use the sports vocabulary acquired so far to describe their sports to the teacher and other students who do not share the same cultural background.

AIR Instructions for Students

The title of this passage is “It’s Not Just a Game!” Can you name some sports games? What do you think the title might mean?

Enhancing Background Knowledge (AIR New Activity 2 for First Read)

| | |
|--|---|
| AIR Additional Supports | |
| <ul style="list-style-type: none"> ▪ Develop student's background knowledge about sports. | |
| AIR Instructions for Teachers | |
| <ul style="list-style-type: none"> ▪ In order to develop background knowledge, have students choose two sports from among sports listed. The sports should be ones they are less likely to know about. ▪ Read student directions to the students. ▪ Instruct students to find pictures and definitions of the sport. ▪ Have students share with the group. | |
| AIR Instructions for Students | |
| <ul style="list-style-type: none"> ▪ This article we will read mentions many sports. Some sports may be unfamiliar to you. ▪ Pick one sport from those listed. ▪ Find an image that clearly shows what the sport is and write a brief description of the sport. ▪ Be prepared to present out to the group. There is a model below for what to do. | |
| Sports: wrestling, acrobatics, cricket, golf, horse racing, ice hockey | |
|  | <p>Golf</p> <p>In the picture, you can see a man on a golf course. He has just hit a golf ball with his club.</p> <p>Golf is a game played outside on a golf course. Golfers hit a small, hard ball with a golf club and try to get the ball into holes in the ground. Usually a golf course has either 9 or 18 holes. The objective or goal of golf is to hit the ball the fewest times to get the ball into the holes. Golfers use many different types of clubs to do this.</p> |

Building Vocabulary (AIR New Activity 3 for First Read)

| |
|--|
| AIR Additional Supports |
| <ul style="list-style-type: none"> ▪ Provide students with a glossary that includes words key to understanding the text, as well as words that appear frequently in the text. During close reading, for each underlined word in the text, students find the word in their glossary and rewrite it. Later, they can complete the glossary—drawing a picture or writing a word or phrase to help them remember the new word. If they are Spanish speakers, they indicate whether the word is a cognate. Examples of two glossary entries are provided below. <ul style="list-style-type: none"> – Glossed words for the passage on p. 11 of the text might include the following words that are important for answering text-dependent questions: <i>instinct, humanity, survival, skill, competition, flourished, rules, obey, strategies, enjoyable, accomplishments, responsibility, performance, challenging, value, exercise (verb), process, stimulate, imagination, curiosity, creativity, development, solve, recognize, antidepressants, chemicals, and cognitive.</i> – Words that might be selected because of frequency in content area texts (they appear in the Coxhead Academic Word List) include <i>revolutionized, psychology, author, team, individual, ultimate, academy, physical, monitor, attitude, process, creativity, research, odds, chemical, seek, process, context, mutual, network, cooperation, gender, ethnicity, isolated, positive,</i> |

professional, found, utilization, integration, commission, automatically, designed, and created.

- Phrases for the passage might include the following: *negotiate plans, settle disagreements, monitor attitude, applied to, hands-on, science of play, research claims, averages and odds, energy level, and boost mood.*

AIR Instructions for Teachers

- Review student instructions.
- Pre-teach vocabulary. Choose words to pre-teach that will be key to understanding the text and abstract.
- Familiarize students with their glossary and tell them they will be using it during close reading.
- Briefly review glossed words that might be challenging.

AIR Instructions for Students

- Your teacher will pre-teach several key words.
- The glossary will help you during close reading of the text. As you encounter an underlined word in the text, rewrite it in the space provided.
- If your home language shares cognates with English, note whether the word is a cognate.

Vocabulary Chart

| Word Translation | Rewrite the Word | English Definition | Example From Text | Picture or Phrase | Is It a Cognate? |
|------------------------------|-------------------------|---|--|--------------------------|-------------------------|
| instinct <i>instinto</i> | | natural behavior or way of acting that is not learned | Some scientists claim play is a natural instinct—just like sleep. | | |
| humanity <i>humanidad</i> | | human beings; people | That might explain why sports are likely to be as old as humanity. | | |

Engaging in Scaffolded Close Reading (AIR New Activity 4 for First Read)

AIR Additional Supports

- Ask a guiding question for each paragraph and make sure that students understand the task demands of each question. Students do not answer the guiding question yet.
- Read aloud the text as students follow along. During this reading, use the glossed definitions or gestures to explain the meanings of challenging words. For example, “Whether you bounce a basketball, or hurl a baseball home, you do it because it is fun.” If you bounce a basketball, you hit it against the ground like this [Demonstrate the action]. If you hurl a baseball, you throw it.
- Ask students to work with a partner to answer the supplementary questions.
- Review the answers to the supplementary questions and ask students to correct their answers.
- Discuss the guiding question(s) with the class, and ask students to respond to the guiding question(s) orally. After discussion, ask them to put their answers in writing.
- Give students with entering and emerging levels of proficiency sentence frames and word banks.

AIR Instructions for Teachers

- Review student instructions for first close reading with the class.
- Remind students that the guiding question(s) is (are) designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of underlined words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.
- Have students complete the supplementary questions and, as a class, answer the guiding questions.

AIR Instructions for Students

- Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. You don't answer this question yet.
- As your teacher reads the text aloud, listen and follow along in your text.
- After the text has been read aloud, you will be answering supplementary questions about the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions.
- Your teacher will review the answers with the class.
- Then, discuss the guiding question(s) with your teacher and the class.
- Complete a written response to the guiding question(s).

Guiding Question for First Three Paragraphs

- Name three interesting ideas you learned about sports. Choose one idea from each paragraph. Tell your partner these ideas and explain why you found them interesting. [ALL]

Lesson Text Excerpt

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 BC that depict wrestling, dancing, and acrobatics were discovered in an Egyptian tomb at Bani Hasan. The ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 BC. But it wasn't until the early nineteenth century that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

| Word Bank | | | |
|------------------|------------|-----------|--------------------|
| natural instinct | strategies | skills | England |
| fun | wrestled | positions | Olympic games |
| ran | acrobatics | cricket | nineteenth century |
| golf | rules | jump | danced |
| climbed | | | |

Supplementary Questions

Paragraph 1.

98. Why do we play sports? [ALL]

We play sports because they are _____ . [EN, EM]

We play sports because _____ . [TR]

99. Why may sports be as “old as humanity”? [ALL]

Sports may be “as old as humanity” because play may be a _____ . [EN, EM]

Sports may be “as old as humanity” because _____ . [TR]

Paragraph 2.

100. Sports began as a form of survival. What evidence is there that sports began as a form of survival? [ALL]

Prehistoric man _____, _____, and _____ for his life. [EN, EM]

The evidence is _____ . [TR]

101. What kinds of sports did the Egyptians play? [ALL]

Egyptians _____, _____, and did _____ . [EN, EM]

Egyptians _____ . [TR]

102. How did the Greeks “revolutionize” sports? [ALL]

Greeks held the world’s first _____ . [EN, EM]

Greeks held _____ . [TR]

103. When did modern sports “come into play”? [ALL]

In the _____, modern sports “came into play” [EN, EM]

Modern sports “came into play” _____ . [TR]

104. What are some modern sports? [ALL]

Some modern sports are _____, _____ and horse racing. [EN, EM]

Some modern sports are _____ . [TR]

105. Where did modern sports come into play? [ALL]

Modern sports came into play in _____ . [EN, EM, TR]

Paragraph 3.

106. Organized sports are considered serious play. Why? [ALL]

Organized sports are considered “serious” play because there are _____ to obey, _____ and _____ to learn, and _____ to carry out. [EN, EM]

Organized sports are considered “serious” play because _____ . [TR]

Response to Guiding Question(S)

1. The first interesting idea is _____. The second interesting idea is _____. The third interesting idea is _____. [EN, EM, TR]

B. Guided Practice: Introduce Opinion and Evidence Graphic Organizer

Expeditionary Learning Teacher and Student Actions

Teacher introduces learning targets; tells students that the author shares opinions about sports and their roles in people’s lives; has students define *opinion*; gives an example of an opinion from Module 1; has students discuss how we know whether a statement is an opinion or not; reviews meaning of *evidence*; has students provide evidence from the Module 1 novel to support the opinion that the main character changed from the beginning to the end of the novel; has students share responses; displays Opinion and Evidence graphic organizer on document camera; has students copy organizer into journals; has students share what they do during second read of text; in groups, has students reread the third paragraph, determine the author’s opinion, and record in the graphic organizer in the journal; has students reread paragraph to identify two pieces of evidence used to support the opinion (text code *E* for evidence); circulates to support students; asks students what it means *to paraphrase*; and has students record paraphrased examples in the graphic organizer.

AIR Additional Supports

Provide ELLs at all levels of proficiency with definitions of the words *opinion* and *evidence* as well as words that signify kinds of evidence such as *details, facts, proof, data, and information*. They also would benefit from modeling with the text at hand examples of an opinion and evidence. Now that ELLs have had an opportunity to grasp the meaning of the passage, they need considerably less scaffolding for this activity.

Example of modeling: An opinion is someone’s idea about someone or something. Some people have the opinion that sports began as a form of survival. Evidence means something that gives proof of something or a reason to believe something. The evidence they provide is that many of the sports played today require the participants to jump, run, or climb. For prehistoric people, these were things they had to do to survive; they were not sports.

C. Small-Group Practice: Identify an Author’s Claim and Evidence

Expeditionary Learning Teacher and Student Actions

Teacher tells students that they will work on the same learning targets from previous section (Work Time, Part B); has students create a new Opinion and Evidence graphic organizer in their journals; tells students to reread a section of “The Ultimate Value of Sports” and discuss what the author’s opinion is in groups; has students reread the same article section independently to identify and code with *E* any evidence the author uses to support her opinion; has students record evidence in a graphic organizer; circulates to support students; asks students to share group responses for author’s opinion and evidence; and collects journals.

AIR Additional Supports

ELLs should be prepared to do this if they have completed the new activities associated with the First Read and have learned about opinions and evidence.

3. Closing and Assessment

A. Debrief and Review of Learning Targets

Expeditionary Learning Teacher and Student Actions

The teacher talks about the role of sports in Americans’ lives and opportunities for sports figures to affect social change; has students turn and talk to discuss how sports are valuable in our lives; reviews second learning and third learning targets (“identify author’s opinion in informational article” and “identify evidence author uses to support opinion,” respectively); has student use “Thumb-O-Meter”

(thumb up, sideways, or down) to indicate level of mastery; notes students who need more support; and distributes index cards for homework.

AIR Additional Supports

- Give ELLs with bilingual partners the opportunity to answer first in their home language and then in English. [EN, EM]
- Always model at least one English response for the students.
- Ask students to talk about how sports are valuable in their home cultures. This will help ELLs connect their background knowledge to the text at hand.

4. Homework

Expeditionary Learning Teacher and Student Actions

Students reread three sections of the article “It’s Not Just a Game!” to complete these two tasks: (1) Use two pieces of evidence from the text to answer the question “In what ways are sports valuable to people?” [Write the answer on an index card.] (2) Write definitions and draw pictures to represent word meaning on index cards for two words from the following list: *cognitive, monitor, applied, stimulate, development, and recognize*.

AIR Additional Supports

- Drawing pictures of these words will be difficult because they are abstract. Instead, supply ELLs definitions and ask them to complete sentences that provide context for the definitions. An example for the word *monitor* is provided:
- Have students review their responses to new activity 4 for the First Read to help them answer the question “In what ways are sports valuable to people?” In addition, define difficult words they may need to answer the question and provide sentence frames and word banks for entering and emerging ELLs to help them answer the question.

Guiding Question: In what ways are sports valuable to people? [ALL]

Monitor means check something. To monitor my temperature I use a _____. [EN, EM]

Attitude means a way of thinking or feeling about someone or something. My attitude toward vacation is _____. [EN, EM]

Sports helps us _____ our _____ because if we are angry at another player we have to _____. [EN, EM]

Word bank: *thermometer, happy or excited, monitor, attitude, remain quiet*

Grade 7, Module 4A, Unit 3, Lesson 1: “Facebook: Not for Kids”

<https://www.engageny.org/resource/grade-7-ela-module-4a-unit-3-lesson-1>

Overview

Building on the research and decision making that students did in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish a research-based position paper. In the first half of the unit, students analyze a model position paper and plan their own. Students have several opportunities to talk through their ideas and get feedback to improve their plans. The midunit assessment is the best first draft of the position paper (RI.7.1, W.7.1a, b, e, and W.7.4). In the second half of the unit, students revise their position papers on the basis of teacher feedback. The end-of-unit assessment is a student reflection on the process of writing the position paper, using evidence from the students’ own work (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6). Finally, students engage in the performance task, where they will create a visual representation of their position paper to share with their classmates.

This is the first lesson in Unit 3. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., “[EN]”). Where “[ALL]” is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

Facebook: Not for Kids

| Expeditionary Learning Lesson Component | AIR Additional Supports | AIR New Activities |
|---|-----------------------------------|---|
| Opening | | |
| Entry task: writing improvement tracker, Module 4A Reflections | Provide a glossary for key terms. | |
| Reviewing learning targets | None is necessary. | |
| Work Time | | |
| Examining a model position paper: First read and partner discussion | | Preview the text; enhance background knowledge (expert advisory committees); enhance background knowledge (claims, reasons, evidence, and analysis of evidence); develop vocabulary; engage in close reading; scaffold the Model Position Paper Planner |

| | | |
|---|--|--|
| Analyze the model paper using the argument rubric | Provide rubric for students with student-friendly language; provide home language version of the rubric. | |
| Closing and Assessment | | |
| Exit ticket | Provide sentence frames for ELLs at entering and emerging levels of proficiency. | |
| Review homework | Familiarize ELLs with graphic organizers and vocabulary associated with the activity. | |

Text**Face Book: Not for Kids**

In many ways Allison is a normal teenager, except for one. She's an exceptional texter. In fact, she quite routinely sends over 900 texts a day. Even though Allison's texting habit may be extreme, her impulse to connect to her peers is not. Teenagers are social. Whether it is due to the evolutionary imperative to find a mate or because they are naturally starting to separate from their parents, teenagers seek out other teens. With the advent of Facebook, this social impulse can be followed any time of the day. However, because an adolescent brain has a developing prefrontal cortex, a highly sensitive risk and reward center, and is entering a period of dynamic growth, Facebook can be a particularly toxic when paired with the developing teen brain. For these reasons, the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18 so teens are on steadier neurological footing before they begin to navigate the social world of Facebook.

Facebook is not a Web site for someone with limited access to his or her prefrontal cortex. The prefrontal cortex develops throughout adolescence and is the part of the brain that helps someone control impulses and make sound judgments (Bernstein). Because a teenager's prefrontal cortex is less developed, he or she is more likely to be impulsive ("Teens and Decision Making"). If teenagers are spending a lot of time on Facebook, then they are more likely to make an impulsive or foolish decision online. This is a problem. In real life the consequences for an impulsive, foolish decision may evaporate quickly, but if a person impulsively does something foolish online then that decision can quickly become permanent. It is very easy to make unwise decisions on Facebook. Things like bullying someone, sharing private information, or posting inappropriate pictures can be done, almost without thinking, especially if one's prefrontal cortex is still developing. Raising the age threshold on Facebook will limit the time teenagers spend on Facebook and will lower their risk of making a foolish decision online.

Perhaps due to the fact that the prefrontal cortex isn't fully available, teenagers rely more on their limbic system, which is more developed, to make decisions ("Teens and Decision Making"). The limbic system is the emotional center of the brain and is also called the "risk and reward" system (Bernstein). This means that it is the part of the brain that is activated when one does something risky or pleasurable. When a part of the brain, like the limbic system, is "activated," it is awash with neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all addictive substances and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to adults, teens are highly sensitive to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more prone to addiction (Knox). Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine released by logging into Facebook, then they may be more vulnerable to becoming "addicted" to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit

is raised, then teens are less likely to fall prey to this addiction.

The third reason that the AAP should recommend that Facebook raise its minimum age has to do with synaptic pruning. The adolescent brain is in a dynamic stage of development. It is pruning unnecessary synapses and cementing other neurological pathways (“Teens and Decision Making”). A large part of our brain is dedicated to reading social cues because this skill is very important to leading a successful life (Giedd). However, this skill is not automatic. A teenage brain needs time and practice to build these pathways. There are many social skills that cannot be learned online because they are very subtle and require physical proximity (Giedd). These are such things as reading body language, facial expressions, or tone of voice. If someone is spending many hours a day interacting with others on Facebook, then he or she is missing out on an opportunity to build in-person skills. As Facebook becomes more and more popular, teens may use it as a substitute for in-person socializing and spend less time together. If they do that, then they will be pruning very important synapses that are necessary for human interacting. If the age limit for Facebook is raised, then teenagers will be more likely to find a social outlet that nourishes that part of the brain.

Facebook is an extremely popular Web site. Nearly one in eight people on the planet have a Facebook account (Giedd). It is lively and evolving part of modern society. However, there are many potential pitfalls on Facebook to the developing teen brain, including addiction, impulsive decision-making, and the missed opportunity to build strong social skills. By recommending that teenagers wait until they are 18 to have an account, the AAP will mitigate these hazards by giving the adolescent brain time to develop further. The prosocial benefits of Facebook will be there when the teen can more wisely and effectively access them.

1. Opening

A. Entry Task: Writing Improvement Tracker, Module 4A Reflections

Expeditionary Learning Teacher and Student Actions

Students reflect on and record their strengths and challenges from the Module 3 essay in their Writing Improvement Tracker. Students then share their strengths and challenges with a partner and discuss how knowing their strengths and challenges will help them with the next essay in this module.

AIR Additional Supports

Clarify the language in the Writing Improvement Tracker for ELLs by providing a glossary of key terms. See the following examples of glossed words:

AIR Instructions for Teachers

- Ask students to brainstorm about their strengths and challenges by reviewing the Module 3 essay.
- Pair up students and have them share their strengths and challenges.

AIR Instructions for Students

- Brainstorm about the strengths and challenges you had while working on the Module 3 essay.
- Pair up and discuss these strengths and challenges with your partner. This will help you with your next essay.

Example:

revise—change something to make it better

model—a good example

reread—read something again

make sense—be clear or understandable

gist—the important parts

improve—make something better

B. Reviewing Learning Targets

Expeditionary Learning Teacher and Student Actions

Students read and discuss the learning targets with each other, including areas where they anticipate having difficulty. Students discuss their answers with the whole class.

AIR Additional Supports

This exercise is fine as is for ELLs.

Example: N/A

2. Work Time

A. Examining a Model Position Paper: First Read and Partner Discussion

Expeditionary Learning Teacher and Student Actions

The teacher reads the model position paper while students read along. The teacher reads the model position paper aloud a second time while students fill out the *Getting the Gist* handout with main ideas and circle words they do not know. Students share what they wrote. The teacher checks understanding for these words and other words from the Domain-Specific Vocabulary anchor chart. The teacher reads the model position paper introduction again, and students fill out the Position Paper Planner. The teacher cold-calls four students to share what they wrote. The teacher walks students through the first paragraph and has students work in pairs to find reasons the author uses to support her claim. Students share what they wrote. Students work in pairs to fill out the rest of the Position Paper Planner and then share their answers with another pair. A representative from each group reports any disagreements. Additional suggestions for meeting students' needs include distributing a writer's glossary and selecting students ahead of time who need additional help so that they can prepare.

AIR Additional Supports

ELLs will need a lot of support before they can complete the note catcher and model position paper planner. The suggestions that follow are AIR new activities to support ELLs in completing these Expeditionary Learning activities.

- Before the first reading of the passage, preview the text, provide background knowledge, and pre-teach several abstract words.
- Read the text aloud and support ELLs' vocabulary acquisition through defining words during this reading. Words should be selected on the basis of frequency (as they appear in the Academic Word List) and importance in the text.
- After the first reading, engage ELLs in a much more scaffolded second reading in which ELLs have access to an English glossary and opportunities to answer supplementary questions that will help them unpack the meaning of the text.
- After the second reading have students complete the note catcher and model position paper planner.

Previewing Text (AIR New Activity 1 for Examining a Model Position Paper)

| |
|--|
| <p>AIR Additional Supports Use the title to introduce the text.</p> |
| <p>AIR Instructions for Teachers Ask the students to think about the meaning of the title “Facebook: Not for Kids.” Discuss their thought as a class.</p> |
| <p>AIR Instructions for Students The title of this passage is “Facebook: Not for Kids.” What do you think the title might mean? Why do you think Facebook should not be for kids?</p> |

Enhancing Background Knowledge (AIR New Activity 2 for Examining a Model Position Paper)

| | | | | |
|--|---|--------|----------------|-------|
| <p>AIR Additional Supports Provide background information related to the role of an expert advisory committee.</p> | | | | |
| <p>AIR Instructions for Teachers Ask students the guiding question and have them think about it as they read the text and answer supplementary questions. Tell students to use the glossary as needed. Discuss student’s responses to the supplementary questions and then ask the guiding question again and discuss student’s responses.</p> | | | | |
| <p>AIR Instructions for Students Read the short text and work with a partner to answer the questions. Use the glossary to look up unfamiliar words. The glossed words are underlined in the text.</p> | | | | |
| <p>“Expert Advisory Committee”</p> | | | | |
| <p>Guiding Question Why can an expert advisory committee help with a difficult decision?</p> | | | | |
| Text | Glossary | | | |
| <p>What should you do if you have a complicated, or difficult, problem to solve? You might want to bring together an <u>expert advisory committee</u>. An expert advisory committee is a group of people who know a lot about a subject. They will carefully <u>examine</u> the problem. They will think about the <u>risks</u> and <u>benefits</u>. And then they will decide what decision they want to <u>endorse</u>, or support.</p> <p>For example, what if you want to decide if your school should sell candy in the school store? Some people think that it is a good idea, but other people worry that it will make students unhealthy. An advisory committee of experts on students and health can make a <u>recommendation</u> about what <u>policy</u> the school should adopt, or use.</p> | <p><i>expert</i>—someone who knows a lot about something</p> <p><i>advisory</i>—giving advice or information to help you decide something</p> <p><i>committee</i>—a group of people who make a decision</p> <p><i>examine</i>—think about something carefully</p> <p><i>risk</i>—something dangerous</p> <p><i>benefit</i>—something good</p> <p><i>endorse</i>—accept</p> <p><i>recommendation</i>—suggestion</p> <p><i>policy</i>—a guide for how people should act</p> | | | |
| Word Bank | | | | |
| benefits | group | people | problem | risks |
| examines | know | policy | recommendation | solve |

Supplementary Questions

107. For what reason would you use an expert advisory committee? [ALL]
 You might use an expert advisory committee to help _____ a difficult _____. [EN, EM]
 You might use an expert advisory committee to _____. [TR]
108. What is an expert advisory committee? [ALL]
 An expert advisory committee is a _____ of _____ who _____ a lot about a subject. [EN, EM]
 An expert advisory committee is _____. [TR]
109. How does an expert advisory committee make a decision? [ALL]
 An expert advisory committee _____, or thinks about, a problem. They think about the _____ and the _____. [EN, EM]
 An expert advisory committee _____. [TR]
110. What does an expert advisory committee do? [ALL]
 An expert advisory committee makes a _____, or a suggestion about the _____ you should adopt. [EN, EM]
 An expert advisory committee _____. [TR]

Guiding Question Revisited

111. Why can an expert advisory committee help with a difficult decision? [ALL]
 An expert advisory committee can help with a difficult decision because _____. [EN, EM, TR]

5. Enhancing Background Knowledge Continued (AIR New Activity 3 for Examining a Position Paper)**AIR Additional Supports**

Provide background information about claims, reasons, and evidence.

AIR Instructions for Teachers

- Ask students to read the short text using the glossary as needed.
- Then, ask students to work with a partner to answer the questions provided.

AIR Instructions for Students

Read the short text and answer the questions. Use the glossary to look up unfamiliar words.

Reasons, Evidence, and Analysis of Evidence**Guiding Question**

- What are claims, reasons that support a claim, and evidence for reasons?

| Text | Glossary |
|---|--|
| Some schools do not allow students to use cell phones on school property. What if a student wanted to <u>convince</u> the principal to let students use cell phones in certain situations? The best way to <u>persuade</u> the principal is to use reasons and evidence to support your <u>claim</u> . The claim is that students should be allowed to use cell phones at school in certain situations. | <p><i>convince</i>—get someone to do or think something</p> <p><i>persuade</i>—get someone to change their mind about something</p> <p><i>claim</i>—something you believe to be true</p> |

Reasons are the cause or explanation for an action, opinion, or event. Reasons support a claim. Evidence (also called reasoning) is the proof or facts that support a reason. Here is a graphic example of a claim, reasons that support the claim, and evidence/reasoning for the reason.

cause—something that makes something else happen
explanation—words that make something clear or easy to understand
opinion—what you think about something
event—something important that happens
support—help prove

Claim: Students should be able to use cell phones sometimes.



Evidence/Reasoning:



Evidence/Reasoning:



Evidence/Reasoning:

Reason:

Word Bank

cause
cell phones
facts

explanation
situations
support

claim
proof

Supplementary Questions

What is the claim in the text above? [ALL]

The claim is that students should be allowed to use _____ at school in certain _____. [EN, EM]

The claim is _____. [TR]

What are reasons? [ALL]

Reasons are _____ or the _____ for an action, opinion or event. [EN,EM]

Reasons are _____. [TR]

What do reasons support? [ALL]

Reasons support a _____. [EN,EM, TR]

What is evidence? [ALL]

Evidence is the ____ or _____ that _____ a reason. [EN, EM]

Evidence is _____. [TR]

Guiding Question

What are claims, reasons that support a claim, and evidence for reasons?

Claims are _____. [ALL]

Reasons are _____. [ALL]

Evidence is _____. [ALL]

Building Vocabulary (AIR New Activity 4 for Examining a Position Paper)



AIR Additional Supports

- Pre-teach abstract words and give students access to a glossary for all words that are important for understanding the text or frequent in English.
- During a first reading, read the text aloud to students as they follow along to demonstrate proper pacing and intonation.
- During the reading, use the glossary to define the underlined words that might be challenging for ELLs.

AIR Instructions for Teachers

- Pre-teach the abstract word *interact*.
- Give students access to a glossary that includes words key to understanding the text as well as words that appear frequently in the text.
- During a first close reading, define underlined words that are challenging.
- During a second close reading, for each underlined word in the text, have students find the word in their glossary and rewrite it. Later, have them complete a glossary—drawing a picture or writing a word or phrase to help them remember the new word. If they have a first language background that shares cognates with English, have them indicate whether the word is a cognate.
- Provide a glossary for the following words (Academic Word List words are in bold) and other words and phrases that are critical for understanding the text and answering questions (see the sample glossary that follows).

| | |
|-------------|---|
| Paragraph 1 | media , American Academy of Pediatrics, current, account, potential , development, adolescent, raise, minimum , as it stands |
| Paragraph 2 | normal , evolutionary , exceptional, impulse, social, seek , impulse, adolescent, developing, center, period , dynamic , steady footing, navigate |
| Paragraph 3 | site , access , sound, decision, consequences , evaporate, permanent, bullying, private, inappropriate |
| Paragraph 4 | available , rely , emotional, activate, pleasurable, awash with, addictive substance, adult , sensitive, logical , release , vulnerable, fall prey |
| Paragraph 5 | prune, unnecessary, synapse, cementing, pathway, social cues, automatic , require , physical proximity, interacting , missing out, opportunity, substitute |

| Paragraph 6 | evolving, modern society, pitfall, mitigate | | | | |
|--|---|---------------------------------------|---|--|------------------|
| AIR Instructions for Students | | | | | |
| <ul style="list-style-type: none"> Your teacher will pre-teach one vocabulary word for you. Listen as your teacher reads the text aloud. When you come to an underlined word in the text, look up its meaning in the glossary. When you have time, draw a picture [EN] or write a phrase [EM, TR, EX] to remember the new word. | | | | | |
| Word Card 2 | | | | | |
| <i>interact</i> | | | <i>relacionarse</i> | | |
|  | | |  | | |
| People can _____ in person or over a phone or computer. | | | | | |
| Context: If someone is spending many hours a day interacting with others on Facebook, then he or she is missing out on an opportunity to build in-person skills. | | | | | |
| Sentence frame: My favorite way to interact with friends is _____. | | | | | |
| Teacher says: Let's talk about the word <i>interact</i> . Interact means respond to someone, as when you talk with someone. But you also can interact with someone with body language, or by phone or computer. | | | | | |
| <i>Interact</i> in Spanish is <i>relacionarse</i> . | | | | | |
| In the position paper, the author says that when teenagers interact over Facebook instead of in person, they miss out on building in-person interacting skills. In order for people to get good at interacting in person, they have to practice. | | | | | |
| Look at the picture. A group of teenagers are interacting in person. They are talking and laughing with each other. Look at the other picture. Is the young man interacting with someone? Explain how you know. | | | | | |
| Partner talk: What is your favorite way to interact with your friends? | | | | | |
| Student Glossary | | | | | |
| Word Translation | Rewrite the Word | English Definition | Example From Text | Picture or Phrase | Is It a Cognate? |
| access <i>acceso</i> | | the ability or power to use something | Facebook is not a Web site for someone with limited access to his or her prefrontal cortex. | The older students have access to the computers at school. | yes |
| adolescent <i>adolescente</i> | | teenager | an adolescent brain has a developing prefrontal cortex | | |

Engaging in Scaffolded Close Reading (AIR New Activity 5 for Examining a Model Position Paper)

| |
|--|
| AIR Additional Supports |
| <ul style="list-style-type: none"> Create guiding questions and supplementary questions for each section of text. |

- Use sentence frames and word banks for entering and emerging level ELLs. Use sentence starters for transitioning ELLs.
- Follow the routine below to help ELLs comprehend the passage.

AIR Instructions for Teachers

- In this first close reading, students answer questions about the key ideas and details in the text. During this reading, students use their glossary to help with word meanings.
- For each section, the teacher introduces the guiding question(s). Students then work with a partner to answer the supplementary questions.
- After answering each question, students should put the answer into their own words. The teacher reviews the answers with the class. The teacher discusses the guiding question(s) with the class, and the students respond to the guiding question(s) in writing. Students with lower levels of English proficiency can be given sentence frames with more or less framing. Below is an example of a highly scaffolded answer frame for the guiding question.
- After students answer the guiding question(s), they should work with a partner to put the answer into their own words.

Additional close reading examples for each paragraph are provided in Appendix B.

AIR Instructions for Students

Listen to your teacher read the guiding question and think about it as you answer the supplementary questions with a partner. Your teacher will review the supplementary questions with the class and then ask you to answer the guiding question. Look up underlined words in your glossary.

Part 1

Guiding Question

- Facebook currently has a policy that children under 13 should not have a Facebook account. What does the committee have to decide?

| Text | Glossary |
|--|---|
| <p>You are part of the Children and <u>Media</u> Expert Advisory Committee. Your job is to help the <u>American Academy of Pediatrics</u> decide <u>whether</u> or not to make an <u>official endorsement</u> of Facebook's <u>current</u> policy that children must be 13 in order to get a Facebook <u>account</u>. After examining both the <u>potential</u> benefits and risks of a Facebook account, particularly to the <u>development</u> of the <u>adolescent</u> brain, make a recommendation. Should the American Academy of Pediatrics officially recommend that Facebook <u>raise</u> its <u>minimum</u> age to 18 or endorse the policy <u>as it stands</u> at the age of 13?</p> | <p><i>media</i>—sources of information, like television or newspapers <i>American Academy of Pediatrics</i>—an organization, or group, that cares for the health of children and teenagers <i>whether</i>—if <i>official endorsement</i>—formal or public support for something <i>current</i>—happening right now <i>account</i>—a relationship with a company <i>potential</i>—possible <i>development</i>—growth <i>adolescent</i>—teenager <i>raise</i>—move something higher <i>minimum</i>—the smallest amount <i>as it stands</i>—as something is now</p> |
| Word Bank | |
| 13 | brain media raise |
| 18 | children minimum risks |

| | | | |
|---|----------|-----------|----------------|
| account | current | now | television |
| benefits | Internet | potential | whether or not |
| Supplementary Questions | | | |
| 112. What kinds of experts are on the committee? [ALL] The people on the committee are experts on _____ and _____. [EN, EM] The people on the committee are _____. [TR] | | | |
| 113. What is Facebook's current policy? [ALL] Facebook's current policy, or the policy it has _____, is that children must be _____ to have a Facebook _____. [EN, EM] Facebook's current policy is _____. [TR] | | | |
| 114. What does the committee have to do to make a recommendation? [ALL] To make a recommendation, the committee has to examine the possible _____ and _____ of Facebook to the development of the adolescent _____. [EN, EM] To make a recommendation, the committee has to _____. [TR] | | | |
| Guiding Question | | | |
| 115. Facebook currently has a policy that children under 13 should not have a Facebook account. What does the committee have to decide? [ALL] The committee has to decide _____. [EN, EM, TR] | | | |

Part 2**AIR Instructions for Teachers**

- Present the guiding question to the students for discussion.
- Tell students to read the excerpt while using the glossary for definitions of any difficult words.
- Tell the students to complete the questions below after reading the excerpt.

AIR Instructions for Students

- Read the excerpt.
- Use the glossary to find the definitions of any difficult words.
- Answer the questions about the text.

Guiding Question

- Does the author think Facebook is good or bad for teenagers?

| Text | Glossary |
|--|--|
| In many ways Allison is a <u>normal</u> teenager, except for one. She's an <u>exceptional</u> texter. In fact, she quite routinely sends over 900 texts a day. Even though Allison's texting habit may be extreme, her <u>impulse</u> to connect to her peers is not. Teenagers are <u>social</u> . Whether it is due to the <u>evolutionary</u> imperative to find a mate or because they are naturally starting to separate from their parents, teenagers <u>seek</u> out other teens. With the advent of Facebook, this social impulse can be followed any time of the day. However, because an <u>adolescent</u> brain has a <u>developing</u> prefrontal cortex, a highly sensitive risk and reward <u>center</u> , and is entering a | <i>normal</i> —usual <i>exceptional</i> —different or unusual <i>impulse</i> —a sudden wish that makes someone want to do something <i>social</i> —friendly; likely to enjoy other people's company <i>evolutionary</i> —changing over many years to be better suited to its environment, or surroundings <i>seek</i> —look for <i>adolescent</i> —teenager <i>developing</i> —growing or changing |

| | | | |
|--|---|-------------------|----------|
| <p>period of <u>dynamic</u> growth, Facebook can be a particularly toxic when paired with the developing teen brain. For these reasons, the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18 so teens are on <u>steadier</u> neurological <u>footing</u> before they begin to <u>navigate</u> the social world of Facebook.</p> | <p><i>center</i>—a place with a lot of activity <i>period</i>—a time <i>dynamic</i>—full of energy <i>steady footing</i>— safe base upon which to stand, build, or grow <i>navigate</i>—find your way through</p> | | |
| Word Bank | | | |
| 18 | minimum | prefrontal cortex | risk |
| day | parents | reward | separate |
| impulse | peers | recommend | time |
| Supplementary Questions | | | |
| <p>116. How is Allison like other teenagers? [ALL] Allison has an _____ to connect with her _____. [EN, EM] Allison is like other teenagers because _____. [TR]</p> | | | |
| <p>117. Teenagers are social. What is one reason for this? [ALL] Teenagers are starting to _____ from their _____. One reason is _____. [TR]</p> | | | |
| <p>118. What did the advent, or start, of Facebook make possible? [ALL] With the advent of Facebook, the social _____ can be followed any _____ of the _____. [EN, EM] With the advent of Facebook, _____. [TR]</p> | | | |
| <p>119. What part of the brain is still developing in teenagers? [ALL] The _____ is still developing in teenagers. [EN, EM, TR]</p> | | | |
| <p>120. What is the role or job of the two small regions of the prefrontal cortex? [ALL] The prefrontal cortex is the brain's _____ and _____ center. [EN, EM] The prefrontal cortex is _____. [TR]</p> | | | |
| <p>121. What does the author say the American Academy of Pediatrics should recommend? [ALL] The author says that they should _____ that Facebook raise its _____ age to _____. [EN, EM] The author says _____. [TR]</p> | | | |
| Guiding Question | | | |
| <p>122. Does the author think Facebook is good or bad for teenagers? [ALL] The author thinks _____. [EN, EM, TR]</p> | | | |

Part 3

| | |
|---|---|
| Guiding Question | |
| <ul style="list-style-type: none"> Why does the author want to limit the time teenagers spend on Facebook? | |
| Text | Glossary |
| <p>Facebook is not a Web <u>site</u> for someone with limited <u>access</u> to his or her prefrontal cortex. The prefrontal cortex develops throughout adolescence and is the part of the brain that helps someone control impulses and make <u>sound</u> judgments (Bernstein). Because a teenager's prefrontal cortex is less developed, he or she is more likely to be impulsive ("Teens and</p> | <p><i>site</i>—a place on the Internet <i>access</i>—the ability to use something <i>sound</i>—good or rational <i>decision</i>—something you decide or choose</p> |

| | | | |
|---|--|--|--|
| <p>Decision Making”). If teenagers are spending a lot of time on Facebook, then they are more likely to make an impulsive or foolish <u>decision</u> online. This is a problem. In real life the <u>consequences</u> for an impulsive, foolish decision may <u>evaporate</u> quickly, but if a person impulsively does something foolish online then that decision can quickly become <u>permanent</u>. It is very easy to make unwise decisions on Facebook. Things like <u>bullying</u> someone, sharing <u>private</u> information, or posting <u>inappropriate</u> pictures can be done, almost without thinking, especially if one’s prefrontal cortex is still developing. Raising the age threshold on Facebook will limit the time teenagers spend on Facebook and will lower their risk of making a foolish decision online.</p> | <p><i>consequences</i>—result <i>evaporate</i>—disappear or go away <i>permanent</i>—something that lasts forever <i>bully</i>—frighten or hurt someone <i>private</i>—something that is personal or that should not be shared <i>inappropriate</i>—not right or proper</p> | | |
| Word Bank | | | |
| <p>bullying decisions developing evaporate</p> | <p>foolish impulses impulsive inappropriate</p> | <p>lower period prefrontal cortex private</p> | <p>risk teenager think unwise</p> |
| Supplementary Questions | | | |
| <p>123. What does <i>adolescence</i> mean? [ALL] Adolescence is the _____, or time, when you are a _____. [EN, EM] Adolescence is _____. [TR]</p> | | | |
| <p>124. Is the prefrontal cortex fully developed in adolescents? [ALL] The prefrontal cortex _____ (is/is not) fully developed in adolescents. [EN, EM] The prefrontal cortex _____. [TR]</p> | | | |
| <p>125. What is the role of the prefrontal cortex? In other words, what does it do? [ALL] The prefrontal cortex helps your control _____ and make sound, or good _____. [EN, EM] The prefrontal cortex _____. [TR]</p> | | | |
| <p>126. In some cases, what does <i>impulsive</i> mean? [ALL] In some cases, <i>impulsive</i> means likely to do _____ things without taking time to _____. [EN, EM] In some cases, <i>impulsive</i> means _____. [TR]</p> | | | |
| <p>127. Why are adolescent brains more impulsive? [ALL] Adolescent brains are more impulsive because their _____ is still _____, or growing. [EN, EM] Adolescent brains _____. [TR]</p> | | | |
| <p>128. The author gives two reasons why impulsive behavior on Facebook may be worse for teens than impulsive behavior in real life. What is the first reason? [ALL] In real life, _____ decisions _____, or disappear more quickly. [EN, EM] The first reason is _____. [TR] What is the second reason? [ALL] It is easier to make _____ decisions online. [EN, EM] The second reason is _____. [TR]</p> | | | |

129. What kinds of things can people do online impulsively, or without thinking? [ALL]
 People can do things impulsively online like _____ someone, sharing _____ information, or posting _____ pictures. [EN, EM]
 People can do things impulsively online like _____. [TR]

Guiding Question

130. Why does the author want to limit the time teenagers spend on Facebook? [ALL]
 The author thinks _____. [EN, EM, TR]

Part 4**Guiding Question**

- In this paragraph, why does the author argue that the Facebook age limit should be raised?

| Text | Glossary | | |
|--|---|-------------------|---------|
| <p>Perhaps due to the fact that the prefrontal cortex isn't fully <u>available</u>, teenagers <u>rely</u> more on their limbic system, which is more developed, to make decisions ("Teens and Decision Making"). The limbic system is the <u>emotional</u> center of the brain and is also called the "risk and reward" system (Bernstein). This means that it is the part of the brain that is <u>activated</u> when one does something risky or <u>pleasurable</u>. When a part of the brain, like the limbic system, is "activated," it is <u>awash with</u> neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all <u>addictive substances</u> and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to <u>adults</u>, teens are highly <u>sensitive</u> to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more <u>prone to</u> addiction (Knox). Therefore it seems <u>logical</u> that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine <u>released</u> by logging into Facebook, then they may be more <u>vulnerable</u> to becoming "addicted" to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit is raised, then teens are less likely to <u>fall prey</u> to this addiction.</p> | <p><i>available</i>—something that can be used <i>rely</i>—depend on something <i>emotional</i>—something that has to do with feelings or emotions <i>activate</i>—make something start working <i>pleasurable</i>—something that is fun or makes you feel good <i>awash with</i>—completely covered with something <i>addictive substance</i>—something that makes someone addicted, or dependent <i>adult</i>—a grown-up, person who is done growing <i>sensitive</i>—something that has a strong reaction to chemicals <i>prone to</i>—likely to <i>logical</i>—something that makes sense; reasonable <i>release</i>—let something out <i>vulnerable</i>—someone who can be hurt <i>debilitating-weakening</i> <i>fall prey</i>—be harmed by someone or something</p> | | |
| Word Bank | | | |
| addiction | available | emotional | release |
| addictive | awash with | pleasurable | reward |
| adolescent | dopamine | prefrontal cortex | risky |

Supplementary Questions

131. What is the limbic system? [ALL]
The limbic system is the _____ center of the brain. [EN, EM]
The limbic system is _____. [TR]
132. Why do teenagers rely on their limbic system? [ALL]
They rely on their limbic system because the _____ isn't fully _____. [EN, EM]
They rely on their limbic system because _____. [TR]
133. When is the limbic system activated? [ALL]
The limbic system is activated when you do something _____ or _____. [EN, EM]
The limbic system is activated when _____. [TR]
134. What happens when the limbic system is activated? [ALL]
When it is activated, it is _____ neurotransmitters, like dopamine. [EN, EM]
When it is activated, it _____. [TR]
135. What is dopamine? [ALL]
Dopamine is the main neurotransmitter of the _____ system. Anything that is _____ increases dopamine in the brain. [EN, EM]
Dopamine is _____. [TR]
136. Are teenagers more or less sensitive to dopamine than adults? [ALL]
Teenagers are _____ (more/less) sensitive to dopamine than adults. [EN, EM]
Teenagers are _____. [TR]
137. What are teenagers more prone to? In other words, what is more likely to happen to them? [ALL]
Teenagers are more prone to _____. [EN, EM, TR]
138. According to the author, what does logging into Facebook do? What might this lead to? [ALL]
Logging into Facebook leads to the _____ of _____. This might lead to _____. [EN, EM]
Logging into Facebook leads to _____. [TR]

Guiding Question

139. In this paragraph, why does the author argue that the Facebook age limit should be raised? [ALL]
In this paragraph, the author argues that the age limit should be raised because _____. [EN, EM, TR]

Part 5**Guiding Question**

- What is the third claim that the author makes? What evidence, or reasons, does the author give to support this claim?

| Text | Glossary |
|--|---|
| <p>The third reason that the AAP should recommend that Facebook raise its minimum age has to do with synaptic pruning. The adolescent brain is in a dynamic stage of development. It is <u>pruning unnecessary synapses</u> and <u>cementing</u> other neurological <u>pathways</u> (“Teens and Decision Making”). A large part of our brain is dedicated to reading <u>social cues</u> because this skill is very important to leading a successful life (Giedd). However, this skill is not <u>automatic</u>. A teenage brain needs time and practice to</p> | <p><i>prune</i>—cut something away that you don't need <i>unnecessary</i>—something that is not needed <i>synapse</i>—point where messages are sent between brain cells <i>cement</i>—make something permanent, or last forever</p> |

| | | | |
|---|--|---|---|
| <p>build these pathways. There are many social skills that cannot be learned online because they are very subtle and <u>require physical proximity</u> (Giedd). These are such things as reading body language, facial expressions, or tone of voice. If someone is spending many hours a day <u>interacting</u> with others on Facebook, then he or she is <u>missing out</u> on an <u>opportunity</u> to build in-person skills. As Facebook becomes more and more popular, teens may use it as a <u>substitute</u> for in-person socializing and spend less time together. If they do that, then they will be pruning very important synapses that are necessary for human interacting. If the age limit for Facebook is raised, then teenagers will be more likely to find a social outlet that nourishes that part of the brain.</p> | <p><i>pathway</i>—a route <i>social cue</i>—a signal to be friendly with other people <i>automatic</i>—something that works by itself <i>require</i>—need <i>physical proximity</i>—close to something else <i>interact</i>—respond to someone <i>miss out</i>—not take part in something <i>opportunity</i>—a chance <i>substitute</i>—something that takes the place of something else</p> | | |
| Word Bank | | | |
| <p>adolescents body cementing developing development</p> | <p>dynamic expressions interacting interactions miss out</p> | <p>opportunity pathways physical proximity prune social</p> | <p>synapses social cues unnecessary voice</p> |
| Supplementary Questions | | | |
| <p>140. What words does the author use to describe the adolescent brain? [ALL] The author says that the adolescent brain is in a _____ stage of _____. [EN, EM] The author says that _____. [TR]</p> | | | |
| <p>141. What is happening to the adolescent brain? [ALL] The adolescent brain is pruning _____ synapses and _____ other neurological _____. [EN, EM] The adolescent brain is _____. [TR] What is a large part of the adolescent brain dedicated to? [ALL] A large part of the adolescent brain is dedicated to reading _____. [EN, EM]</p> | | | |
| <p>142. Is reading social cues an automatic skill? [ALL] Reading social cues _____ (is/is not) an automatic skill. [EN, EM] Reading social cues _____. [TR]</p> | | | |
| <p>143. Why can't many social skills be learned online? [ALL] Many social skills can't be learned online because they require, or need, _____. [EN, EM] Many social skills can't be learned online because _____. [TR]</p> | | | |
| <p>144. What are some of these social skills? [ALL] Some of these social skills are reading _____ language, facial _____, or tone of _____. [EN, EM] Some of these social skills are _____. [TR]</p> | | | |
| <p>145. What happens when someone spends many hours a day interacting with others on Facebook? [ALL] When you spend many hours interacting with people on Facebook, you _____ on an _____ to build _____ skills. [EN, EM]</p> | | | |

When you spend many hours interacting with people on Facebook, you _____. [TR]

146. If an adolescent spends many hours a day on Facebook, which synapses get pruned? [ALL]

The synapses that are necessary for _____ get pruned. [EN, EM]

The synapses that _____. [TR]

Guiding Questions

1. What is the third claim that the author makes? What evidence, or reasons, does the author give to support this claim? [ALL]

The author's third claim is that _____. [EN, EM, TR]

The reasons the author gives are _____. [EN, EM, TR]

Part 6

Guiding Question

- Does the author think that there is anything good about Facebook? How do you know?

| Text | Glossary |
|---|---|
| Facebook is an extremely popular Web site. Nearly one in eight people on the planet have a Facebook account (Giedd). It is <u>lively</u> and <u>evolving</u> part of <u>modern society</u> . However, there are many potential <u>pitfalls</u> on Facebook to the developing teen brain, including addiction, impulsive decision-making, and the missed opportunity to build strong social skills. By recommending that teenagers wait until they are 18 to have an account, the AAP will <u>mitigate</u> these hazards by giving the adolescent brain time to develop further. The prosocial benefits of Facebook will be there when the teen can more wisely and effectively access them. | <i>lively</i> —exciting <i>evolving</i> —changing <i>modern society</i> —our current culture <i>pitfall</i> —a hidden danger <i>mitigate</i> —make something less bad |

Word Bank

| | | | |
|-----------|------------|----------------|---------|
| 1 | adolescent | like | planet |
| 8 | develop | lively | popular |
| account | evolving | modern society | pro |
| addiction | impulsive | opportunity | social |

Supplementary Questions

147. What does *popular* mean? How do you know? [ALL]

Popular means that many people _____ something. I know this because the author says that _____ in _____ people on the _____ have a Facebook _____. [EN, EM]

Popular means that _____. [TR]

148. What positive words does the author use to describe Facebook? [ALL]

She says Facebook is a _____ and _____ part of _____. [EN, EM]

She says Facebook is _____. [TR]

149. According to the author, what are the main pitfalls of Facebook for teenagers? [ALL]

The pitfalls, or dangers, of Facebook are _____, _____ decision-making, and the missed _____ to build strong _____ skills. [EN, EM]

The pitfalls, or dangers, of Facebook are _____. [TR]

150. Why will waiting until teenagers are 18 to use Facebook mitigate, or lessen, its dangers? [ALL]

This will give the _____ brain more time to _____. [EN, EM]

This will give _____. [TR]

Guiding Questions

151. Does the author think that there is anything good about Facebook? How do you know? [ALL]
The author thinks that _____. I know this because she says _____.
_____. [EN, EM, TR]

Scaffolding the Model Position Paper Planner (AIR New Activity 6 for Examining a Model Position Paper)

AIR Scaffolds

Students will be better prepared to use the note catcher because of the new activities 1 through 5. Use sentence frames and sentence starters to help students complete the note catcher. Appendix A includes a completed Model Position Paper Planner for teacher's reference.

Instructions for Teachers

Use the graphic organizer and sentence frames, starters and word bank to help students complete the Model Position Paper Planner.

Instructions for Students

Use this Main Idea/Claim note catcher to get the gist when you reread the model position paper. First, fill in the author's *claim*. Then, identify each reason for the claim. Then fill in the evidence the author provides to *support* the claim. Finally, analyze whether the *supports* and *evidence* are adequate. [ALL]

Claim

_____ can be toxic to a developing teen _____, so _____ should raise its _____ age to ____.
[EN, EM]

Facebook can be toxic _____, so Facebook should _____. [TR]

Expanding students would write the claim without any support.

Evidence /Reasoning

Teenagers are more _____ and might make _____ decisions online. [EN, EM]

Teenagers are more _____ and might _____. [TR]

Hint: paragraph 2

Reason

The prefrontal cortex is important for controlling _____. A teenager's prefrontal cortex is less _____. [EN, EM]

The pre-frontal correct is important for _____. A teenager's pre-frontal cortex is _____. [TR]

Evidence /Reasoning

Teenagers are more _____ to becoming _____ to Facebook. [EN, EM]

Teenagers are more _____. [TR]

Hint: paragraph 3

Reason

The limbic system contributes to _____. It is more _____ in teenagers. Facebook _____ the limbic system. [EN, EM]

Evidence /Reasoning

Facebook decreases teenagers' _____ skills, because they don't _____ face-to-face. [EN, EM]

Facebook decreases _____ because they _____. [TR]

Hint: paragraph 4

Reason

_____ brains cement neurological _____. Teenagers need to practice face-to-face _____ to cement their _____ skills. [EN, EM]

Developing brains _____. Teenagers need to _____. [TR]

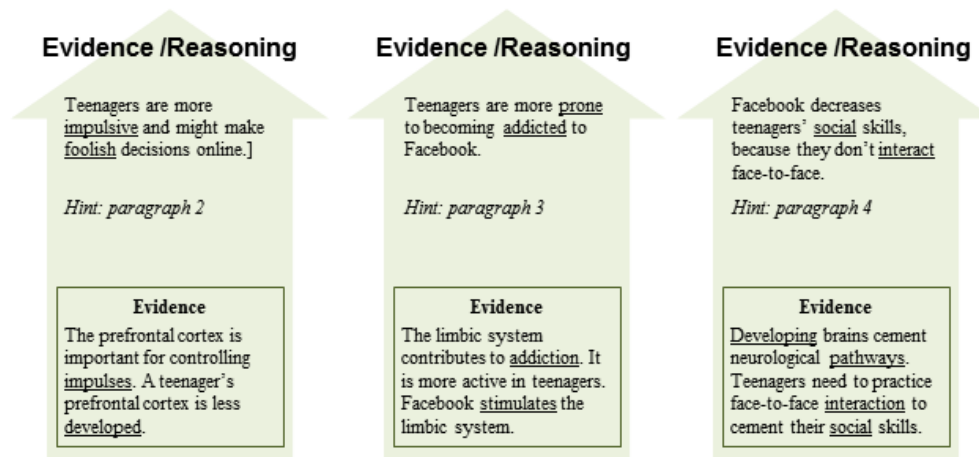
| Word Bank | | | | | |
|-----------|-----------|------------|-----------|-------------|------------|
| 18 | addiction | developing | impulses | interaction | prone |
| active | brain | Facebook | impulsive | minimum | social |
| addicted | developed | foolish | interact | pathways | stimulates |

[For Teacher Reference]

Instructions: Use this Main Idea/Claim note catcher to get the gist when you read the model position paper. First, fill in the author’s *claim*. Then, identify the ways in which the author *supports* their claim. Finally, fill in the *evidence* the author provides for the supports. Finally, analyze whether the *supports* and *evidence* are adequate.

Claim: Facebook can be toxic to a developing teen brain, so Facebook should raise its minimum age to 18.

hint: paragraph 1



| Word Bank | | | | | |
|-----------|-----------|------------|-----------|-------------|------------|
| 18 | addiction | developing | impulses | interaction | prone |
| active | brain | Facebook | impulsive | minimum | social |
| addicted | developed | foolish | interact | pathways | stimulates |

B. Analyze the Model Paper Using the Argument Rubric

Expeditionary Learning Teacher and Student Actions

Teacher displays the first two rows of the *Expository Writing Evaluation Rubric* and reads the bullet in the first row out loud as students read along silently. Teacher explains that the position paper they read exemplifies the first row with a clear position statement. Teacher explains what “follows logically” means. Teacher reads the bullet in the second row out loud as students read along silently. Students turn and talk about the term “insightful analysis,” and teacher cold-calls some students to share. Students discuss whether the claims and reasons they chose on their planner are evidence of insightful analysis. Teacher reads the bullet in the third row out loud as students read along silently. Students read through the model to find a counterclaim acknowledged, discuss with a partner, and share. Students work with a

| | | | | | |
|---|--|---|--|---|---|
| partner to find examples of the bullets in the second row, then share with the whole class. | | | | | |
| AIR Additional Supports | | | | | |
| <ul style="list-style-type: none"> The rubric appears to have been developed primarily for teachers. Provide students with a version that has student-friendly language. The rubric also could be translated into students' home language. [EN, EM] | | | | | |
| Example: The following is an example of student-friendly language for the first row of the <i>Expository Writing Evaluation Rubric</i> , "Claims and Reasons: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument." | | | | | |
| | 4 | 3 | 2 | 1 | 0 |
| <i>Original version</i> | clearly introduces the topic and the claim in a manner that is compelling and follows logically from the task and purpose | clearly introduces the topic and the claim in a manner that follows from the task and purpose | introduces the topic and the claim in a manner that follows generally from the task and purpose | introduces the topic and the claim in a manner that does not logically follow from the task and purpose | claim and reasons demonstrate a lack of comprehension of the topic or task |
| <i>Student version</i> | My topic (main subject or point) is compelling (interesting), and it makes sense for the task (work) and purpose (goal). I introduce (begin or start) my claim (thing that I am saying is true) clearly (in a way easy to understand) and in a way that is interesting to the reader. My topic and my claim are logical (make sense). | My topic makes sense (is clear) for the task and purpose. I introduce my claim clearly. | My topic, or main subject, is reasonable (makes sense) for the task and purpose. My claim also is reasonable for the task and purpose. | My topic is not reasonable for the task and purpose. My claim is not reasonable for the task and purpose. | My claim shows that I do not understand (comprehend) the task. My claim and my reasons show that I do not understand the topic, or subject. |

3. Closing and Assessment

A. Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper?

| |
|--|
| Expeditionary Learning Teacher and Student Actions |
| Students complete exit ticket about the most difficult aspect of writing the paper [ALL]. Teacher collects student written responses. |
| AIR Additional Supports |
| Provide sentence frames for ELLs at the entering and emerging level. Provide sentence starters or sentence frames with less scaffolding for ELLs at the transitioning level. |
| Example: <i>The most difficult aspect, or part of writing this paper was will be _____.</i> [EN, EM] |
| <i>The most difficult aspect of writing this paper will be _____.</i> |

AIR Instructions for Teachers

- Instruct students to complete the sentence frame.
- Collect their responses.

AIR Instructions for Students

Think about what will be the most difficult part of writing this paper. Complete the sentence.

B. Review Homework**Expeditionary Learning Teacher and Student Actions**

Teacher distributes the Researcher's Notebook and tells students that their homework is to identify three reasons they will use in their position paper. They have a number of graphic organizers to choose from to help them.

AIR Additional Supports

Make sure that ELLs are familiar with the graphic organizers and with the vocabulary therein. The previous activities will help support ELLs, because they clarify the content of the lesson.

Example: N/A

AIR Instructions for Teachers

- Distribute the Researcher's Notebook.
- Ask students to use the graphic organizers to identify the three reasons they will use in their paper.

AIR Instructions for Students

Complete the graphic organizer to write the three reasons you will use in your paper.

4. Homework**A. Homework****Expeditionary Learning Teacher and Student Actions**

Students look through their research and identify reasons they will address in their position paper. Students reread the model position paper and underline information about the brain.

AIR Additional Supports

Make sure ELLs had sufficient scaffolding during Unit 1 to have a good understanding of adolescent brain development. In Unit 1, students read various texts that built their background knowledge about adolescent brain development.

Example: N/A

AIR Instructions for Teachers

- Ask students to read through their research and identify the stance they will take in their position paper.
- Have the students reread the model position paper and underline the information about the brain.

Public Consulting Group Lesson

Grade 9, Module 1, Unit 2: Lesson 1

A Work of Art Is Good if It Has Arisen Out of Necessity

<https://www.engageny.org/resource/grade-9-ela-module-1-unit-2-lesson-1>

Overview

In this unit, students continue to practice and refine routines such as close reading, annotation, identification of evidence, and participation in collaborative discussions. Students study the authors' use of language to create meaning and build characters. They also build vocabulary, write routinely, and, at the end of the unit, develop an essay that synthesizes ideas in the two texts.

Students read excerpts from two texts (nonfiction and fiction), Rilke's *Letters to a Young Poet* and Mitchell's *Black Swan Green*. These two texts are juxtaposed, allowing for a study of key ideas and characters across texts. In the Rilke letters, students consider, through nonfiction, how the narrator introduces and develops the central tenets of his advice to the young poet. In *Black Swan Green*, students return to some of the broad ideas they investigated in Unit 1 because Jason, the young narrator, is trying to fit in but is dealing with very different challenges. As students read and talk about these texts, they dive deeply into a study of academic language and examine how both authors use this language to develop or describe their characters and their dilemmas.

This is the first lesson in Unit 2. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., “[EN]”). Where “[ALL]” is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Public Consulting Group lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

A Work of Art Is Good if It Has Arisen Out of Necessity

| Public Consulting Group Lesson Component | AIR Additional Supports | AIR New Activities |
|---|---|--------------------|
| Introduction of Unit and Lesson Agenda | | |
| | Familiarize ELLs with meaning of <i>genre</i> and features of fiction and nonfiction and letters. Convert standards into student-friendly language; provide the RI standard to students to make comparisons between RL and RI standards more apparent. | |
| Homework Accountability | | |
| | Provide guidance to ELLs to help them locate and select text at their independent reading levels in English or in their home language. Provide sentence frames to help ELLs engage in | |

| Public Consulting Group Lesson Component | AIR Additional Supports | AIR New Activities |
|--|--|--|
| | discussion. | |
| Read Aloud of Rilke’s Letter One | | |
| | Divide the text into smaller sections and ask students to answer questions to gauge their level of comprehension. | Enhance background knowledge; develop vocabulary. |
| Close Reading and Evidence-Based Discussion | | |
| | <ul style="list-style-type: none"> ▪ Divide text into smaller sections and ask supplementary questions to develop ELLs’ understanding of key words and phrases. ▪ Provide text in German to build English-proficient student’s awareness of difficulty of reading in a second language. | Engage students in scaffolded close readings. |
| Text-Dependent Questions and Activities | | |
| | Students have been prepared through scaffolding in the previous activity. Provide glossed vocabulary and supplementary questions. | |
| Quick Write | | |
| | <ul style="list-style-type: none"> ▪ Rewrite the prompt to make it more comprehensible and provide students with a graphic organizer to support them in introducing the text and citing evidence from it. ▪ Provide sentence starters or frames for ELLs who require additional support. ▪ Give students the opportunity to complete this activity in their home language first. ▪ Provide students with an easier text selection and model responses for a writing prompt that requires an introduction and evidence. | Provide a graphic organizer to help ELLs pull together the information they need to write. |

Text

| |
|--|
| <p>From Rainer Maria Rilke’s Letters to a Young Poet:</p> <p>Paris February 17, 1903</p> <p>Dear Sir,</p> <p>Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me. That is all I can do. I cannot discuss your verses; for any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings. Things aren’t all so tangible and sayable as people would usually have us</p> |
|--|

believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.

1. Introduction of Unit and Lesson Agenda

Public Consulting Group Teacher and Student Actions

Teachers briefly introduce the unit and the texts: Letter One from Rainer Maria Rilke’s *Letters to a Young Poet*, and “Hangman” and “Solarium,” two chapters from *Black Swan Green* by David Mitchell, and share the purpose of this unit: The stated purpose of the unit is “to continue building upon reading standards RI.9-10.1, RI.9-10.3, and RI.9-10.4 and to consider how these standards operate in the context of informational texts.”

AIR Additional Supports

In Unit 1, the students focused on fiction. Now they are reading for information using a nonfiction text (Rilke) as well as fiction (Mitchell). Point out the differences between the genres and draw the distinction between the features of poetry, letters (Rilke), and fiction (Mitchell).

In addition, include an essential question to help students focus on the central point of the passage. A suggested essential question follows.

AIR Instructions for Teachers

- The introduction might be something like: In this lesson, you will continue close reading, annotating, and learning vocabulary from context. The genre (the form of writing) in this lesson is a nonfiction letter. “Genre” means a category of literature or some other form of art or entertainment. Some examples of different genres in literature are poems, letters, short stories, and dramas. Some examples of genres in music are hip hop and pop music. There are also different genres of video games, such as action and simulation. The genre of nonfiction letters is different from the genre of writing in Unit 1, which was a genre of fiction (not true or real writing) called a short story. In Unit 1, we will read texts that are nonfiction (true or real events) as well as nonfiction. Think about this question during these three lessons: “In Rilke’s view, what does it mean to be an artist (poet)?”

AIR Instructions for Students

During the next three lessons, think about this question: In Rilke’s view, what does it mean to be an artist (poet)?

Public Consulting Group Teacher and Student Actions

Teacher displays the Reading Informational Text (RI) standards and reads them aloud as students follow along; teacher asks students to work with partners to compare the RI standards to the Reading Literature (RL) standards from the previous unit.

AIR Additional Supports

We recommend that the teacher do the following:

- First review the RL standards with students.
- Convert the RI standards into student-friendly language as was done with the RL standards in the previous unit.
- Where RI and RL standards differ, list each RI standard next to its corresponding RL standard for easy comparison.
- Explain the new RI standards to the students.

- Model how to apply each new RI standard to a different level of text.
- Give students the opportunity to work in pairs to compare and contrast the RL and RI standards that differ.
- Debrief students.

The comparison for ELLs can be scaffolded but may take a lot of time, and so another option is to just present the informational text standards with student-friendly objectives and review them with students. Include the RL standard and objective for 9-10.3 and ask students to figure out what is different.

In the section that follows, we have prototyped student-accessible objectives.

AIR Instructions for Teachers

- Review and explain the RL standards with students.
- Model how to apply each new RI standard to a different level of text.
- Pair the students up to compare and contrast the RL and RI standards that differ.
- Discuss with the class.

AIR Instructions for Students

- In this lesson, you will practice close reading and learning vocabulary from context. You will have a chance to practice meeting these standards with an easier piece of text.
- RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- *Student Objective RI. 9-10.1:* I will answer questions about the text by using information that is stated in the text (explicit information) and by drawing inferences from the text (coming up with answers that are not stated in the text).
- RL. 9-10. 3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.
- RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- *Student Objective RI.9-10.3:* I will analyze or examine how the author writes about a series of ideas or events. When I analyze how the author writes about a series of ideas or events, I will examine these ideas and events carefully. I will describe the order of main ideas or events and how they author introduces and develops them. I also will analyze connections between the ideas or events in the texts.
- RL. 9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RI. 9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- *Student Objective RL 9-10.4:* I will determine or figure out the meanings of words and phrases in the text. I will analyze or study carefully how words in the text affect meaning and tone or style.

2. Homework Accountability

Public Consulting Group Teacher and Student Actions

Students to talk with a partner about how they can apply their focus standard to their text. The teacher leads a brief (3- to 5-minute) sharing on the previous lesson's Accountable Independent Reading homework assignment. The teacher selects several students (or student pairs) to explain how they applied their focus standard to their Accountable Independent Reading text.

AIR Additional Supports

So that students can do their homework, provide guidance to all ELLs to help them locate text at their independent reading level. Encourage ELLs literate in their home language to read text in their home language, especially if the selections deal with the themes of the mainstream English reading selections [EN, EM]. Provide ELLs with support so that they can take part in the discussions of their homework. ELLs in the early and intermediate levels of language development also could be provided the sentence frames that follow to support them as they complete their homework. [EN, EM, TR]

AIR Instructions for Teachers

- Support ELLs to locate text in their home language or in English that can be read independently.
- Display the focus standard: *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- Provide students the following sentence frames to support them as they discuss how they applied their focus standard to their Accountable Independent Reading text. [EN, EM, TR]

AIR Instructions for Students

Use the following sentence frames to discuss how you used your focus standard in analyzing the text. [EN, EM, TR]

152. The title of the text I read was _____.
153. My text's main idea is _____.
154. Explicit evidence from the text means evidence from the text that is stated clearly. Explicit evidence that supports the main idea of the text is _____.
155. In addition to the text's main idea, the text may have a different meaning that is not as obvious. I infer (think or conclude) that the text I read for homework also may mean _____.
156. Evidence from the text that supports my inference (or what I infer) is _____.

3. Read-Aloud of Rilke's Letter One

Public Consulting Group Teacher and Student Actions

Teacher distributes copies of Letter One from Rilke's *Letters to a Young Poet* and the page that documents the title and publication date and asks volunteers to answer the following question: *What can the title reveal about the form of this text?*

AIR Additional Supports

Rephrase the question to make its intent clearer:

What does the title reveal (tell us) about the form (kind) of text?

Public Consulting Group Teacher and Student Actions

Teacher reads Letter One aloud, has students follow along with their own texts. Because the letter is relatively short and the language (not the ideas) is less complex than St. Lucy's, an uninterrupted Read-Aloud is recommended. Teacher allows students to pause and reflect if necessary.

AIR Additional Supports

- For ELLs, divide the text in small sections because it is conceptually complex.
- Ask students to answer several questions about the text to see how much they understood without support.

AIR Instructions for Teachers (Pre-assessment)

Ask students to answer the following questions. [ALL]

157. Who is writing this letter?
 158. Who is the letter being sent to?
 159. What does the author of the letter (Rilke) think about criticizing works of art?
 160. What does Rilke mean by “most experiences are unsayable”?

Enhancing Background Knowledge (AIR New 1 Activity for Read-Aloud)**AIR Additional Supports**

Provide letter in student's home language. The model is for Spanish speakers but to the extent practicable should be supplied in all the home languages of students in the classroom.

AIR Instructions for Teachers

Prior to engaging with the text, give all ELLs an opportunity to read the text in their home language. Ideally there also would be an audio version of this text.

AIR Instructions for Students

Read the text in your home language.

Spanish Translation of the Text

París, a 17 de febrero de 1903

Muy distinguido señor:

Hace sólo pocos días que me alcanzó su carta, por cuya grande y afectuosa confianza quiero darle las gracias. Sabré apenas hacer algo más. No puedo entrar en minuciosas consideraciones sobre la índole de sus versos, porque me es del todo ajena cualquier intención de crítica. Y es que, para tomar contacto con una obra de arte, nada, en efecto, resulta menos acertado que el lenguaje crítico, en el cual todo se reduce siempre a unos equívocos más o menos felices.

Enhancing Background Knowledge (AIR New Activity 2 for Read Aloud)**AIR Additional Supports**

Develop student's background knowledge through shared interactive reading of text.

AIR Instructions for Teachers

There are two pieces of background information. The first provides historical context—a brief biography of Rilke and information about the letters. It will help ELLs understand the context in which the letters are being written and make it easier for them to follow this very subtle text. The second piece of background information introduces students to the concept of art criticism and the idea that criticism

is not necessarily finding fault with something, but rather evaluating it. It is important for students to understand this so they can complete the quick write at the end of this lesson. Use sentence frames for ELLs at lower levels of English proficiency. [EN, EM, TR]

AIR Instructions for Students

- Read the two texts below. The underlined words are defined in the glossary.
- Answer the questions that follow.

| Historical Context | Glossary |
|---|--|
| <p>Rainer Maria Rilke was a writer who lived from 1875 until 1926. His writings include one novel, several <u>collections</u> of poetry, and several volumes (books) of correspondence (letters). This letter is one of the letters he wrote to <u>Franz Xaver Kappus</u> when Kappus was a 19-year-old officer in the military. Kappus was not sure if he should become a military <u>officer</u> or become a <u>poet</u>. He asked for Rilke's <u>advice</u> about the quality of his (Kappus's) poetry and in this letter Rilke is responding to (answering) Kappus.</p> | <p><i>collection</i>—a group of similar things <i>officer</i>—a person with a high position in the military (captain, general, etc.) <i>poet</i>—a person who writes verse or poems <i>advice</i>—recommendation, opinion</p> |
| Literary Criticism | Glossary |
| <p>The purpose of criticizing or <u>critiquing</u> a poem is usually to help the writer improve the poem. The person critiquing the poem, or the reviewer, does not have to like the poem. Liking a poem is personal. The reviewer of the poem needs to point out the parts of the <u>poem</u> that are good and those that are not. The writer may or may not take the suggestions. Other types of art (e.g., painting and music) also can be critiqued.</p> | <p><i>critique</i>—review and give feedback about something <i>poem</i>—a text written in verses</p> |
| <p>QUESTIONS</p> <p>161. What is the purpose of critiquing a poem? [ALL] The purpose of critiquing a poem is _____. [EN, EM, TR].</p> <p>162. What does the person critiquing the poem do? [ALL] The person critiquing the poem _____. [EN, EM, TR].</p> <p>163. What does the author do with the suggestions? [ALL] The author _____ the suggestions. [EN, EM, TR].</p> | |

Building Vocabulary (AIR New Activity 3 for Read Aloud)

AIR Additional Supports

Develop student's background knowledge through shared interactive reading of text.

AIR Instructions for Teachers

- **Focus on Words:** Students are pretaught words that are important for understanding the text, frequent across content areas, and abstract. Words that are essential for understanding paragraph 1 are *criticism*, *misunderstanding*, *tangible*, and *sayable* (as well as *unsayable*). In this passage, the word *tangible* is the only word on the Academic Word List. Use extended instructional techniques to pre-teach these words. Other words are identified for instruction because they are frequent in the text and critical to understanding main ideas, although they tend to be less abstract. Provide students with a glossary for these words (see the example that follows). As students encounter the words during close reading, they rewrite them in their journal. For homework, they are asked to find examples from the text, draw pictures or provide brief definitions, and indicate whether the words are cognates (for students whose home language shares cognates with English). During this

component and prior to the close read, read the text aloud (or have students read the text with a partner); briefly elaborate on glossed definitions for words that might need more explication, and use second-language teaching techniques (gestures, pointing to pictures, translation) to clarify word meanings. Also give students opportunities to apply word-learning strategies they have acquired to figure out word meanings they do not know. Last, it is important that students have versions of the text with glossed words underlined.

- **Words for pre-teaching with more elaborated techniques:** *criticism, misunderstanding, tangible, and sayable* (as well as *unsayable*)
- **Words for defining in context or in glossaries:** *space, confidence, discuss, foreign, fortunate, mysterious, existences, endure, transitory*

AIR Instructions for Students

Vocabulary Development: Your teacher will pre-teach several key words and read the passage aloud to you (or have you read it with a partner) and explain several other words that might be confusing. As you read closely in the next section, you will notice that there are some words that are underlined. These words appear in your glossaries. They have definitions alongside the text. When you come to a glossed word in the text, find it in your glossary, review the definition, and rewrite the word. When you have time after this lesson, complete your glossary. Enter the phrase in the text that includes the target word. Write a word or phrase to help you remember the new word. If you are a Spanish speaker or a speaker of a language that shares cognates with English, indicate whether the word is a cognate.

| Word | Rewrite the Word | English Definition | Example From Text | Phrase | Translation | Cognate? |
|------|------------------|--------------------|-------------------|--------|-------------|----------|
| | | | | | | |
| | | | | | | |

4. Close Reading and Evidence-Based Discussion

Public Consulting Group Teacher and Student Actions

Teacher asks students to do the following:

- Conduct an independent close reading of the first paragraph of the letter and annotate unfamiliar vocabulary (put a box around unfamiliar words and phrases).
- Pay close attention to words that look familiar but may have different meanings than the meanings you know because many words in English have multiple meanings.
- Go over annotations with a partner and note words they can figure out from context.
- Share with the class words they have figured out from context and words they are still confused about.

AIR Additional Supports

- ELLs need more direct instruction because most of the vocabulary will be unfamiliar, and for this activity prepare them with some direct instruction of select vocabulary and a glossary (see new activity 3).
- Divide text into phrases or clauses, according to the way they are structured. In the selection, compound sentences are broken down into two or more sentences and phrases. For example, the sentence “Things aren’t all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life” can be broken down or chunked into six pieces. Examples of

how to divide the text follow.

- Ask students to work together to supply the meaning of each section of text. Examples of question for students follow. Students can then be prompted to paraphrase each chunk with a partner. They then pull all their chunks together and provide the meaning of the sentence.
- We have included the original German text here as an attempt to equalize status in the classroom and make English-proficient peers aware of the challenge that ELLs face in reading text cold in another language. We suggest that English-only speakers do a cold read of the German text and then work together to answer the English questions related to vocabulary. ELLs read the text in English.

AIR Instructions for Teachers

- Have English speakers read the text in German and then work with a partner to answer questions.
- Have ELLs read the text in English as they have already read the text in their home language and then work with a partner to answer questions.

AIR Instructions for English-Speaking Students

- Read the text in German and work with a partner to answer the questions.

Working With German Text

Paris am 17. February 1903

Sehr geehrter Herr,

Ihr Brief hat mich erst vor einigen Tagen erreicht. Ich will Ihnen danken für sein großes und liebes Vertrauen. Ich kann kaum mehr. Ich kann nicht auf die Art Ihrer Verse eingehen; denn mir liegt jede kritische Absicht zu fern. Mit nichts kann man ein Kunst-Werk so wenig berühren als mit kritischen Worten: es kommt dabei immer auf mehr oder minder glückliche Mißverständnisse heraus. Die Dinge sind alle nicht so faßbar und sagbar, als man uns meistens glauben machen möchte; die meisten Ereignisse sind unsagbar, vollziehen sich in einem Raume, den nie ein Wort betreten hat, und unsagbarer als alle sind die Kunst-Werke, geheimnisvolle Existenzen, deren Leben neben dem unseren, das vergeht, dauert.

AIR Instructions for ELLs

- Read the text in English and work with a partner to answer the questions.

Paris February 17, 1903

Dear Sir,

Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me. That is all I can do. I cannot discuss your verses; for any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings. Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.

| Mastering Meaning of Phrases | Glossary |
|--|--|
| <ul style="list-style-type: none"> ▪ <i>Things aren't all so <u>tangible</u> and <u>sayable</u> as people would usually have us believe</i> I think this means _____. ▪ <i>most <u>experiences</u> are unsayable</i> | <p><i>tangible</i>—able to be sensed by touch <i>sayable</i>—something you can say <i>experiences</i>—something a person has</p> |

| | |
|---|---|
| <p>I think this means _____.</p> <ul style="list-style-type: none"> ▪ <i>they happen in a space that no word has ever entered</i> I think this means _____. ▪ <i>more unsayable than all other things are works of art</i> I think this means _____. ▪ <i>those <u>mysterious existences</u></i> I think this means _____. ▪ <i>whose life <u>endures</u> beside our own small, <u>transitory</u> life</i> I think this means _____. ▪ <i>Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those <u>mysterious existences</u>, whose life <u>endures</u> beside our own small, <u>transitory</u> life"</i> I think this sentence means _____. | <p>done or lived through</p> <p><i>mysterious</i>—not known and not able to be explained or made clear</p> <p><i>existences</i>—the state of being alive or real</p> <p><i>endures</i>—continues through time</p> <p><i>transitory</i>—lasting for only a short time; brief</p> |
|---|---|

Engaging in Scaffolded Close Reading (AIR New Activity 1 for Close Reading and Evidence-Based Discussion)

AIR Additional Supports for Scaffolded Close Readings

- Partner students and ask a guiding question(s) and supplementary questions that guide students to the answer for the guiding question(s). Ask students to use their glossaries to find the meanings of unknown words and phrases.
- For ELLs at the entering and emerging levels, provide sentence frames. For ELLs at the transitioning level, provide sentence starters.
- After this close reading, ask students to read the portion of the text again on their own and locate any other words they would like to understand and any additional questions they might have about the text.
- Debrief with the class and have students help each other to define words and clarify passages. The teacher supports students as necessary.

AIR Instructions for Teachers for First Scaffolded Close Reading

- In working with ELLs, provide more direct instruction and support to enable students to make sense of text.
- Pair ELLs with more proficient partners. For ELLs at the entering and emerging levels of proficiency, it helps to pair them with a bilingual partner who is English-proficient.
- First, pose a guiding question(s) about the text that aligns with reading standards.
- Students work together to answer supplementary questions that will lead them to a fuller comprehension of the text and to the answer(s) to the guiding question(s). In partner work, students each read the question to themselves and then work together to answer the question.
- Discuss student responses to the supplementary questions and have students correct their answers.
- Before answering the guiding question in writing, students discuss their answers as a group. After the discussion, students enter their responses.

AIR Instructions for Students for First Scaffolded Close Reading

In this close reading, you will be answering questions about the text. Your teacher will read the guiding

question. Read the guiding question to yourself and then work with a partner to answer the supplementary questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response(s) to the guiding question(s).

Word Bank

| | | |
|-------------------|--------|------------|
| discuss | word | confidence |
| misunderstandings | young | life |
| poet | verses | sayable |

Guiding Question

- Why can't Rilke discuss the verses that the younger poet has sent him?

Text

Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me. That is all I can do. I cannot discuss your verses; for any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings. Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.

Glossed Vocabulary (suggestions)

confidence, discuss, foreign, fortunate, mysterious, existence, endure, transitory

Supplementary Questions

164. What letter did Rilke receive a few days ago? [ALL]
 He received a letter from a _____. [EN, EM]
 He received _____. [TR]
165. What does he thank the young poet for? [ALL]
 He thanks the young poet for having _____ in him. [EN, EM]
 He thanks the young poet for _____. [TR]
166. What can't Rilke do? [ALL]
 Rilke cannot _____ the _____. [EN, EM]
 Rilke cannot _____. [TR]
167. What are words of criticism? [ALL]
 Words of criticism are _____. [EN, EM, TR]
168. What do "words of criticism" result in? [ALL]
 They result in more or less fortunate _____. [EN, EM]
 They result in _____. [TR]
169. They result in misunderstandings for two reasons. What is the first reason? [ALL]
 The first reason is that experiences are not tangible and _____. [EN, EM]
 The first reason is _____. [TR]
170. What does it mean for an experience to be unsayable? [ALL]
 It means that they have happened in a space where no has entered. [EN, EM]
 It means that _____. [TR]
 Work with a partner to put this into your own words. [ALL]

171. Works of art are (mysterious) and they endure beside our own _____.
Works of art are _____. [TR]

Guiding Question

- Why can't Rilke discuss the verses that the younger poet has sent him?

- Rilke can't discuss the verses because _____. [EN, EM, TR]

AIR Instructions for Teachers for Second Scaffolded Close Reading

After this close reading, we ask students to read the portion of the text on their own and locate any other words they would like to understand and any additional questions they might have about the text. We debrief with the class and have students help each other to define words and clarify passages. The teacher supports students as necessary.

AIR Instructions for Students for Second Scaffolded Close Reading

- Now read the passage once more. Star up to five words you still do not understand and write them in the spaces below.
- Underline sections of the text that still confuse you and prepare questions about these sections. [ELLs at the entering and emerging levels of English proficiency can prepare these questions in their home language.]

172. Write up to five words or phrases you still do not know.

— _____
— _____
— _____
— _____
— _____

173. Write questions for the sections of the text you still do not understand.

— _____
— _____
— _____
— _____
— _____

5. Text-Dependent Questions (TDQs) and Activities

Public Consulting Group Teacher and Student Actions

Teacher displays chunks of text with associated TDQs for students to discuss in pairs; students record responses in preparation for sharing; teacher leads a brief discussion of students' responses, reminding students to use evidence from the text for their answers.

AIR Additional Supports

- ELLs are prepared to do this through all the preceding activities.
- Provide glossed vocabulary to help ELLs understand the questions. The words that might be glossed are listed next to the supplementary questions.

AIR Instructions for Teachers

- Display the sections of text for students to discuss in pairs.
- Instruct the students to record their responses to later share with the class.

AIR Instructions for Students

| | |
|--|---|
| <ul style="list-style-type: none"> ▪ Your teacher will show you small sections of the text and ask questions about the text. ▪ Discuss these sections of the text in pairs and answer the questions. ▪ Use the glossary to help you with unfamiliar vocabulary. | |
| <p>Supplementary Questions</p> <p>“Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me.”</p> <p>TDQ 1: What might Rilke’s use of the word <i>confidence</i> reveal about the contents of the young poet’s initial letter?</p> <p>To supplement the first TDQ, we suggest providing ELLs some initial supplementary questions before they work with TDQ 1.</p> <p>174. What is the young poet asking Rilke to do? [ALL] The young poet is asking Rilke to _____. [EN, EM, TR]</p> <p>175. Why might this action require confidence? [ALL] This action might require confidence because [the letter is personal] _____. [EN, EM, TR]</p> | <p>Glossed Vocabulary (suggestions)</p> <p>arrive, confidence, place in, reveal, contents</p> |
| <p>Supplementary Questions</p> <p>“I cannot discuss your verses; for any attempt at criticism would be foreign to me.”</p> <p>TDQ 2: What might Rilke’s use of the word <i>foreign</i> reveal about the relationship he perceives between art and criticism?</p> <p>TDQ 3: What can you infer about the purpose of the young poet’s letter from Rilke’s refusal?</p> <p>To supplement the second and third TDQs, we suggest providing ELLs the following supplementary questions:</p> <p>176. <i>Foreign</i> means “strange or unfamiliar.”</p> <p>177. By using the word <i>foreign</i>, Rilke thinks art and criticism are _____. [ALL]</p> <p>178. <i>Infer</i> means conclude, deduce, or figure out. <i>Refusal</i> means decision not to do something. What can you infer about the purpose of the young poet’s letter from Rilke’s refusal to provide criticism? [ALL] I can infer the purpose of the young poet’s letter is _____. [EN, EM, TR]</p> | <p>Glossed Vocabulary (suggestions)</p> <p>art, criticism, infer, foreign, verses, perceive, refusal</p> |
| <p>Supplementary Questions</p> <p>“Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings.”</p> <p>TDQ 4: According to Rilke, what results from criticism?</p> <p>TDQ 5: What is Rilke saying about the power of criticism to influence art? Use evidence from the text to support your response.</p> <p>To supplement the fourth and fifth TDQs, we suggest providing ELLs the following supplementary question:</p> <p>179. Why would Rilke refer to misunderstandings as “fortunate”? [ALL] He would refer to misunderstandings as fortunate because _____. [EN, EM, TR]</p> | <p>Glossed Vocabulary (suggestions)</p> <p>fortunate, influence, response</p> |

| | |
|--|--|
| <p>Supplementary Questions</p> <p>“Things aren’t all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.”</p> <p>TDQ 6: What words repeat in this passage? What belief does Rilke challenge through these repetitions?</p> <p>TDQ 7: What “life” does Rilke attribute to works of art? How does the life of art compare to human life? It may be necessary to offer students a definition of the word <i>transitory</i> as meaning “something that doesn’t last very long.”</p> <p>To supplement the sixth and seventh TDQs, we suggest providing ELLs the following supplementary questions:</p> <p>180. What does <i>say</i> mean? [ALL] <i>Say</i> means _____. [EN, EM, TR]</p> <p>181. The suffix <i>-able</i> means “capable of.” What does <i>sayable</i> mean? (note that <i>sayable</i> is not a real word but that Rilke created it) [ALL] <i>Sayable</i> means _____. [EN, EM, TR]</p> <p>182. What does <i>unsayable</i> mean? [ALL] <i>Unsayable</i> means _____. [EN, EM, TR]</p> | <p>Glossed Vocabulary (suggestions)</p> <p>tangible, mysterious, existence, endure, transitory, challenge</p> |
|--|--|

6. Quick Write

| |
|--|
| <p>Public Consulting Group Teacher and Student Actions</p> <p>Teacher introduces the Quick Write, shares the quick write question, and considers sharing a model response that indicates how to cite evidence from text. Students work together to complete the Quick Write.</p> |
| <p>AIR Additional Supports</p> <ul style="list-style-type: none"> • In preparing ELLs to complete the Quick Write, rewrite the prompt to make it more comprehensible and provide students with a graphic organizer to support them in introducing the text and citing evidence from it. • Provide sentence starters or frames for ELLs who require additional support [EN, EM, TR]. • For students who are literate in their home language and are at the entering and emerging level of English proficiency, give them the opportunity to complete this activity in their home language first. Then have them translate it to English with the help of the teacher or a bilingual partner who shares their home language and is more proficient in English. • Finally, another support would be to provide students with an easier text selection and model responses for a writing prompt that requires an introduction and evidence. |
| <p>AIR Instructions for Teachers</p> <ul style="list-style-type: none"> ▪ Introduce Quick Write. ▪ Share the Quick Write question with the students. ▪ Optional: Share a model response. |

AIR Instructions for Students

Work independently to write a response to the essay prompt in the space below. Be sure to use evidence from the text to support your thoughts. Use your graphic organizer to help you fill in the spaces.

Writing Prompt

What relationship is Rilke establishing between language and art? How does this support his assertions about the usefulness of criticism? What evidence supports your thinking?

Text

Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me. That is all I can do. I cannot discuss your verses; for any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings. Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.

183. Rilke establishes a relationship or connection between words of criticism (language) and verses or poetry (art).

[Introduction—Create sentence frames and starters for the introductory sentences. [EN, EM, TR]

Rilke establishes a _____ or connection between _____ and verses or _____ (art). [EN, EM]

Rilke establishes a _____. [TR]

184. Rilke believes language should not be used to criticize art.

[Evidence—Provide sentence frames and starters that enable students to cite evidence from the text to support their thoughts. [EN, EM, TR]

Rilke believes that _____ should not be used to _____. [EN, EM]

Rilke believes _____. [TR]

185. Language should not be used to criticize art because most experiences and art are not so tangible and sayable as people think.

[Evidence—Provide sentence frames that enable students to cite evidence from the text to support their thoughts. [EN, EM, TR]

_____ should not be used to _____ art because most _____ and _____ are not so _____ and _____ as people think. [EN, EM]

Language should not _____. [TR]

186. Therefore, Rilke believes language should not be used to criticize art because it leads to misunderstandings or incorrect understandings.

[Evidence—Provide sentence frames that enable students to cite evidence from the text to support their thoughts. EN, EM, TR]

Therefore, _____ believes _____ should not be used to _____ because it leads to misunderstandings or _____ understandings. [EN, EM]

Therefore _____. [TR]

Preparing for the Quick Write (AIR New Activity for the Quick Write)

| AIR Additional Supports Give students an opportunity work with a partner to fill in a graphic organizer that will help them collect their ideas for the Quick Write. | | | | | | | | | |
|--|---|---------------------------|-------------|---|---------------------------|---------------------------|--|---|---------------------------------------|
| AIR Instructions for Teachers Include an opportunity for students to complete a graphic organizer with a partner to help them collect the ideas they need to write independently. Through use of this suggested graphic organizer, support students in finding evidence from the text. This graphic organizer can be translated into students' home language and ELLs can complete it first in their home language. [EN, EM] | | | | | | | | | |
| AIR Instructions for Students <ul style="list-style-type: none"> ▪ Work with a partner to fill in the graphic organizer that follows. It will help you prepare for the quick write. ▪ Refer to the text you have read to find the answers. ▪ Then review your organizer with your teacher. | | | | | | | | | |
| Writing Prompt: What relationship is Rilke establishing between language and art? How does this support his assertions about the usefulness of criticism? What evidence supports your thinking? [ALL] | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th style="background-color: #fff9c4;">Question or Consideration</th> <th style="background-color: #fff9c4;">My Response</th> </tr> </thead> <tbody> <tr> <td rowspan="2">What sentence does the author use to make the connection between language (criticism) and art (poetry)? [ALL]</td> <td>Sentence from text [ALL]:</td> </tr> <tr> <td>This sentence means [ALL]</td> </tr> <tr> <td rowspan="2">Rilke says there are two reasons that there is not a good connection between language (criticism) and art (poetry). The first reason has to do with experiences. The second reason has to do with art.</td> <td>What is Rilke saying about experiences? [ALL]</td> </tr> <tr> <td>What is Rilke saying about art? [ALL]</td> </tr> </tbody> </table> | Question or Consideration | My Response | What sentence does the author use to make the connection between language (criticism) and art (poetry)? [ALL] | Sentence from text [ALL]: | This sentence means [ALL] | Rilke says there are two reasons that there is not a good connection between language (criticism) and art (poetry). The first reason has to do with experiences. The second reason has to do with art. | What is Rilke saying about experiences? [ALL] | What is Rilke saying about art? [ALL] |
| Question or Consideration | My Response | | | | | | | | |
| What sentence does the author use to make the connection between language (criticism) and art (poetry)? [ALL] | Sentence from text [ALL]: | | | | | | | | |
| | This sentence means [ALL] | | | | | | | | |
| Rilke says there are two reasons that there is not a good connection between language (criticism) and art (poetry). The first reason has to do with experiences. The second reason has to do with art. | What is Rilke saying about experiences? [ALL] | | | | | | | | |
| | What is Rilke saying about art? [ALL] | | | | | | | | |

7. Closing (Homework)

| |
|--|
| Public Consulting Group Teacher and Student Actions Students independently reread the second paragraph and focus their annotation of the text with the following question: <i>How does Rilke's approach in the second paragraph compare to his "preface"?</i> They should be prepared to discuss their annotations in the next lesson. |
| AIR Additional Supports As was the case for the first paragraph, ELLs will have difficulty making sense of this without additional support. To support ELLs, we provide a graphic organizer that includes sentence starters, frames and a glossary. We also recommend giving ELLs at all levels of English proficiency access to home language versions of this passage. |
| AIR Instructions for Teachers <ul style="list-style-type: none"> ▪ Instruct students to reread the second paragraph. ▪ Give students the graphic organizer to help them annotate the text. ▪ As they annotate the text, ask them to think about this question: <i>How does Rilke's approach in the second paragraph compare to his first paragraph or "preface"?</i> |

AIR Instructions for Students

- Reread the second paragraph.
- Look at the chart below. What does Paragraph 2 say about each of these lines from paragraph 1? [ALL]
- As you complete this chart, think about this question: *How does Rilke’s approach in the second paragraph compare to his “preface”?* [ALL]

Look at the chart below.

| Rilke’s Ideas From Paragraph 1 | Rilke’s Ideas From Paragraph 2 [ALL] | Difference Between Ideas From Paragraphs 1 and 2 [ALL] |
|---|---------------------------------------|--|
| I cannot discuss your verses. | Your verses have _____. | These two ideas are different because the first idea means _____. The second idea means _____. |
| Any attempt at criticism would be foreign to me. | They do have silent and hidden _____. | These two ideas are different because the first idea means _____. The second idea means _____. |
| Nothing touches a work of art so little as words of criticism | The poems are not yet _____. | These two ideas are different because the first idea means _____. The second idea means _____. |

Paragraph 2 Glossary

| Word | Definition |
|--------------|---|
| preface | introduction |
| verses | lines in a poem |
| style | way of doing something |
| silent | quiet |
| hidden | not able to be seen |
| soul | spiritual part of a person, the part of a person that is separate from the body |
| melody | main part of a piece of music or song |
| Leopardi | a man’s name |
| kinship | relationship |
| solitary | existing alone |
| figure | a well-known person |
| appear | become noticeable |
| nevertheless | however, but |
| independent | able to exist by itself |
| accompanied | was with, went with |
| managed | succeeded, was successful |
| various | several |
| faults | problems |
| name | give a name to, specify |

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Making Research Relevant

Context

This unit introduces Change as the conceptual focus for the year. Students are asked to examine the ways in which they have changed and are changing and to use those experiences as the focus for their writing. Students will read, interpret, and analyze a variety of genres—such as narratives, short stories, poetry, and film—that exemplify an aspect of change and writers' portrayals of those changes. Students will discover how writers use various modes of writing, effective use of language, and literary devices to communicate the concept of change.

Suggested Texts and Materials

- ▶ Activity 1.6 uses *The Lion King*, directed by Roger Allers and Rob Minkoff, 1994, to introduce narrative elements.
- ▶ This unit also requires two written essays; therefore, you may want to schedule access to a computer lab for your students.

Independent Reading

Suggestions for independent reading for this unit focus on autobiographical writing (personal narratives, memoirs, true accounts) and readings in fiction and nonfiction narratives.

Writing Workshops

Writing Workshops that provide a sequence of activities designed for direct writing instruction in the writing process and in specific genres are available for each grade level of the SpringBoard curriculum. Workshops may be accessed at SpringBoard Online and downloaded or printed for student use. Each workshop is accompanied by teaching notes and suggestions. These workshops may be incorporated into unit instruction as follows:

Unit 1: Workshop 4, Personal Narrative; Workshop 6, Expository Texts; Workshop 1, Writing Process.

Unit 2: Workshop 2, Short Story; Workshop 8, Persuasive Writing

Unit 3: Workshop 7, Procedural Texts: Informal Letters; Workshop 9, Response to Literature and Expository Texts

Unit 4: Workshop 8, Persuasive Writing

Unit 5: Workshop 5, Script Writing; Workshop 10, Research

Grammar Handbook

A Grammar Handbook is located in the back of student books after the last unit. You may want to spend a few minutes having students scan the contents. Encourage students to use this handbook as a reference as they develop their writing skills. Throughout the unit, you may want to incorporate mini-lessons from the Grammar Handbook and the Grammar & Usage features within each unit to reinforce students' grammar and writing skills.



AP/ College Readiness

In this unit students will focus on practicing the following important Pre-AP skills and knowledge areas:

- Close reading of a text to determine literary elements. (Activity 1.17)
- Analyzing literature using the language of literary analysis. (Activities 1.5, 1.19)
- Writing with an attention to rhetorical purpose (exposition versus narration). (Activities 1.13, 1.18)
- Varying and manipulating sentence structure for effect. (Activity 1.6)

About the Unit Continued

Instructional Sequence

The sequence of instruction begins by establishing a setting, purpose, and method of maintaining student-created texts. Next, several close-reading activities ask students to examine narrative elements within various types of writing. Students then transfer their knowledge of these specific elements (plot, setting, characterization, dialogue, etc.) to the creation of their own personal narrative in Embedded Assessment 1. With a clear understanding of the writing process, students will analyze, evaluate, and create expository texts, incorporating elements of expository writing (specific reasons, facts, examples, etc.) that will prepare them for Embedded Assessment 2.

Activities 1.1–1.4 introduce the concept of change and provide students with an opportunity to create a Working Folder, Portfolio, and a Vocabulary Notebook. A class Word Wall is created to extend vocabulary development throughout the unit and year. In addition, students learn oral fluency elements required to be an effective reader.

Activities 1.5–1.7 continue to expand the concept of change by introducing narrative elements through poetry and film. Sequencing and chronological order are introduced, requiring students to demonstrate their understanding through both written and visual texts.

Activities 1.8–1.9 expand on narrative elements within fiction and nonfiction, asking students to focus on sensory language, specific detail, dialogue, and point of view. In preparation for Embedded Assessment 1, students are introduced to the concept of cause and effect.

Activities 1.10–1.11 illustrate various techniques of narrative beginnings (AQQS) and require students to reflect upon these strategies used in previously read texts. Elements of an effective narrative are also reviewed to prepare students for Embedded Assessment 1.

Embedded Assessment 1

Writing a Narrative About an Incident That Changed Me

Skills and Knowledge:

- Identify an incident that changed the writer.
- Narrate a story or incident of change.
- Reflect on the importance of an incident.
- Describe a vivid setting and portrayal of other people.
- Use effective dialogue.
- Organize a narrative with a beginning, middle, and end.
- Employ smooth transitions.
- Use descriptive details.
- Demonstrate appropriate spelling, punctuation, and capitalization.
- Demonstrate the writing process.

Activities 1.12–1.13 continue to explore the relationship between growth and change. Students demonstrate their understanding of this concept by completing a frame poem.

Activity 1.14 introduces expository elements and asks students to evaluate an expository text. Topic sentences are reviewed and students are expected to develop effective topic sentences as they relate to change.

Activities 1.15–1.16 continue to guide students' understanding of the relationship between a narrative text and an expository text through a guided reading of a folk tale. Students will demonstrate their understanding of expository text by responding to an expository prompt.

Activities 1.17–1.18 expand students' knowledge of an expository text by requiring them to analyze key features and create expository pieces, scaffolding for Embedded Assessment 2.

Embedded Assessment 2**Writing an Expository Essay About a Change in Me****Skills and Knowledge:**

- Identify and explain a change.
- Communicate the impact of the change.
- Compare the past to the present.
- Craft an introduction with a hook and a thesis.
- Use specific evidence as support.
- Explain the impact of the change on the future.
- Use descriptive details.
- Use a semicolon properly.
- Demonstrate appropriate spelling, punctuation, and capitalization.
- Demonstrate the writing process.

Suggested Pacing

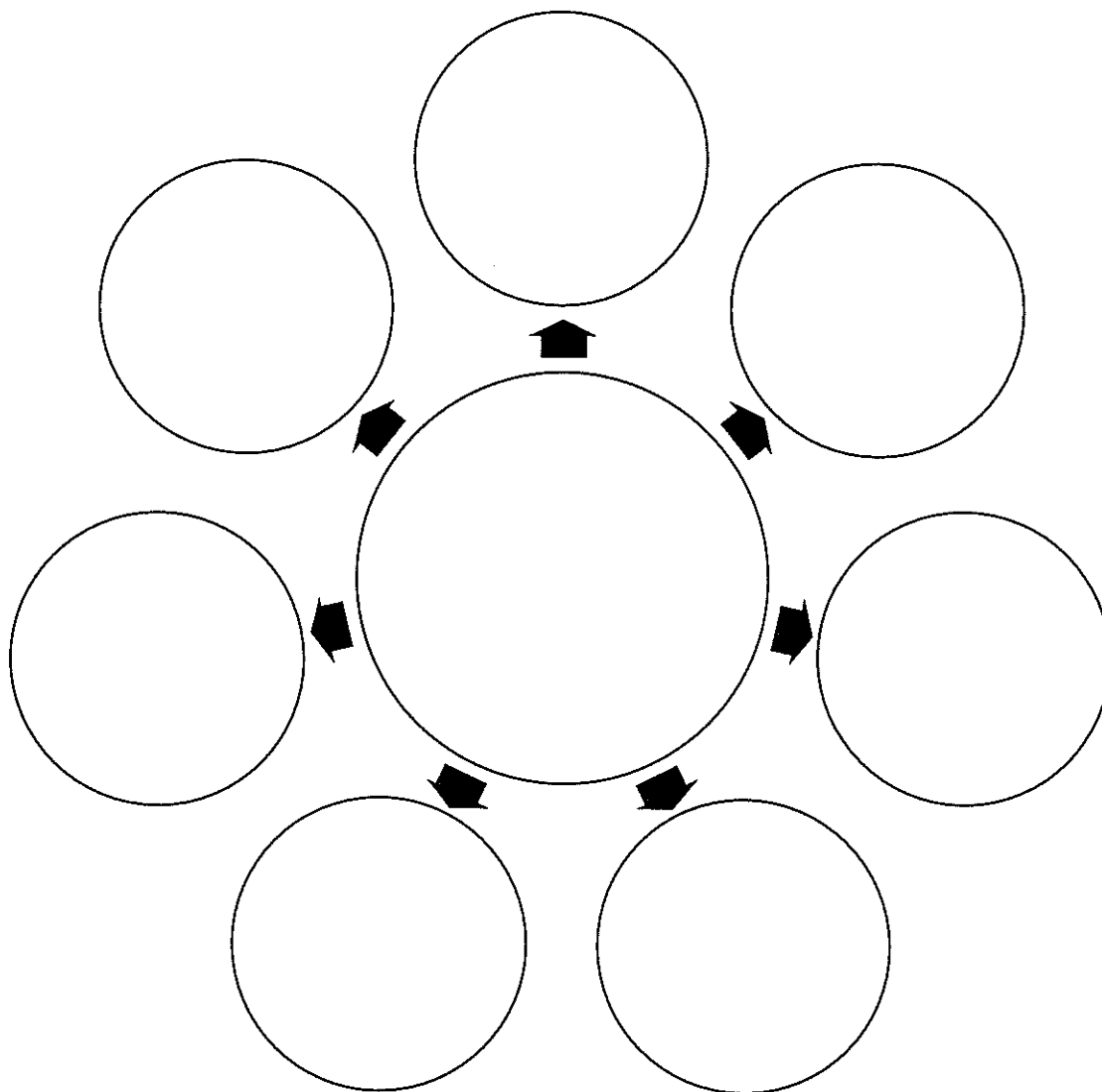
| Activity | 45 to 50-Minute Class Periods | Class Periods with Homework | Activity | 45 to 50-Minute Class Periods | Class Periods with Homework |
|----------------------------|-------------------------------|-----------------------------|-----------------|-------------------------------|-----------------------------|
| Learning Focus and 1.1 | ½ | | Learning Focus | ½ | |
| 1.2 | 1 | | 1.12 | 1 | |
| 1.3 | ¾ | | 1.13 | 1 | |
| 1.4 | 1 | | 1.14 | 2 | |
| 1.5 | 1 | HW | 1.15 | 1 | |
| 1.6 | 1 | | 1.16 | ½ | |
| 1.7 | 1 | HW | 1.17 | 1 | |
| 1.8 | 1 ¼ | HW | 1.18 | 1 | |
| 1.9 | 1 | | EA2 | 2 | |
| 1.10 | ½ | | Unit Reflection | 1 | |
| 1.11 | ½ | | | | |
| EA1 | 2 | HW | | | |
| Total Class Periods | | | | 22 ½ | |

Unpacking the Knowledge and Skills for the Embedded Assessments

In the first activity of each unit, students are asked to read the assignment and the Scoring Guide criteria of Embedded Assessment 1 to identify the skills and knowledge they will need to perform well on the assessment. They will do the same thing later in the unit for Embedded Assessment 2.

To help students organize the skills and knowledge, you may want to have them use a graphic organizer such as the web on the next page. This graphic organizer has also been included in the student books in the Resources section as a reference.

Web Organizer



Unit 1

Changes in Me

Essential Questions

- ❓ What is the relationship between change and growth?
- ❓ How do writers use different types of writing to express their ideas?

Unit Overview

Unit 1 emphasizes the idea of “change” as the conceptual focus for the year. By reading, exploring, analyzing, and interpreting texts, you will examine the changes that often happen at this time in your life. You will also focus on how individual changes affect your life. Through your responses to texts, and by creating and presenting narrative and expository texts that focus on change, you will better understand that change is a normal, predictable, and often a joyous aspect of life.

UNIT 1

Have students read the Unit Overview. Discuss the ideas in the overview and ask students to relate them to their own lives.

Students will provide responses to the Essential Questions in Activity 1.1. At the end of the unit, they will revisit the Essential Questions to see how their responses have changed after studying the unit.

UNIT 1

Have students read the goals for the unit and mark any words that are unfamiliar to them. You may want to create a space in the classroom for these words so students can add information about their meaning as they study the unit.

Academic Vocabulary

Point out the academic vocabulary to students, and remind them that they will be studying concepts related to these words throughout the unit. Having students create **graphic organizers** to study these words in depth will greatly enhance their understanding of each word and its relationship to unit concepts. Have students keep their completed graphic organizers in their **Vocabulary Notebooks**.

See the Resources for examples of blackline masters suitable for word study. As students become more acquainted with the use of a **graphic organizer** to explore the meaning of a word, you may want them to create their own graphic organizers.

Unit 1

Changes in Me

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Goals

- ▶ To define change and identify the types of change adolescents encounter
- ▶ To make thematic connections among texts and between texts and your own life
- ▶ To use descriptive language in writing both narrative and expository text
- ▶ To understand and explain the relationship between cause and effect

ACADEMIC VOCABULARY

Fluency
Characterization
Narrative
Point of View
Expository Writing
Cause/Effect

UNIT 1

Teacher Notes

| | |
|---|----|
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LEARNING FOCUS

What Is Storytelling?

Read the Learning Focus with students or have them read independently. **Activate prior knowledge** by having students **mark the text** and highlight words or concepts that are familiar (what they know). They might use a question mark to indicate content that is unfamiliar (what they do not know but want to learn).

Students will respond to the information on this page in Activity 1.1.

Teacher Notes

Learning Focus:

What Is Storytelling?

One of the first and strongest impulses of human beings is to tell a story. Stories are told to entertain and to teach. Storytelling in the form of oral traditions of folklore, legend, and folk tales evolved into literary or written storytelling. You have already read, listened to, and written many stories. During this year you will study how a story is created and developed so that you have more insight into how and why people write stories. To narrate is the verb used to describe the act of telling a story, so a narrative is the story and a narrator is the person telling the story. All narratives or stories have things in common.

Characters: A story has a main character or protagonist as well as minor characters.

Plot: Every plot has a setting, a sequence of events or incidents, conflict and a resolution to the conflict.

Conflict(s): Conflicts may be internal (inside the main character) or external (outside the main character) and can be categorized:

- ▶ Man vs self
- ▶ Man vs man
- ▶ Man vs nature
- ▶ Man vs society

Point of View: Every story is told from a point of view. The most common points of view are:

- ▶ First person – the story is told from the main character's point of view and uses the pronoun "I" and "we."
- ▶ Third person – the story is told from an outside point of view and uses the pronouns "he" and "she" and "they."

You will see how all these elements of a narrative work together as you read others' fictional or autobiographical narratives and write your own. A personal narrative is a type of autobiographical writing in which a person tells about significant experiences in his or her life. In the second part of this unit, you will learn the difference between narration—telling a story—and exposition—explaining an idea.

Independent Reading: Reading a wide variety of texts, such as stories, poems, myths, and informational text, will help you develop more fluent reading skills and broader word knowledge. Suggestions for independent reading for this unit are:

- ▶ Autobiographical writing, including personal narratives, memoirs, or stories about true happenings
- ▶ Fiction and nonfiction narratives about stories that interest you

Previewing the Unit

ACTIVITY
1.1

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Marking the Text, Think-Pair-Share, Skimming/Scanning, Summarizing/Paraphrasing

Essential Questions

1. What is the relationship between change and growth?

2. How do writers use different types of writing to express their ideas?

Unit Overview and Learning Focus

Predict what you think this unit is about. Use the words or phrases that stood out to you when you read the Unit Overview and the Learning Focus.

Embedded Assessment 1

What knowledge must you have (what do you need to know)? What skills must you have (what will you need to do to complete the Embedded Assessment successfully)? Write your responses below.

Unit 1 • Changes in Me 5

ACTIVITY 1.1 Previewing the Unit

Purpose:

- To access prior knowledge about key ideas and concepts
- To analyze the skills and knowledge necessary for success on Embedded Assessment 1

Steps:

- 1 To determine students' existing knowledge about the concepts for the unit, ask them to work in a **think-pair-share** arrangement to respond to the two Essential Questions. Students will revisit these questions throughout the unit as they develop a more mature understanding of these ideas.
- 2 To introduce the focus of this unit, direct students to **skim and scan** the Unit Overview and Learning Focus pages. Ask students to **mark the text** and **predict** the focus of the unit.
- 3 Provide students with a clear learning target by asking them to find Embedded Assessment 1 (page 31) and its Scoring Guide (pp. 34-35). Lead students through a **close reading** of the prompt, steps, and Scoring Guide criteria. Instruct students to **mark the text** by underlining or highlighting the places that mention a skill or knowledge necessary to succeed on this Embedded Assessment. They will preview Embedded Assessment 2 before Activity 1.1.2.
- 4 Instruct students to **summarize/paraphrase** with a partner or small group the skills/knowledge they have underlined or highlighted. As you conduct a large group discussion, create a web **graphic organizer** that lists the knowledge and skills.

- 5 Revisit the web graphic organizer throughout this unit. Pointing students back to the web reinforces the purpose of each activity and the skills and knowledge needed for success on the Embedded Assessment. You may want to enlarge the graphic organizer to provide a **visual** in the classroom for reference throughout the first part of the unit.

ACTIVITY 1.2

Planning to Revisit, Revise, and Reflect

Materials:

- Manila folders
- Unlined paper or construction paper to be used as a cover for a three-ring binder
- Colored pencils or pens

Purpose:

- To explore the concept of change
- To create a Working Folder and a Portfolio
- To identify a personal change brought about by a specific incident

Steps:

1 Activate students' prior knowledge by having them individually complete the **graphic organizer** to consider the concept of change.

2 After students have listed the ways their lives have changed, have them **pair** up and share their lists of changes with partners.

3 Ask students to **share** a few examples with the class. Record the responses for each question. You might use a different color for each question. Students should **take notes** by adding responses to their lists. You may want to require students to use four different colors as well.

4 Individually or in small groups, have students brainstorm words, phrases, and images for question 5. Then, have them share lists as a class. Students will revisit this list at the end of the unit as they answer the Essential Question "What is the relationship between change and growth?"

ACTIVITY 1.2

Planning to Revisit, Revise, and Reflect

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Notetaking, Think-Pair-Share, Prewriting, Free Writing

1. In what ways has your life changed since last year?

2. In what ways has your life changed since first grade?

3. How might your life change during the current school year?

4. What types of changes might occur when you become a teenager?

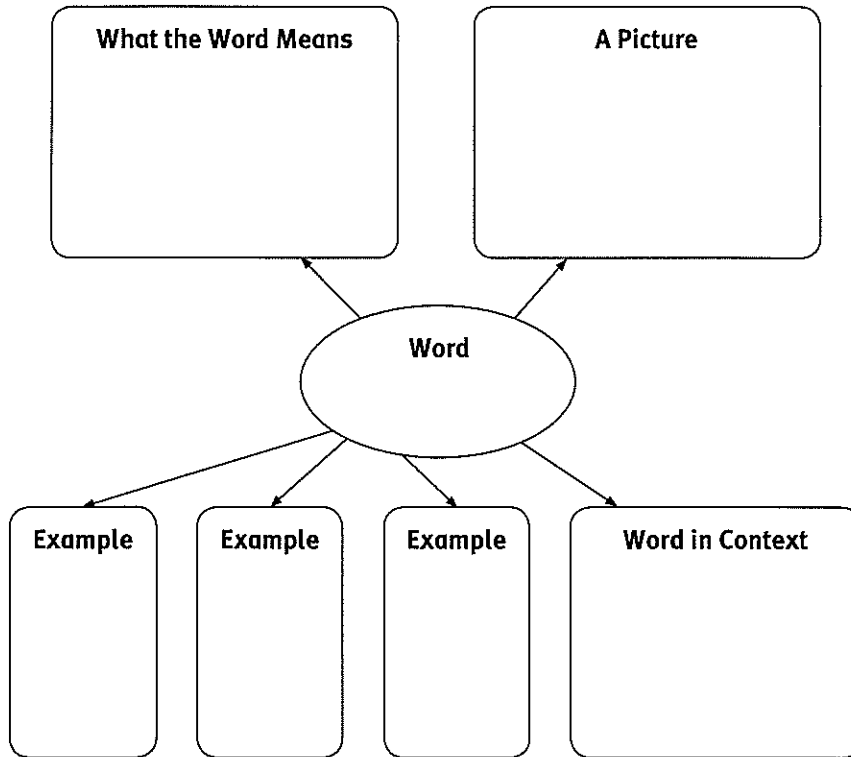
5. What words, phrases, and/or images show the kinds of changes you are facing in your life? Make a list below. Consider activities, friends, beliefs, physical appearance, school, life at home, hobbies, and so on.

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5 Explain to students that they will keep their work this year in a **Working Folder** and a **Portfolio**. On the front center of the Working Folder, have students write the word *Changes* in large letters and surround it with words and images they have brainstormed. They may add other graphics as well. They may use the same words and graphics on a blank sheet of paper to insert in the cover of a binder to use as their Portfolio.

6 Ask students to review their lists of changes and star any that may have been caused by a specific incident. Ask them to choose one of the starred items and on their own paper **free write** about the incident. Direct students to keep this piece of writing in their Working Folders for use later in the unit.

Word Map



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GRAMMAR & USAGE EXTENSION

Have students independently complete a Word Map for the word *change*. You might want to have students consider the different ways *change* can function in a sentence:

- as a verb with an object: I *changed* my clothes.
- as verb without an object: The weather *changed*.
- as a noun: Did you notice the *change* in Isabella? Don't forget your *change* when you pay for lunch.

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ACTIVITY 1.3 The Idea of Change

Materials:

- Overhead projector
- Transparency of Word Map
- Overhead marker
- Copies of blank Word Map
- Vocabulary Notebooks

Purpose:

- To connect to the concept of change
- To identify words related to the concept of change
- To explore vocabulary using a Word Map

Steps:

1 Have students brainstorm words that are related to or are synonyms for *change*.

2 Direct students' attention to the space designated as the **Word Wall**. Post the words there that students brainstormed for *change*. Explain that the Word Wall is a visual reminder to use these words in speaking and writing.

3 From the Word Wall, choose a word related to *change*. On the overhead, model step-by-step how to complete the **Word Map graphic organizer**. Clarify that "Word in Context" means an example of the word used correctly in a sentence. This sentence might be copied from a text, or it might be an original sentence.

4 Have students work with a partner to complete a Word Map for a second word associated with *change*. Provide copies of the Word Map or ask students to create one.

5 Introduce the **Vocabulary Notebook**—students' personal place to collect the words they learn. Have students insert the two completed Word Maps into their Vocabulary Notebooks.

6 Now direct students' attention back to the Word Wall. Use the words as an opportunity to discuss change as the focus of the unit.

ACTIVITY 1.4

Building Oral Fluency

Materials:

- Teacher-selected, one-minute grade-appropriate oral reading passages

Purpose:

- To practice effective oral reading
- To set goals for oral fluency

Steps:

1 Brainstorm with the whole class about what constitutes good oral reading. Keep this brainstorming list for later use. Students will return to this activity in Unit 4.

As part of their brainstorming, have students create or choose a vocabulary graphic organizer to explore the meaning of the academic vocabulary word *fluency*. Point out that the root of *fluency* means “flow.” Good oral reading flows smoothly and expressively.

2 Lead a group discussion to elaborate on students’ initial brainstorming and to connect their ideas to the qualities of accuracy, rate, and inflection or expressiveness. Instruct students to take notes in the chart about the qualities of an effective oral reader.

3 Tell students they will be doing a one-minute oral reading of an unfamiliar passage. Then have students read the passages without practice. You may either have students read into a tape recorder or other recording device, or you may schedule short conferences during which students read and you record observations on the chart.

ACTIVITY 1.4

Building Oral Fluency

SUGGESTED LEARNING STRATEGIES: Oral Reading

ACADEMIC VOCABULARY

The word *fluency* means the ability to use language clearly and easily.

1. Brainstorming: Think about oral fluency. What does good reading sound like? What are the characteristics of fluent oral readers?

2. Notetaking: Qualities of an Effective Reader

| | |
|-------------------------------------|---|
| Accuracy | The quick and effortless reading of words in or out of context |
| Rate | How quickly and accurately a reader reads connected texts |
| Inflection or Expressiveness | The tonal and rhythmic aspects of spoken language: pitch, stress patterns, and duration that convey information beyond the actual words themselves Are you reading the way you talk? |

3. Following your teacher’s instructions, read aloud and listen to yourself reading. Try to do the kinds of things you have identified that good readers do.

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Writing Workshops

Students will complete Activities 1.2–1.11 as preparation for Embedded Assessment 1, for which they write a narrative. If needed, use Writing Workshop 1, The Writing Process, to review steps in the process and to provide additional instruction. To reinforce narrative writing skills, you may use Workshop 4, Personal Narrative.

4. **Self-Assessment:** Rate your reading using the chart below:

Effective Oral Reading Criteria
Scale: 1–Excellent; 2–Good; 3–Average; 4–Needs Improvement

| Accuracy | Score | Comment |
|------------------------------|-------|---------|
| Rate | Score | Comment |
| Inflection or Expressiveness | Score | Comment |

5. **Reflection:** Based on your class discussion about good oral reading, consider how well you read the passage. What will you try to do next time to make your reading better?

6. Now, practice the passage several times, incorporating the goals you have set for yourself. Then read it aloud again. When you have finished, write your observations regarding the differences in the two readings. Were you able to achieve your goals in the second reading? Explain.

Steps

4 After each student has read, have him or her complete a self-assessment on the Effective Oral Reading Criteria chart.

5 Allow students to practice reading the same passage and either record the passage again or conference with you again.

6 After the second reading, direct students to write a reflection about the differences they observed in the two readings and to consider what they may still need to practice to improve fluency.

Teacher Notes

ACTIVITY 1.5

Who's Who

Materials:

- Highlighters
- Index cards or other paper for the Word Wall
- Vocabulary Notebooks

Purpose:

- To identify and use a variety of descriptive words and phrases
- To transform a text
- To make a personal connection to literature

Steps:

1 Before students read "Who's Who," **activate their prior knowledge** by asking them to think about the ways they are labeled by families, classmates, friends, and teachers. Point out that labels are often descriptions of personality or appearance, such as *smart, athletic, pretty, mature, friendly, or cheerful*. Have them think of a label often attached to themselves and the reasons for the label.

2 Have students read this poem three times, each time with a different reading strategy.

- First, engage students in a **shared reading**. Ask them to **mark the text** by highlighting words, phrases, or lines they liked, found interesting, or had questions about. Discuss the highlighted text.
- Second, conduct a modified **choral reading** in which you read the poem aloud while students chime in with lines, phrases, or words they have previously highlighted.
- Third, ask students to read in pairs, working for fluency in reading aloud. Have pairs circle all the words that describe the students named in the poem. Doing so introduces students to the concept of **characterization**.

ACTIVITY 1.5

Who's Who

SUGGESTED LEARNING STRATEGIES: Choral Reading, Marking the Text, Quickwrite, Word Map

My Notes

Poetry

ABOUT THE AUTHOR

Judith Viorst is a journalist and a writer, who writes fiction and nonfiction for both adults and children. Her well known and loved children's classic *Alexander and the Terrible, Horrible, No Good, Very Bad Day* and its sequels are based on her own three sons.

WHO'S who'S

by Judith Viorst

Paula is the prettiest — the whole sixth grade agrees.
Jean's the genius — that is undeniable,
Most popular is Amy. Most admired is Louise.
But as for me, they say I'm most . . . reliable.

5 Lisa's the best listener — she always lends an ear.
And all the boys say Mel's the most desirable.
Gwen's the giggliest — but everybody thinks that's dear.
Who thinks it's dear to be the most reliable?

Jody and Rebecca tie for cleverest. Marie
10 Is best at sports (and also most perspirable).
Cathy is the richest — she's been saving since she's three.
But who'll save me from being most reliable?

I'd rather be most mischievous. I'd rather be most deep.
I'd rather — and I'll swear this on a Bible —
15 Be known as most peculiar. Nothing puts the world to sleep
Like someone who is known as most reliable.

LITERARY TERMS

Alliteration is the repetition of consonant sounds at the beginnings of words that are close together; for example, Paula . . . prettiest, Jean . . . genius, Lisa . . . listener.

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Readers or listeners work out the rhyme scheme by using letters of the alphabet for the words that rhyme. For example, look at the rhyme scheme in "Who's Who." The "a" words rhyme, and the "b" words rhyme.

- a agrees
- b undeniable
- a Louise
- b reliable

Now use the My Notes space on page 10 to write the rhyme scheme for the rest of the poem. Use a different letter of the alphabet for each set of rhyming words. For example, use c-d-c-d for the second stanza.

Transform Judith Viorst's poem by replacing girls' names with boys' names and by changing the adjectives and nouns used to describe the characters or personalities of the named girls. Use Judith Viorst's poem as your model. Do not change everything, just the names and descriptions. Keep the rhyming pattern the same and match the number of syllables so that the rhythm remains the same. Look at this example:

Original: "Paula is the prettiest — the whole sixth grade agrees."

Transformed: "Felix is the friendliest — the whole sixth grade agrees."

Quickwrite: How do you think others would describe you now? Think ahead. How would you like to be described by the end of this school year? Use notebook paper to write your thoughts. Save this Quickwrite in your Working Folder.

LITERARY TERMS

A rhyme scheme is the pattern of rhyming lines in a poem or song.

GRAMMAR & USAGE

A **noun** is a word that names a person, place, thing, or idea.

An **adjective** is a word that describes, or modifies, a noun. Adjectives tell which, what kind, how many, or how much. An adjective that appears in the predicate, after the verb, is a **predicate adjective**. A predicate adjective modifies the subject of the sentence.

In the first line of the poem, *prettiest* is a predicate adjective that modifies the subject, *Paula*.

Adjectives have different forms for comparing. *Prettier* is the **comparative** form, and *prettiest* is the **superlative** form of *pretty*.

Sometimes *more* and *most* are used for comparative and superlative forms: *more reliable*, *most reliable*.

Steps:

3 Lead a **brainstorming** session for more adjectives that could be used to portray classmates (e.g., *coolest*, *neatest*, *best dresser*, *classiest*, *most rebellious*, *funniest*). Allow students, perhaps working in groups, to select the descriptive words they like best and to write them on index cards or paper to add to the Word Wall.

4 As students transform the poem, remind them to keep the rhyming pattern and the number of syllables in the original poem. Have students share their revised poems with the class.

5 Ask students to respond to the **quickwrite**. Direct students to put this response in their Working Folder.

TEACHER TO TEACHER

The humor of this poem is based on the contrast between the denotation and connotation of the word *reliable*. The word's denotation is to be trusted or dependable, but in the poem the word *reliable* carries the connotation or suggestion of boring and predictable, a negative.

Teacher Notes

GRAMMAR & USAGE EXTENSION

You may want to take this opportunity to review parts of speech with students. Divide students into groups and assign each group a different part of speech. Have the groups create charts to be posted in the room identifying the part of speech, defining it, and writing at least two complete sentences using each part of speech.

Review the formation of the comparative and superlative forms of modifiers, with *-er* and *-est* and with *more* and *most*. You might also wish to point out the irregular comparisons of a few common modifiers:

- many, more, most
- good, better, best
- bad, worse, worst

ACTIVITY 1.6

A Lion's Narrative

Materials:

- *The Lion King*, directed by Roger Allers and Rob Minkoff, 1994, or another film with a distinct narrative segment
- Vocabulary Notebooks

Purpose:

- To recognize and apply key elements of narrative writing

Steps:

Before Viewing

1 To prepare students for Embedded Assessment 1, teach the elements of a narrative through the scene in *The Lion King* where Nala and Simba visit the graveyard: Scene 6 (0:18:24-0:23:16). If you do not have access to this film, substitute another film clip that includes the elements of a narrative. Add these words to the **Word Wall**: *setting, characterization, conflict, resolution, dialogue, and first-person point of view*; they will be used later in this unit and level.

2 Use a **Word Map** to explore what students know about the word *narrative*. Remind them that *narrative* shares the same root as *narrator* and *narrate*; these words all have to do with telling stories. Have students add their Word Maps for *narrative* to their **Vocabulary Notebooks**.

3 **Activate prior knowledge** by asking students what they already know about the movie or about Disney movies in general.

During Viewing

4 As **prewriting**, ask students to **take notes** on the **graphic organizer**. By identifying the elements that constitute a good narrative in film, students will be able to recognize those elements in print and apply them in their own narrative writing.

ACTIVITY 1.6

A Lion's Narrative

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Notetaking, Rereading, Prewriting, Sketching, Drafting, Revising, Word Map

ACADEMIC VOCABULARY

A narrative is a story about an incident. An *incident* is a distinct piece of action, such as an episode in a story or a play.

Narrative Writing

Narrative writing tells a story or describes an incident. An effective narrative includes the following:

- a clear **sequence of events**—with a beginning, middle, and end
- detailed **descriptions of the setting**—the time and the place in which the events of a narrative occur
- the characters' **feelings** during the incident
- **dialogue**—the conversation between characters during the incident

1. To help you recognize the elements of a good narrative, your teacher will show you a scene from *The Lion King* or another film. As you watch, take notes in the spaces provided.

| Descriptions of Setting (give specific details) | Feelings of Characters (use adjectives or nouns) | Important Dialogue (try to copy) |
|--|---|---|
| Gloomy graveyard, dark and foggy; dusty; rocky; charred; full of enormous skeleton remains | Nala – nervous, reserved Simba – curious, cocky | "It is really creepy." "Yeah. Isn't it great?" "We could get in big trouble." "I know. Huh." |

Steps:

10 Have students explore the use and effectiveness of transitions and sensory details. Using an overhead, model how to improve the sample narrative with transitions and dialogue. Students should then **reread** their own narratives, **mark the text** for their use of transitions and sensory details, and **revise** their drafts accordingly.

11 Have students keep their drafts in their Working Folders.

A Lion's Narrative

Adding Details and Transitions to Narrative Writing

- **Transitions** are words or phrases that help the reader follow your story by smoothly connecting ideas, details, or events.
- **Sensory details** are details that appeal to the reader's five senses. Adding sensory details to your writing helps a reader to better imagine the scene.

Writers use transitions to move the reader from one place, time, or idea to another. The following words and phrases are examples of transitions:

| | | | | |
|------------|----------------|-------------|--------------------|------------|
| again | also | in addition | too | but |
| still | however | because | then | so |
| first | second | next | before | afterward |
| yet | finally | at last | to begin | later |
| as soon as | not long after | instead | at the last moment | in the end |

- 1.** Writers appeal to the five senses to help the reader imagine a scene. Take a moment to think of some sensory details or images that appeal to each of the senses below.

| Touch | Taste | Sight | Hearing | Smell |
|---------------|--------------|--------------------|------------------|----------------|
| gentle breeze | orange juice | a shaggy black dog | screech of tires | baking cookies |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Teacher Notes

2. The following third-person narrative does not include any transitional words. It also lacks details to help the reader imagine the scene. Put an asterisk (*) where a transition might fit, and highlight or underline the sentences that need sensory details to help the reader see the scene. Add a check mark (✓) in places where dialogue might make the scene more vivid.

Nala and Simba turned around. They discovered they were in a scary place. Nala and Simba were excited. They didn't know how dangerous it could be. Simba ran to explore the huge elephant skull in front of them. Three hyenas came out of the skull. The hyenas attacked Nala and Simba, but they ran away, so the hyenas attacked Zazu. Simba ran back to save him, but the hyenas turned on Simba and Nala again. Nala fell and Simba turned around to save her. They fell into the ribcage of a dead elephant. The hyenas trapped them. They were saved by Mufasa.

3. Go back through the draft of your narrative and do the following:
- Underline all the words and phrases that act as transitions from one time or place to another, or mark places where you need a transition.
 - Highlight at least one sentence that would benefit from adding sensory details.
4. Rewrite your narrative to include additional transitions and sensory details.

ACTIVITY 1.7

Memory Map

Materials:

- Large poster paper to fold into panels, or sheets of paper to bind into a booklet
- Colored pens and/or markers
- Vocabulary Notebooks

Purpose:

- To visualize a personal incident about change
- To sequence details in a narrative
- To write dialogue and commentary about an incident

Steps:

1. Begin by solidifying students' understanding of the word *incident*. Have students review the word by creating a **Word Map**, which they should add to their **Vocabulary Notebooks**.
2. Explain to students that they will recall and **visualize** an incident that brought about a change in their lives. Tell them they will present this incident in a Memory Map, which is a type of storyboard or comic strip made up of pictures, commentary, and dialogue.
3. Ask students to **revisit prior work** (Activity 1.2) in which they listed incidents that have caused change; they may wish to develop one of these incidents. Ask volunteers to share incidents they have identified to help other students generate ideas. If students did not complete a list of incidents, they could brainstorm a list of the ten best and worst experiences they have had and use this list instead.
4. Ask students to choose one memorable incident that they would be willing to share as a visual Memory Map.
5. Have students **take notes** on the **graphic organizer** on this page to remember the details from the beginning, middle, and end of the incident.

ACTIVITY 1.7

Memory Map

SUGGESTED LEARNING STRATEGIES: Revisiting Prior Work, Graphic Organizer, Visualizing, Prewriting, Word Map

Planning Your Memory Map

1. Look through the work you have done so far and list some of the incidents that resulted in some kind of change to your life. Feel free to include additional incidents on the list, if they occur to you.

2. Choose one memorable incident that you would be willing to share as a visual memory map.

3. Think back to that incident and determine what happened at the beginning, in the middle, and at the end. Try to come up with eight to ten events for the entire incident, at least three for each part (beginning, middle, end) of the incident. Use the graphic organizer to list the events of that incident.

My incident:

| Events at the Beginning | Events in the Middle | Events at the End |
|-------------------------|----------------------|-------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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4. Next, brainstorm about the details of the events. Record sensory details and dialogue that was happening at the time on the lines. Use the questions in the boxes to guide your thoughts.

Beginning Details

Setting—Time and Place
Who was there?
What were you doing, thinking, feeling?

Middle Details

Describe events in chronological order. Include dialogue.
What happened?
What were you and others doing?
What were you thinking and feeling?

End Details

How did this end?
What did you learn, discover, realize?

Creating Your Memory Map

1. For each event you have listed, you will create a panel or page.
2. In each panel or page, write a sentence that details the event. Then, write commentary using a different-colored pen. Your commentary should explain the importance of the event or explain your feelings and emotions at the time. Be sure to include transitions.
3. Using a third color, provide one sentence of dialogue for the scene.
4. Create a drawing or graphic representation for each event.
5. Give your Memory Map a title that will intrigue the reader and represent the narrative.
6. Be prepared to present your Memory Map, telling your story to either a small group or the whole class.

GRAMMAR & USAGE

When a character in a story speaks, that dialogue is marked by quotation marks around the words spoken. In addition, a *dialogue tag*, which identifies who is speaking, accompanies the dialogue.

Example: "I can't believe I forgot my appointment," Reese said.

Steps:

6 Next, tell students to break down the sequence of events further. They should think of the incident as a series of steps, each one leading to the next, which they should plot in chronological order.

7 Have them use the **graphic organizer** on this page to identify relevant details in each part of the sequence.

8 Give students large poster paper—to fold into eight panels—or eight sheets of paper that they can bind into a booklet for their Memory Maps. They will include a chronological sequence of at least eight events that make up the incident.

9 To create a title for their Memory Maps, you might have students brainstorm independently as many titles as they can think of, and then share those with a partner who will help narrow down the choices.

10 Revisit the **Essential Question**: How do writers use different types of writing to express their ideas?

Teacher Notes

GRAMMAR & USAGE EXTENSION

Review punctuation of dialogue at this time. Give students these guidelines:

- Put quotation marks around each person's exact words.
- If the speaker's words precede the dialogue tag, place a comma at the end of the speaker's words, inside the quotation marks. If the speaker's words end with an exclamation point or question mark, that punctuation appears *within* the quotation marks.
- When the dialogue tag appears in the body of the sentence, and the quotation ends the sentence, place the final punctuation at the end of the quotation, within the quotation marks.

ACTIVITY 1.8

Family Stories

Materials:

- Highlighters

Purpose:

- To examine narrative openings
- To identify a sequence of events
- To identify vivid verbs and sensory language

Steps:

1 Before students read the text, have them respond to this **quickwrite**: Describe an incident that involved you and a brother, sister, cousin, or relative your age. (If a student has no siblings or relatives, suggest that he or she use a friend.) Describe your relationship, your ages, the incident, and what made the incident significant. After students write, have them **pair up** and **share** the incident. Then ask for a show of hands: Who wrote about a negative incident? Who wrote about a positive incident? Which incidents dealt with older siblings? Which dealt with younger siblings? Which dealt with cousins or relatives? Suggest that students save the quickwrite in their Working Folders.

TEACHER TO TEACHER As students complete item 7 on this page, guide them in writing a single sentence that makes a statement or expresses an opinion. Provide the following pointers:

- Do *not* write in the first person using "I"; simply make a statement.
- The statement should be able to be supported or explained by information or details from the narrative.
- The statement could act as a main idea for a paragraph or essay.
- Explain that such a sentence could be a **topic sentence** for a single paragraph or a **thesis statement** for an essay.
- Remind students to use vivid verbs.

ACTIVITY 1.8

Family Stories

SUGGESTED LEARNING STRATEGIES: Oral Reading, Close Reading, Marking the Text, Quickwrite, Skimming/Scanning, Think-Pair-Share

GRAMMAR USAGE

A verb is the part of speech that expresses existence, action, or occurrence. **Vivid verbs** provide a very specific depiction of an action.

Verbs that are not vivid:
The dog *barked* and *ran* after the cat.

Vivid verbs: The dog *growled* and *sprang* after the cat.

Active and passive verbs:
For most writing, use the active form of a verb rather than the passive.

Active: The dog growled at me.

Passive: I was growled at by the dog.

Read the narrative *Kira-Kira*, by Cynthia Kadohata, and mark the text as directed below.

1. In paragraph 4, highlight or mark the sentence that explains the significance of the incident—that is, why it was important.
2. In the same paragraph, find the beginning of the sequence of events in the incident and write a number "1" in front of it. Determine the rest of the sequence of events that make up the incident that Katie is telling, and number each event in sequence. You should be able to visualize a scene or picture for each part that you number. Record these on the graphic organizer following the text.
3. After you have read the narrative, go back to the beginning. In the My Notes area next to each scene you have numbered, write a noun or an adjective describing Katie's feelings during the scene. On your graphic organizer use the word in a complete sentence.
4. Beginning with paragraph 14, highlight all the vivid verbs in the next two paragraphs. List the verbs used and write a sentence explaining the image they create for you as a reader.
5. Highlight one sentence of dialogue you think is most significant to this narrative.
6. After you have finished reading this narrative about Katie and her sister, go back to the incident you recorded on your Memory Map, or the incident with a brother, sister, relative, or friend. Write one of the following:
 - A short, dramatic dialogue from that incident (no more than four or five lines).
 - A short narrative of your incident using vivid verbs and sensory details.Save your work in your Working Folder.
7. **Writing Prompt:** What is the significance of this incident for Katie? In other words, how has Katie changed as a result of this incident? Write a sentence in which you make a statement about the significance of this event for Katie.

In the excerpt from *Kira-Kira* by Cynthia Kadohata, Katie learns that she and her sister cherish each other.

GRAMMAR & USAGE EXTENSION

This is a good time to review action verbs and linking verbs.

Action verbs describe the action or behavior of someone or something. The action may be physical (like *walk*) or mental (like *imagine*). These verbs can be very vivid.

Linking verbs express a state of being and connect the subject with a word that describes or identifies it. These include all forms of the verb *be* as well as *appear*, *seem*, *become*, *feel*, *look*, *smell*, *taste*, and *sound*. A few of these verbs (the ones that relate to the senses) can be both action and linking:

I *feel* a chill in the air. (action)

I *feel* energetic today. (linking)

From **Kira-Kira**

by Cynthia Kadohata

ABOUT THE AUTHOR

Cynthia Kadohata had published two novels for adults before she wrote *Kira-Kira*, which won the Newbery Medal in 2005. *Kira-Kira* and her next novel, *Weedflower*, explore the experiences of Japanese American families in the United States from a child's viewpoint. In her book *Cracker!: The Best Dog in Vietnam*, Ms. Kadohata shares her love of dogs. Ms. Kadohata earned a degree in journalism from the University of Southern California.

My sister, Lynn, taught me my first word: *kira-kira*. I pronounced it *ka-a-ahih*, but she knew what I meant. *Kira-kira* means "glittering" in Japanese. Lynn told me that when I was a baby, she used to take me onto our empty road at night, where we would lie on our backs and look at the stars while she said over and over, "Katie, say '*kira-kira, kira-kira*.'" I loved that word! When I grew older, I used *kira-kira* to describe everything I liked: the beautiful blue sky, puppies, kittens, butterflies, colored Kleenex.

My mother said we were misusing the word; you could not call a Kleenex *kira-kira*. She was dismayed over how un-Japanese we were and vowed to send us to Japan one day. I didn't care where she sent me, so long as Lynn came along.

I was born in Iowa in 1951. I know a lot about when I was a little girl, because my sister used to keep a diary. Today I keep her diary in a drawer next to my bed.

I like to see how her memories were the same as mine, but also different. For instance, one of my earliest memories is of the day Lynn saved my life. I was almost five, and she was almost nine. We were playing on the empty road near our house. Fields of tall corn stretched into the distance wherever you looked. A dirty gray dog ran out of the field near us, and then he ran back in. Lynn loved animals. Her long black hair disappeared into the corn as she chased the dog. The summer sky was clear and blue. I felt a brief fear as Lynn disappeared into the cornstalks. When she wasn't in school, she stayed with me constantly. Both our parents worked. Officially, I stayed all day with a lady from down the road, but unofficially, Lynn was the one who took care of me.

My Notes

1

2

3

4

Unit 1 • Changes in Me 19

ACTIVITY 1.8 continued

Steps:

2 While reading and studying this excerpt from *Kira-Kira*, emphasize sequencing, sensory language, vivid verbs, details, and the opening that sets the time, place, and point of view. Since students are asked to engage with the text more than once, they will be able to conduct a **close reading** for each of these elements.

3 For the first reading, consider a **shared reading** in which you read the excerpt aloud, with inflection, so that students are exposed to an expressive reading of the piece.

4 Ask student pairs to **scan** the opening three paragraphs and **mark the text** by highlighting parts that indicate the narrator's attitude toward her sister; then, in the My Notes area, have them write an adjective that describes the relationship between the two sisters. Discuss how these opening paragraphs establish the point of view, the setting, and the characters.

5 Ask students to **reread** the excerpt silently, **marking the text** and responding in the My Notes section as directed.

6 Be sure all students agree on the first of the sequence of events of the incident. Discuss the sequence of events with the class as a whole. Students should be able to sequence ten events within the incident with the dog. Have them fill in the **graphic organizer** that follows the text.

Differentiating Instruction:

Step 6 of the student steps (page 18) asks students to expand on another incident, which might be used for the Embedded Assessment. Encourage struggling writers to visualize the incidents as a series of events as they did in Activity 1.7.

Steps:

7 Ask students to refer to the organizer showing categories of sensory language in Activity 1.6. Suggest that they sort the verbs they highlighted into the categories of the five senses (touch, taste, sight, hearing, smell). Remind students that vivid verbs are another way to be descriptive. Solicit and add some of the vivid verbs they discover to the **Word Wall**.

8 Discuss with students how Katie and Lynn have different perspectives on this incident; that is, the sisters see the same incident in very different ways. Point out that this perspective is related to point of view in writing. Students will revisit this concept in later units.

Family Stories

| My Notes | |
|----------|---|
| | 5 After Lynn ran into the field, I couldn't see anything but corn. |
| | 6 "Lynnie!" I shouted. We weren't that far from our house, but I felt scared. I burst into tears. |
| | 7 Somehow or other, Lynn got behind me and said, "Boo!" and I cried some more. She just laughed and hugged me and said, "You're the best little sister in the world!" I liked it when she said that, so I stopped crying. |
| | 8 The dog ran off. We lay on our backs in the middle of the road and stared at the blue sky. Some days nobody at all drove down our little road. We could have lain on our backs all day and never got hit. |
| | 9 Lynn said, "The blue of the sky is one of the most special colors in the world, because the color is deep but see-through both at the same time. What did I just say?" |
| | 10 "The sky is special." |
| | 11 "The ocean is like that too, and people's eyes." |
| | 12 She turned her head toward me and waited. I said, "The ocean and people's eyes are special too." |
| | 13 That's how I learned about eyes, sky, and ocean: the three special, deep, colored, see-through things. I turned to Lynnie. Her eyes were deep and black, like mine. |
| | 14 The dog burst from the field suddenly, growling and snarling. Its teeth were long and yellow. We screamed and jumped up. The dog grabbed at my pants. As I pulled away, the dog ripped my pants and his cold teeth touched my skin. "Aaahhhhh!" I screamed. |
| | 15 Lynn pulled at the dog's tail and shouted at me, "Run, Katie, run!" I ran, hearing the dog growling and Lynnie grunting. When I got to the house, I turned around and saw the dog tearing at Lynn's pants as she huddled over into a ball. I ran inside and looked for a weapon. I couldn't think straight. I got a milk bottle out of the fridge and ran toward Lynn and threw the bottle at the dog. The bottle missed the dog and broke on the street. The dog rushed to lap up the milk. |
| | 16 Lynn and I ran toward the house, but she stopped on the porch. I pulled at her. "Come on!" |
| | 17 She looked worried. "He's going to cut his tongue on the glass." |
| | 18 "Who cares?" |

But she got the water hose and chased the dog away with the water, so it wouldn't hurt its tongue. That's the way Lynn was. Even if you tried to kill her and bite off her leg, she still forgave you.

This is what Lynn said in her diary from that day:

The corn was so pretty. When it was all around me, I felt like I wanted to stay there forever. Then I heard Katie crying, and I ran out as fast as I could. I was so scared. I thought something had happened to her!

Later, when the dog attacked me, Katie saved my life.

I didn't really see things that way. If she hadn't saved my life first, I wouldn't have been able to save her life. So, really, she's the one who saved a life.

19 My Notes

20

21

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23

Steps:

9 After students have read the excerpt, have them follow the instructions on page 18 to write a short scene with dialogue or a short scene using vivid verbs that appeal to the senses. It would be helpful if you could model this in a **guided writing** using an event from the Memory Map you created.

10 Ask students to consider the significance, or importance, of this scene for Katie. Instruct students to write their statement on their own notebook paper and save it in their Working Folder as a reference for Embedded Assessment 2.

Teacher Notes



ACTIVITY 1.8 *continued*

Steps:


11 You might wish to review chronological order, and remind students to include all the events in the order in which they happened. Suggest that they refer to the events they numbered in the text.

12 Revisit the **Essential Question:** How do writers use different types of writing to express their ideas?

ACTIVITY 1.8
continued

Family Stories

In the graphic organizer below, identify the scenes in the order in which they happened in the incident. Write a sentence that explains what Katie may have been feeling. Sketch or describe a graphic to accompany the scene. Event 1 is completed for you.

| Event Number | Explanation of the Event | Katie's Feelings About the Event | Graphic That Represents the Event |
|--------------|---|---|---|
| Event 1 | A gray dog runs out of the field. Katie watches Lynn chase the dog into the cornstalks. | Fear Katie is fearful that her sister has disappeared forever. |  |
| Event 2 | | | |
| Event 3 | | | |
| Event 4 | | | |
| Event 5 | | | |
| Event 6 | | | |
| Event 7 | | | |
| Event 8 | | | |
| Event 9 | | | |
| Event 10 | | | |

Getting Superpowers

ACTIVITY
1.9

SUGGESTED LEARNING STRATEGIES: Discussion Groups, Marking the Text, Quickwrite, Word Map

Before Reading

1. Brainstorm a list of superheroes and their superpowers.

2. Quickwrite: What superpower would you like to possess? Choose one from your list above, or invent one. Do a quickwrite describing your chosen superpower, telling why you want it, and explaining what you would do with it.

During Reading

3. Read the narrative "My Superpowers" by Dan Greenburg. Following your teacher's instructions, mark the text to identify the narrative elements.

LITERARY TERMS

A personal narrative is autobiographical and tells about meaningful moments or events in one's life.

After Reading

4. Writing: Write one sentence that summarizes and explains what Greenburg learned the day the bullies tried for the last time to scare him.

Unit 1 • Changes in Me 23

ACTIVITY 1.9 Getting Superpowers

Materials:

- Highlighters
- Vocabulary Notebooks

Purpose:

- To re-examine sequencing
- To analyze the elements of a nonfiction narrative

Steps:

1 With the class, **brainstorm** a list of superheroes and their superpowers while students take notes. Then set up a **think-pair-share** activity. After students have completed the **quickwrite**, have them pair with another student and share their ideas about a superpower.

Steps:

- 2** Point out that this narrative essay, "My Superpowers" by Dan Greenburg, is a good model of a personal narrative. Students will write a personal narrative in Embedded Assessment 1.
- 3** Lead a **shared reading** of the three paragraphs after the question that begins the essay. Lead students to see that the writer sets up the situation but does not actually start telling the incident until paragraph 5.
- 4** Ask students to read the rest of the essay independently looking for the following elements:
 - the setting — time and place
 - the situation — a summary sentence of the kind of problem the narrator encounters
 - the sequence of events within the actual incident
 - the sentence that ends the incident.

Tell them to **mark the text** by underlining or highlighting these elements and labeling or annotating them in the My Notes section.

Getting Superpowers

My Notes

Personal Narrative

ABOUT THE AUTHOR

Dan Greenburg is a novelist, journalist, screenwriter, playwright, and humorist who has done stand-up comedy. He has written for both adults and children. His successful series, *The Zack Files*, was inspired by his own son Zack. Greenburg wanted to write books that his son would like to read.

MY SUPERPOWERS

by Dan Greenburg

GRAMMAR & USAGE

Nouns are classified in many ways, including as **count nouns**—those that name things that can be counted—and **non-count nouns**—those that cannot be counted. Greenburg uses the non-count nouns *frost*, *ice*, and *fun* on this page.

Non-count nouns are never used in a plural form. When you use them as the subject of a sentence, you should use the singular form of the verb: *frost forms*, *ice covers*.

- 1 Do you ever wish you had superpowers?
- 2 When I was a kid, growing up on the North Side of Chicago and being picked on by bullies, I prayed for superpowers. Like Superman, I wanted to be able to fly faster than speeding bullets, to be more powerful than locomotives, to leap tall buildings at a single bound. Mainly, I wanted to punch bullies in the stomach so hard that my fist came out of their backs.
- 3 Winters in Chicago are so cold that frost forms leafy patterns on your bedroom window and stays there for months. The wind howls off Lake Michigan, and a thick shell of pitted black ice covers the streets and sidewalks from December to April. To keep warm in winter, I wore a heavy wool coat, a wool muffler, wool mittens, furry earmuffs and — one of my most treasured possessions — a Chicago Cubs baseball cap autographed by a player named Big Bill Nicholson.
- 4 On the coldest days of winter, three bullies waited for me after school, just for the fun of terrorizing me. The biggest one was a fat ugly kid named Vernon Manteuffel. Vernon and his two buddies would pull off my Cubs cap and tease me with it. They'd pretend to give it back, then toss it around in a game of keep-away.

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GRAMMAR & USAGE EXTENSION

You might wish to review other classifications of nouns:

- common (general persons, places, and things) and proper (particular persons, places, or things; these are capitalized)
- concrete (something that can be perceived by the senses) and abstract (qualities, ideas, beliefs that cannot be perceived by the senses, such as *justice*, *love*, *kindness*)
- collective (refers to a group of people or things as a single unit, such as *team*, *class*, *herd*)

Consider placing some of the nouns on your Word Wall in these categories.

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Steps:

- 5 Once students have read and marked their texts, form them into groups of two or three to respond to the following instructions:
 - Select an adjective to describe the narrator during the incident.
 - Identify the conflicts and how they were resolved.
 - Put a star by a section of the narrative that would benefit from some dialogue.
- 6 When groups have finished, convene the whole class to discuss their insights and suggestions for dialogue. Ask students to write dialogue between Vernon and the narrator. Have them peer edit their work for accuracy in punctuation and capitalization.
- 7 Point out the reflective section that begins with paragraph 10. Use this section to introduce the idea of **cause and effect**. Explain that a **cause** is an action, situation, or event that makes something else happen. An **effect** is what happens as a result of the cause. Point out that Greenburg talks about the significance of the incident with the bullies in terms of the effect it had on his life. Lead students to see the two things he mentions that seem to be consequences, or effects, of his early experiences with bullies: He kissed Ann Cohn and he became a writer.
- 8 As a final step, have students select an appropriate **word map graphic organizer**, copy it into their **Vocabulary Notebooks**, and explore the concept of **characterization**. Add this word to the **Word Wall**.

One day in February when the temperature was so low I felt my eyeballs cracking, Vernon and his friends caught up with me on my way home. As usual, they tore off my Cubs cap and started playing catch with it. What made it worse than usual was that on this particular day I happened to be walking home with a pretty girl named Ann Cohn, who lived across the street from me. Ann Cohn had green eyes and shiny black hair and I had a goofy crush on her. As if it wasn't bad enough that these guys humiliated me when I was alone, now they were doing it in front of Ann Cohn.

I was so embarrassed, I began to cry. Crying in front of Ann Cohn made me even more embarrassed. I was speechless with shame and anger. Driven by rage, I did what only an insane person would do: I attacked Vernon Manteuffel. I punched him in the chest and grabbed back my Cubs cap.

Vernon saw that I had become a madman. People don't know what to do with madmen. Vernon looked shocked and even a little afraid. He backed away from me. I attacked the second boy, who also backed away from me. Encouraged by their backing away, I ran after them, screaming, punching, flailing at them with both fists. I chased them for two blocks before they finally pulled ahead and disappeared. Breathing hard, tears streaming down my face, I felt I had regained my honor, at least temporarily.

That weekend, perhaps made braver by my triumph over the three bullies, I kissed Ann Cohn on her sofa. I can't tell you exactly why I did that. Maybe because it was a cold, cloudy Saturday and there was nothing else to do. Maybe because we both wondered what it would feel like. In any case, I could now brag that, at age eight, I had personally kissed an actual girl who wasn't related to me.

I never did get those superpowers. Not as a kid, at least.

When I grew up, I became a writer. I discovered a particular pleasure in going on risky adventures. I wrote about my real-life adventures for national magazines: I spent four months riding with New York firefighters and running into burning buildings with them. I spent six months riding with New York homicide cops as they chased and captured drug dealers and murderers. I flew upside-down over the Pacific Ocean with a stunt pilot in an open-cockpit airplane. I took part in dangerous voodoo ceremonies in Haiti. I spent time on a tiger ranch in Texas and learned to tame two-hundred-pound tigers

5 My Notes

ACADEMIC VOCABULARY
 Characterization is the act of creating characters. A *character* is a person or animal who takes part in the action of a literary work.
 One method of characterization is simply to describe characters.

8

LITERARY TERMS
 Conflict is a struggle between opposing forces. In an *external conflict*, the character struggles with an outside force. In an *internal conflict*, the character struggles with his or her own needs, desires, or emotions.

9

10

Steps:

9 Ask students to write one sentence summarizing what Greenburg learned from this incident. Explain that this kind of summary sentence can serve as a **topic sentence** for an expository paragraph or a **thesis statement** for an essay. Provide these examples:

- The narrator learned that bullies can be scared off by anger.
- Dan Greenburg learned that he can overcome his fears and take risks that make him a winner.
- Dan Greenburg learned that he has to work with the power he has; he will never have superhero powers.

10 Suggest that students choose an appropriate **word map graphic organizer**, copy it into their **Vocabulary Notebooks**, and explore the concept of **topic sentence** or **thesis statement**.

Teacher Notes

Getting Superpowers

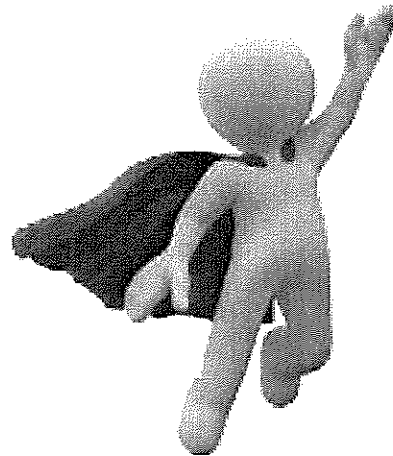
My Notes

by yelling "No!" and smacking them hard on the nose. I found that tigers were not much different from the bullies of my childhood in Chicago.

11 I also wrote fiction. I created entire worlds and filled them with people I wanted to put in there. I made these people do and say whatever it pleased me to have them do and say. In the worlds I made up, I was all-powerful — I had superpowers.

12 I began writing a series of children's books called *The Zack Files*, about a boy named Zack who keeps stumbling into the supernatural. In many of these books I gave Zack temporary powers — to read minds, to travel outside his body, to travel back into the past, to triumph over ghosts and monsters. I created another series called *Maximum Boy*, about a boy named Max who accidentally touches radioactive rocks that just came back from outer space and who suddenly develops superpowers. *Maximum Boy* is me as a kid in Chicago, but with superpowers.

13 Oh yeah, I almost forgot. In *The Zack Files*, I created a fat, stupid kid who sweats a lot and thinks he's cool, but who everyone laughs at behind his back. You know what I named this fool? Vernon Manteuffel. I do hope the real Vernon knows.



Reflecting on Narrative Openings

ACTIVITY
1.10

SUGGESTED LEARNING STRATEGIES: Marking the Text, Rereading

Narratives often begin in familiar ways: "Once upon a time..." or "Did you hear the one about..." or "There once was a..." Narratives must begin in a way that grabs the reader's attention and interests him or her enough to continue reading. *Kira-Kira* and "My Superpowers" both begin in ways that effectively engage or hook their readers.

The openings of both narratives are reproduced here for you to examine more closely. Read them again, looking for the choices the writer made to hook readers. Then, answer the questions after reading the texts.

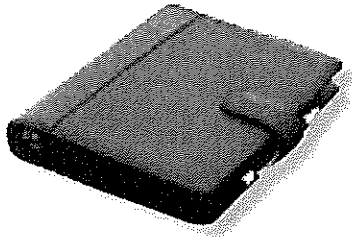
From **Kira-Kira**

by Cynthia Kadohata

My sister, Lynn, taught me my first word: *kira-kira*. I pronounced it *ka-a-ahhh*, but she knew what I meant. *Kira-kira* means "glittering" in Japanese. Lynn told me that when I was a baby, she used to take me onto our empty road at night, where we would lie on our backs and look at the stars while she said over and over, "Katie, say '*kira-kira, kira-kira*.'" I loved that word! When I grew older, I used *kira-kira* to describe everything I liked: the beautiful blue sky, puppies, kittens, butterflies, colored Kleenex.

My mother said we were misusing the word; you could not call a Kleenex *kira-kira*. She was dismayed over how un-Japanese we were and vowed to send us to Japan one day. I didn't care where she sent me, so long as Lynn came along.

I was born in Iowa in 1951. I know a lot about when I was a little girl, because my sister used to keep a diary. Today I keep her diary in a drawer next to my bed.



My Notes

ACTIVITY 1.10

Reflecting on Narrative Openings

Purpose:

- To examine effective narrative beginnings

Steps:

- 1 Ask students to **reread** the openings of *Kira-Kira* and "My Superpowers." Ask them to **mark the text** by highlighting important details of setting (time and place) or the background or situation.
- 2 **Activate prior knowledge** by having students discuss what they learn about the narrators from the openings. Ask them to notice what details or statements build expectation for the rest of the story.
- 3 Have them note indications of the narrator's feelings, in addition to the presence or lack of dialogue.

My Notes

MY SUPERPOWERS

by Dan Greenburg

Do you ever wish you had superpowers?

When I was a kid, growing up on the North Side of Chicago and being picked on by bullies, I prayed for superpowers. Like Superman, I wanted to be able to fly faster than speeding bullets, to be more powerful than locomotives, to leap tall buildings at a single bound. Mainly, I wanted to punch bullies in the stomach so hard that my fist came out of their backs.

Winters in Chicago are so cold that frost forms leafy patterns on your bedroom window and stays there for months. The wind howls off Lake Michigan, and a thick shell of pitted black ice covers the streets and sidewalks from December to April. To keep warm in winter, I wore a heavy wool coat, a wool muffler, wool mittens, furry earmuffs and—one of my most treasured possessions—a Chicago Cubs baseball cap autographed by a player named Big Bill Nicholson.

On the coldest days of winter, three bullies waited for me after school, just for the fun of terrorizing me. The biggest one was a fat ugly kid named Vernon Manteuffel. Vernon and his two buddies would pull off my Cubs cap and tease me with it. They'd pretend to give it back, then toss it around in a game of keep-away.

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ACTIVITY 1.11

What Makes a Good Narrative?

Materials:

- Vocabulary Notebooks

Purpose:

- To reinforce the elements of an effective personal narrative
- To create a checklist for writing a personal narrative
- To review cause and effect

Steps:

1 To activate prior knowledge, ask students individually to brainstorm as many qualities of an effective personal narrative as they can, using the narratives they have read as models. You may wish to have them create a web with the word *Narrative* in the middle and brainstorm on it.

2 Using students' ideas, create a checklist of narrative elements (students can then use it for Embedded Assessment 1). The list should include:

- Narrated in first-person point of view
- Has an engaging opening
- Identifies a setting
- Has a plot, or sequence of events
- Includes a conflict, either internal or external
- Conveys characters' feelings
- Includes dialogue
- Includes descriptive and sensory details
- Includes vivid verbs
- Includes a statement of significance—why this experience was important to the narrator

Display this checklist for reference for Embedded Assessment 1.

3 Point out that cause and effect is often apparent in the sequence of events in a narrative. Review the meaning of these terms. Then assign groups one of the narratives they have studied so far. Ask the groups to identify causes and effects in the

ACTIVITY 1.11

What Makes a Good Narrative?

SUGGESTED LEARNING STRATEGIES: Graphic Organizer

1. Brainstorm the qualities of a good narrative.

ACADEMIC VOCABULARY

A cause is an event that makes something else happen.

An effect is the result of an event or action.

2. Often, cause and effect play a part in a narrative. Give an example of cause and effect.

Example. Cause: I woke up late for school.

Effect: I received a tardy for first period.

3. Find examples of cause and effect in one of the narratives you have studied. Identify them in the graphic organizer below.

| | |
|--------------|---------------|
| Cause | Effect |
| | |
| Cause | Effect |
| | |

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narratives and to record their results on the **graphic organizer**.

TEACHER TO TEACHER

This would be a good time to do some vocabulary work with descriptive words from the Word Wall. Perhaps have students create categories such as "Adjectives" and "Vivid Verbs." Students could then think of more specific categories for the adjectives, such as "words used to describe characters," or "words used to describe feelings." They might categorize the vivid verbs by deciding to which

sense the verbs appeal, if applicable. Students should take notes and save them in their **Vocabulary Notebooks**. This process will allow you to check for understanding of the words on the Word Wall and should help students use these words effectively in their speech and writing.

Writing a Narrative About an Incident That Changed Me

SUGGESTED LEARNING STRATEGIES: Prewriting, Drafting, Revising, Self-Editing, Peer Editing

Assignment

Your assignment is to write a personal narrative about an incident that brought about change in your life.

Steps

Prewriting

1. Revisit your prior work in this unit, looking especially at significant incidents that brought change to your life. List these incidents and indicate how each changed you.
2. Share your list with a classmate, and work together to choose an incident that changed you in a significant way. Be sure the incident meets the following criteria:
 - ▶ is interesting to a reader
 - ▶ has a clear beginning, middle, and end
 - ▶ had an effect on you in a significant way.
3. List the specific events that make up the incident. Organize the sequence of events for your narrative by creating a Memory Map.
4. As you create your new Memory Map, use the following pointers to help you organize your thoughts.
 - ▶ Include the setting – the time and place where the incident occurred—and the situation. Who was involved? What was your life like *before* the incident? What was the incident?
 - ▶ Describe the beginning of the incident. How did the incident start? What were you doing, thinking, and feeling? Who else was there? What were they doing and saying?
 - ▶ Continue describing the sequence of events in the middle of the incident. Include important details so that the reader can experience this incident with you.
 - ▶ Explain how the incident ended. Describe how the incident changed you. What is your life like now compared to what it was like before the incident?
 - ▶ Reflect on the incident. What did you learn or discover or realize from this incident? How did it change you? What are the future implications of this incident? What do you now know that you did not know before?

Unit 1 • Changes in Me 31

Embedded Assessment 1

Embedded Assessment 1 Writing a Narrative About an Incident That Changed Me

College Board Standards and Objectives

- R3 Author's Purpose, Audience, and Craft** (R3.1)
PE Mappings: R3.1-1.1
- W1 Rhetorical Analysis and Planning** (W1.1)
PE Mappings: W1.1-1.1
- W2 Generating Content** (W2.1 Cr; W2.2 Cr)
PE Mappings: W2.1-1.1, W2.2-1.1
- W3 Drafting** (W3.1 Cr; W3.2 Cr)
PE Mappings: W3.1-1.1, W3.2-1.1, W3.2-3.1
- W4 Evaluating and Revising Texts** (W4.1 Cr; W4.2 Cr)
PE Mappings: W4.1-1.1, W4.2-1.1
- W5 Editing to Present Technically Sound Texts** (W5.1, W5.2, W5.4)
PE Mappings: W5.2-1.1, W5.4-1.1
- S2 Speaking in Interpersonal Contexts** (S2.1)
PE Mappings: S2.1-1.1
- L3 Listening for Diverse Purposes** (L3.1)
PE Mappings: L3.1-1.1

Steps:

- 1 This Embedded Assessment makes use of peer discussion and response. Be aware of the sensitive nature of the personal narrative when deciding how to pair students.
- 2 Point out to students that the assignment for Embedded Assessment 1 is broken into the stages of the Writing Process: Prewriting, Drafting, Revising, and Editing and Publishing.
- 3 You might suggest that students use a web or a T-chart to list their significant incidents and the resulting changes.

Embedded Assessment 1

continued

Steps:

4 As students draft their narratives, urge them to focus first on getting down the events in the right order.

5 Then have them focus on the opening of their narrative. Tell them to look again at the AQQS strategies in Activity 1.10 to develop the best type of opening for their narratives.

6 Then have students do the following:

- Look at the **Word Wall** for possible vivid adjectives and adverbs to use. Suggest that they choose words that describe sensory details.
- Review the list of possible transitions in Activity 1.6 to use for connecting details and events.

7 Have students refer to the class checklist to be sure they have included all the elements of a good narrative.

Embedded Assessment 1

continued

Writing a Narrative About an Incident That Changed Me

Drafting

5. Use your Memory Map to guide you as you draft your narrative. Remember that the point of the narrative is to tell the story of an incident that changed you. Narrate the story in a powerful and vivid way so others can “see” the incident and also reflect on its significance.
6. Look back at the narratives you have read to get ideas about how to create an opening or introduction to your narrative that hooks readers and interests them enough to continue reading. Experiment with using AQQS (Activity 1-10) so that you can see which kind of opening works best with your own narrative.
7. Refer to the checklist you created in Activity 1-11, “What Makes a Good Narrative,” to make sure you have included all of the narrative elements.
8. Brainstorm titles that will give a clue about your essay and that will catch your reader’s attention. Read your ideas to a partner to see which one is most interesting.

Revising Through Self-Assessment

9. Check to see whether the beginning, middle, and end of the incident are clear and easy to understand.
10. Check to see whether your essay includes all of the elements of a good narrative identified in your checklist.
11. Read your personal narrative softly to yourself, correcting any mistakes that you notice along the way. Make sure your essay sounds right.
12. Mark your text as follows to evaluate your draft and see where you may still need revision.
 - a. Highlight (you may want to use different colors) the following elements in your narrative:
 - ▶ Transitions (words or phrases)
 - ▶ Dialogue
 - ▶ Vivid verbs
 - ▶ Descriptive details (adjectives and sensory language) that make the incident come aliveIf your draft is lacking these elements, you will probably want to add them in your final draft.
 - b. Underline the sentence you think tells about the change in you as a result of this incident. Label this sentence “Change.”
 - c. Revisit the Scoring Guide and ask yourself how successful you have been in meeting the criteria of the assignment. Make notes, either in the margin or by using sticky notes, of any additional changes you want to make.

Revising Through Reader Response

Exchange papers with another student. Read your classmate's narrative very carefully; then respond to these questions/directions.

13. Underline especially visual and vivid descriptions in the narrative.
14. Put a big star by one area that could benefit from more detail. What might your partner do in this section?
15. What is the hook the writer uses to get readers interested? If there is no hook, suggest an idea that would grab the reader's attention. (Use the AQQS model.)
16. Do you have a clear sense of the progress and sequence of events? If yes, why? If not, why not?
17. Explain in your own words what happened (the incident) and how it changed the writer.

Editing for Publication

18. Rewrite your draft, incorporating the changes that you and your classmate identified.
19. To create a publishable draft, you must edit your work to make it as error-free as possible. Double-check the use and spelling of all of the words you used from the Word Wall. Use all the other tools available to you (such as dictionaries, software spell-check, and grammar references) to create a draft that is as error-free as possible. Edit dialogue for correct punctuation.
20. Following your teacher's directions for formatting, produce a publishable draft of your personal narrative.

Steps:

- 8 Suggest that students make a clean copy to share with a peer reader. If students are using word processing software, have them print a copy to mark up during self- and peer review. Remind them that they will turn in all drafts of their work.
- 9 As students are editing their revised work, remind them of the tools available: dictionaries, handbooks, online spell-check and grammar check, even peers and parents.
- 10 When students have completed their Assessments, ask them to reflect on the process they used to write the narrative. What worked well for them? What would they do differently? How did their drafts change during revision?

Embedded Assessment 1

continued

When you score this Embedded Assessment, you may wish to download and print a copy of the Scoring Guide from SpringBoard Online. In this way, you can have a copy to mark for each student's work.

Embedded Assessment 1

continued

Writing a Personal Narrative About an Incident That Changed Me

SCORING GUIDE

| Scoring Criteria | Exemplary | Proficient | Emerging |
|---------------------|---|---|---|
| Ideas | <p>The content shows a sophisticated response to prompt by effectively telling a story of an incident that changed the writer.</p> <p>The story utilizes narrative elements that include:</p> <ul style="list-style-type: none"> • a vivid setting • a vivid portrayal of the event and people involved • effective dialogue that is important to plot and character and that points to the significance of the event. <p>The author's reflection carefully analyzes the event and makes a clear connection between the event and its importance in his or her life.</p> | <p>The content shows an adequate response to prompt by telling a story of an incident that changed the writer.</p> <p>The story includes the narrative elements of:</p> <ul style="list-style-type: none"> • a clear setting • a description of the event with some detail and vividness • use of dialogue to show the feelings and thoughts of the people involved. <p>The author's reflection shows some connection between the event and its importance in his or her life.</p> | <p>The content does not adequately respond to the prompt; it incompletely tells a story of an incident that changed the writer.</p> <p>The story is missing some or all narrative elements of:</p> <ul style="list-style-type: none"> • a clear setting • use of details • dialogue that shows the feelings and thoughts of the characters. <p>The author's reflection lacks a connection between the event and its importance in his or her life.</p> |
| Organization | <p>The narrative is well-organized and includes:</p> <ul style="list-style-type: none"> • an engaging beginning that highlights an event • a detailed middle that describes the event • a clear ending that brings closure • smooth transitions that guide the reader through the text. | <p>The narrative is organized with the following:</p> <ul style="list-style-type: none"> • a beginning that identifies an event • a middle that describes the event • an ending that brings closure • transitions to guide the reader through the text. | <p>The narrative lacks organization and coherence. Some of the following parts are missing:</p> <ul style="list-style-type: none"> • a beginning that clearly identifies the event • an organized middle • an ending that brings closure • transitions to guide the reader. |

SCORING GUIDE

| Scoring Criteria | Exemplary | Proficient | Emerging |
|------------------------------------|--|---|---|
| Use of Language | The narrative is grammatically correct and effectively uses descriptive details (vivid verbs, adjectives, and sensory language) to make the incident come alive. | The narrative is grammatically correct and uses descriptive details (vivid verbs, adjectives, and sensory language) to make the incident clear. | The narrative contains grammatical errors and does not use descriptive language (vivid verbs, adjectives, and sensory language) to make the incident clear. |
| Conventions | Writing contains few or no errors in spelling, punctuation, or capitalization. | Spelling, punctuation, and capitalization mistakes do not detract from the narrative. | Spelling, punctuation, or capitalization mistakes detract from meaning and/or readability. |
| Evidence of Writing Process | Extensive evidence reflects the various stages of the writing process. | Evidence reflects the various stages of the writing process. | Little or no evidence reflects the stages of the writing process. |
| Additional Criteria | | | |

Comments:

LEARNING FOCUS

How to Explain

Previewing Embedded Assessment 2

To preview the skills and knowledge necessary for success on Embedded Assessment 2, instruct students to locate the Assignment and Scoring Guide (pp. 62-67). Guide students through a close reading of the prompts, steps, and Scoring Guide criteria.

Learning Focus:

How to Explain

In the first half of this unit, you read narratives and wrote a story about a change you have experienced. In addition to telling stories, human beings also like to explain. We explain our thoughts, feelings, and actions every day in some way. For example, you explain to your friends how to play a game, or you describe a place, or tell your friends about an experience without telling a story about the experience. Expository writing is writing that explains, informs, or describes. Specifically, expository texts include specific reasons, facts, or examples that support the main idea of an essay.

In order to engage a reader, expository writing can include the following elements:

- ▶ **Introduction:** Introduces the main idea of the essay and the reasons to be further explained
- ▶ **A Hook:** Catches the reader's attention and makes the reader want to read on
- ▶ **Thesis Statement:** Presents the central idea of an essay
- ▶ **Topic Sentences:** Explain the main idea of a paragraph and state or explain points related to the thesis
- ▶ **Body Paragraphs:** Support the thesis by giving specific reasons, facts, and examples in individual paragraphs
- ▶ **Conclusion:** Stresses the importance of the thesis statement and gives a sense of completeness and insight to the reader
- ▶ **Transitions:** Help readers follow shifts in ideas, sentences, and paragraphs

Reading expository texts in the second half of this unit will help you understand these elements while also helping you become a better reader and writer.

| Level 1: Changes | | | | | |
|---|---|---|--|---|---|
| Unit | Essential Questions | Academic Vocabulary | Embedded Assessments | Unit Goals | Writing Workshop Connection |
| Unit 1 Changes in Me <i>Independent Reading</i> | What is the relationship between change and growth? How do writers use different types of writing to express their ideas? | Fluency Characterization Narrative Point of View Expository Writing Cause/Effect | EA 1: Writing a Personal Narrative About an Incident That Changed Me EA 2: Writing an Expository Essay About a Change in Me | <ul style="list-style-type: none"> To define change and identify the types of change adolescents encounter To make thematic connections among texts and between texts and your own life To use descriptive language in writing both narrative and expository text To understand and explain the relationship between cause and effect | Writing Workshop 1: The Writing Process Writing Workshop 4: Personal Narrative Writing Workshop 6: Expository Writing |
| Unit 2 Changes in My World <i>Independent Reading</i> | How are people influenced by changes in their worlds? How does a writer effectively craft a story? | Short Story Figurative Language | EA 1: Creating a Short Story EA 2: Producing a TV News Story | <ul style="list-style-type: none"> To explore the craft of storytelling and write a short story To recognize essential elements of plot, point of view, characterization and setting To build oral reading fluency To craft grammatically correct sentences and write using precise adjectives and adverbs | Writing Workshop 2: Short Story Writing Workshop 8: Persuasive Writing |
| Unit 3 Changes in Self-Perception <i>Holes</i> | How do internal and external factors influence one's self-perception? How does voice relate to audience and purpose? | Internal/External Diction Voice Literary Analysis Personal Letter Setting Subplot | EA 1: Writing Letters in the Voices of Characters EA 2: Writing a Character Analysis Essay | <ul style="list-style-type: none"> To explore the concept of voice through both reading and writing To read challenging texts, both fiction and nonfiction, with fluency and comprehension To identify elements of legends and myths present in a contemporary work of fiction To identify how a character is presented and how he or she changes throughout a novel To develop writing skills through various stages of the writing process | Writing Workshop 7: Procedural Texts: Informal Letters Writing Workshop 9: Response to Literary or Expository Texts |
| Unit 4 Measuring Changes in Me | Why is it important to reflect on personal change and growth? Why does successful writing require global revision? | Local/Global Revision Reflection | EA 1: Revising, Reflecting, and Publishing | <ul style="list-style-type: none"> To recognize personal and academic change and growth over time To practice thoughtful reflection To build global revision skills To set goals for future reading and writing | Writing Workshop 8: Persuasive Writing |
| Unit 5 Changing Times and Places <i>Independent Reading</i> | Why do objects change over time, and how does this change affect society? How does setting affect characterization and plot? | Research Tone Presentation Drama | EA 1: Researching and Presenting an Item That Has Changed Over Time EA 2: Transforming and Performing a Scene from a Play | <ul style="list-style-type: none"> To research, gather, and organize content to achieve purpose for a presentation To relate setting to action, characterization, and plot To define, identify, and analyze various elements of drama To rehearse and present an engaging performance | Writing Workshop 5: Script Writing Writing Workshop 10: Research |

SpringBoard ELA Level 2 to
Common Core Common Core State Standards Initiative

| Grade(s) | CCS Standard Level 1 | CCS Standard Level 2 | CCS Standard Level 3 | CCS Standard Level 4 | Standard ID | SpringBoard Activity |
|----------|---|---------------------------------|---|--|-------------|--|
| Grade 7 | Language Standards 6-12 | Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | 7LS.4.c | ELA Level 2, Grammar Handbook, Part 1: Parts of Speech Overview |
| Grade 7 | Language Standards 6-12 | Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 7LS.4.d | ELA Level 2, Grammar Handbook, Part 1: Parts of Speech Overview |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 2. Explain the function of phrases and clauses in general and their function in specific sentences. | 7CRASR.2 | ELA Level 2, Grammar Handbook, Part 10: Introduction and General Usage in Defining Clauses |
| Grade 7 | Reading Standards for Literature 6-12 | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7RS1.2 | ELA Level 2, Grammar Handbook, Part 10: Introduction and General Usage in Defining Clauses |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Explain the function of phrases and clauses in general and their function in specific sentences. | 7LS.1.a | ELA Level 2, Grammar Handbook, Part 10: Introduction and General Usage in Defining Clauses |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7LS.1.c | ELA Level 2, Grammar Handbook, Part 8: Identifying Independent and Dependent Clauses |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7LS.1.a | ELA Level 2, Grammar Handbook, Part 8: Identifying Independent and Dependent Clauses |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7CRASR.3 | ELA Level 2, Activity 1-1: Previewing the Unit |
| Grade 7 | Language Standards 6-12 | Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 7LS.4.d | ELA Level 2, Grammar Handbook, Part 2: Count and Noncount Nouns |
| Grade 7 | Language Standards 6-12 | Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | 4. Explain the function of phrases and clauses in general and their function in specific sentences. | 7LS.1.a | ELA Level 2, Grammar Handbook, Part 4: Appositives |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7LS.1.c | ELA Level 2, Grammar Handbook, Part 4: Appositives |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development; summarize the key supporting details and ideas. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7CRASR.2 | ELA Level 2, Grammar Handbook, Part 7: Prepositions for Time, Place, and Introducing Objects |
| Grade 7 | Reading Standards for Literature 6-12 | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 3. Explain the function of phrases and clauses in general and their function in specific sentences. | 7RS1.2 | ELA Level 2, Grammar Handbook, Part 7: Prepositions for Time, Place, and Introducing Objects |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Explain the function of phrases and clauses in general and their function in specific sentences. | 7LS.1.a | ELA Level 2, Grammar Handbook, Part 8: Identifying Independent and Dependent Clauses |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7LS.1.c | ELA Level 2, Grammar Handbook, Part 8: Identifying Independent and Dependent Clauses |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7LS.1.a | ELA Level 2, Grammar Handbook, Part 8: Identifying Independent and Dependent Clauses |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development; summarize the key supporting details and ideas. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7CRASR.3 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Language Standards 6-12 | Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 7LS.4.d | ELA Level 2, Grammar Handbook, Part 2: Count and Noncount Nouns |
| Grade 7 | Language Standards 6-12 | Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | 4. Explain the function of phrases and clauses in general and their function in specific sentences. | 7LS.1.a | ELA Level 2, Grammar Handbook, Part 4: Appositives |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7LS.1.c | ELA Level 2, Grammar Handbook, Part 4: Appositives |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development; summarize the key supporting details and ideas. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7CRASR.2 | ELA Level 2, Grammar Handbook, Part 7: Prepositions for Time, Place, and Introducing Objects |
| Grade 7 | Reading Standards for Literature 6-12 | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 3. Explain the function of phrases and clauses in general and their function in specific sentences. | 7RS1.2 | ELA Level 2, Grammar Handbook, Part 7: Prepositions for Time, Place, and Introducing Objects |
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| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7LS.1.c | ELA Level 2, Grammar Handbook, Part 8: Identifying Independent and Dependent Clauses |
| Grade 7 | Language Standards 6-12 | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7LS.1.a | ELA Level 2, Grammar Handbook, Part 8: Identifying Independent and Dependent Clauses |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development; summarize the key supporting details and ideas. | 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7CRASR.3 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |

SpringBoard ELA Level 2 to
Common Core Common Core State Standards Initiative

| Grade(s) | CCS Standard Level 1 | CCS Standard Level 2 | CCS Standard Level 3 | CCS Standard Level 4 | Standard ID | SpringBoard Activity |
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| Grade 7 | College and Career Readiness Anchor Standards for Reading | Craft and Structure | 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | 7CCRASR.5 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Integration of Knowledge and Ideas | 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | | 7CCRASR.7 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Reading Standards for Literature 6-12 | Key Ideas and Details | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | | 7RSL.2 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Reading Standards for Literature 6-12 | Key Ideas and Details | 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | 7RSL.3 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Reading Standards for Informational Text 6-12 | Key Ideas and Details | 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | | 7RSLT.2 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Comprehension and Collaboration | 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | | 7CCRASL.1 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Comprehension and Collaboration | 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | 7CCRASL.2 | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Speaking and Listening Standards 6-12 | Comprehension and Collaboration | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | | 7SL.1.a | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Speaking and Listening Standards 6-12 | Comprehension and Collaboration | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | | 7SL.1.b | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Speaking and Listening Standards 6-12 | Comprehension and Collaboration | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | | 7SL.1.c | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Speaking and Listening Standards 6-12 | Comprehension and Collaboration | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | | 7SL.1.d | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | Language Standards 6-12 | Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 texts, including general, technical, and scholarly words, using general and specific strategies. | | 7LS.4.b | ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Key Ideas and Details | 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | 7CCRASR.3 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Craft and Structure | 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | 7CCRASR.5 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Integration of Knowledge and Ideas | 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | | 7CCRASR.7 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Reading | Range of Reading and Level of Text | 10. Read and comprehend complex literary and informational texts independently and proficiently. | | 7CCRASR.10 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Reading Standards for Literature 6-12 | Key Ideas and Details | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | 7RSL.3 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Reading Standards for Informational Text 6-12 | Key Ideas and Details | 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | 7RSL.10 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |

SpringBoard ELA Level 2 to
Common Core Common Core State Standards Initiative

| Grade(s) | CCS Standard Level 1 | CCS Standard Level 2 | CCS Standard Level 3 | CCS Standard Level 4 | Standard ID | SpringBoard Activity |
|----------|--|--|--|----------------------|-------------|---|
| Grade 7 | Reading Standards for Informational Text 6-12 | Integration of Knowledge and Ideas | 9. Analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | | 7.RS1.9 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Reading Standards for Informational Text 6-12 | Range of Reading and Level of Text | 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | 7.RS1.10 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Writing | Complexity | 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | 7.CCRASW.3 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Writing | Purpose and Audience | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | 7.CCRASW.4 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Writing | Range of Writing | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g. single sitting or a day or two) for a range of tasks, purposes, and audiences. | | 7.CCRASW.10 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Writing Standards | Text Types and Purposes | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | 7.WS.3.a | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Writing Standards | Text Types and Purposes | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | 7.WS.3.b | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Writing Standards | Text Types and Purposes | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | 7.WS.3.c | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Writing Standards | Text Types and Purposes | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | 7.WS.3.d | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Writing Standards | Text Types and Purposes | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | 7.WS.4 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Writing Standards | Production and Distribution of Writing | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | 7.WS.10 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Writing Standards | Range of Writing | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g. single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | 7.CCRASL.2 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Collaboration | 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | | |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | 7.CCRASL.1 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Conventions of Standard English | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | 7.CCRASL.2 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Conventions of Standard English | 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | | 7.CCRASL.3 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Knowledge of Language | 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | | 7.CCRASL.3 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Knowledge of Language | 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | | 7.CCRASL.3 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Vocabulary Acquisition and Use | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | 7.CCRASL.4 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | College and Career Readiness Anchor Standards for Speaking and Listening | Vocabulary Acquisition and Use | 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | 7.CCRASL.6 | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Language Standards | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | 7.LS.1.a | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Language Standards | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | 7.LS.1.b | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Language Standards | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | 7.LS.1.c | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |
| Grade 7 | Language Standards | Conventions of Standard English | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | 7.LS.2.b | ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices |

Curriculum Sample for 6th Grade

Social Studies

Publisher: McDougal Littell a division of Houghton Mifflin Company

Program Title: World History: Ancient Civilizations © 2006

Components:

- PUPIL & TEACHER & eEDITION CD-ROM (content delivered in the California Pupil's Edition,

California Teacher's Edition, and California eEdition CD-ROM)

- Add'l Teacher Edition (content delivered in the California Teacher's Edition wrap)

Print Components:

- CA Daily Standards Practice Transparencies (California Daily Standards Practice Transparencies)
- CA Modified Lesson Plans for English Learners (California Modified Lesson Plans for English

Learners, component of the California Teacher's

- Resource Package
- CA Reading Toolkit (California Reading Toolkit for Social Studies: Ancient Civilizations)
- CA Standards Enrichment Workbook (California Standards Enrichment Workbook)
- CA Standards Planner & Lesson Plans (California Standards Planner and Lesson Plans)
- History Makers (component of the California Teacher's Resource Package)
- In-Depth Resources (component of the California Teacher's Resource Package, available for every unit)
- In-Depth Resources in Spanish (component of the California Teacher's Resource Package, available for every unit, translated into Spanish)

Transparencies/Technology:

- Benchmark Tests (assessment questions delivered on the McDougal Littell California Edition Middle School Test Generator)
- Critical Thinking Transparencies
- Humanities Transparencies
- Map Transparencies
- Power Presentations

| Standard | Text of Standard | |
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| 6.1.1 | Describe the hunter-gatherer societies, including the development of tools and the use of fire. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 26, 32, 46-47, 48-49, 50, 51-55, 56, 57, 58, 59-62, 72-73, 83-86, R36 Add'l Teacher Edition: 53 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 15-16 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 5, 6 |
| 6.1.2 | Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 6-7, 28-31, 32-33, 34-37, 44-45, 46-47, 48-49, 50, 51-53, 54-55, 56-57, 58, 59-62, 64, 65-69, 70-71, 72-73, 83-86, 202, 203, 205, 206, 207, 208 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 17-18 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 5, 6 |
| 6.1.3 | Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 30, 32-33, 44, 46-47, 51-55, 56-57, 58, 59-62, 64, 65-69, 70-71, 72-73, 83-86 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 19-20 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 7 |
| 6.2 | Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 41, 47, 54, 59-62, 65-69, 70-71, 72-73, 76-77, 78-79, 80-81, 82, 83-86, 87, 88, 89-95, 96-97, 98, 99-103, 104-105, 106-107, 108-109, 110-111, 114, 112-116, 117, 118-123, 124-127, 128-133, 136-137, 140-141, 142-143, 144-145, 146, 147-151, 152-153, 154, 155-161, 162-163, 164-170, 171, 172-177, 178-181, 182-183, 184-185, 186-187, 188, 189-193, 194-195, 196, 197, 198, 199, 200, 201, 206, 208-209, 221-224, 252, 253-254, 255, 257, 282, 310, 358-359, 489, 516, 523, R38, R39, R40 |

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| | | <p>Add'l Teacher Edition: 76, 141B, 150 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 20-38, 45-46 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 11, 12, 14, 15, 16, 17, 18</p> |
| 6.2.1 | <p>Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p> | <p>PUPIL & TEACHER & eEDITION CD-ROM Common Pages: 78-79, 80-81, 82-86, 87, 92, 96-97, 106-107, 112, 114, 136, 142-143, 147-151, 152-153, 182-183, 188, 189, 193, 197, 199-200, 208-209, 221-224, 252, 253-254, 257, 282 Add'l Teacher Edition: 141B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 21-22 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 14</p> |
| 6.2.2 | <p>Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> | <p>PUPIL & TEACHER & eEDITION CDROM Common Pages: 47, 59-62, 65-69, 70-71, 72-73, 78-79, 80-81, 82-86, 87, 88, 89-92, 98, 100-101, 104, 106-107, 113, 142-143, 146-149, 151, 154, 155, 161, 182-183, 221, 253-254 Add'l Teacher Edition: 141B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 23-24 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 11</p> |
| 6.2.3 | <p>Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p> | <p>PUPIL & TEACHER & eEDITION CDROM Common Pages: 88, 89-95, 98-103, 106-107, 108-109, 110-111, 112-116, 117, 118-123, 124-127, 128-133, 136, 140-141, 142-143, 144-145, 152-153, 154, 155-161, 162-163, 164-170, 171, 172-177, 178-181, 182-183, R39 Add'l Teacher Edition: 141B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 25-26 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 15</p> |
| 6.2.4 | <p>Know the significance of Hammurabi's Code.</p> | <p>PUPIL & TEACHER & eEDITION CDROM Common Pages: 108, 110-111,</p> |

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| | | 112, 114, 115–116, 117, 136–137, R38 Add'l Teacher Edition: 76 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 27–28 |
| 6.2.5 | Discuss the main features of Egyptian art and architecture. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 38, 140–141, 142–143, 144–145, 146–151, 154–161, 162–163, 164–170, 171, 172–177, 182, 183, 310 Add'l Teacher Edition: 141B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 29–30 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 16 |
| 6.2.6 | Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley | PUPIL & TEACHER & eEDITION CDROM Common Pages: 146, 150, 151, 152–153, 155, 172, 173–174, 178–181, 182, 190 Add'l Teacher Edition: 141B, 150 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 31–32 |
| 6.2.7 | Understand the significance of Queen Hatshepsut and Ramses the Great | PUPIL & TEACHER & eEDITION CDROM Common Pages: 143, 144–145, 172, 173–177, 178–181, 182–183 Add'l Teacher Edition: 141B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 33–34 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 17 |
| 6.3 | Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 118, 120, 122, 128, 129, 130, 131, 133, 318–319, 320–321, 322–323, 324, 325–329, 330–333, 334, 335–339, 340–341, 342, 343–346, 347, 348–349, 466–467, 483, R45–R50 Add'l Teacher Edition: 320 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 39–40, 41–42, 43–44, 45–46 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 33, 34, 35 |
| 6.3.1 | Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets | PUPIL & TEACHER & eEDITION CDROM Common Pages: 322–323, 324–325, 326–327, 328–329, 330–333, 345– |

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| | down moral laws for humanity. | 346, 348–349, R45–R50 Add'l Teacher Edition: 320 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 39–40 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 33 |
| 6.3.2 | Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 322–323, 324, 325–329, 330–333, 334, 338, 342, 343–346, 348–349, 466–467, R45–R50 Add'l Teacher Edition: 320 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 41–42 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 34 |
| 6.3.3 | Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 322–323, 324, 325–327, 329, 330–333, 334, 335, 336, 339, 341, 342, 344, 345–346, 348–349 Add'l Teacher Edition: 320 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 43–44 |
| 6.3.4 | Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 118, 120, 122, 128, 129, 130, 131, 133, 318–319, 320–321, 322–323, 324, 325–329, 330–333, 334, 335–339, 340–341, 342, 343–346, 348–349 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 45–46 |
| 6.3.5 | Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70 | PUPIL & TEACHER & eEDITION CDROM Common Pages: 342, 345–346, 347, 348, 483 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 35 |
| 6.4 | Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 123, 128, 129–133, 134–135, 136, 137, 350–351, 352–353, 354, 355–359, 360, 361–365, 366–369, 370, 371–376, 377, 378, 379–383, 384–385, 386–387, 388–389, 390–391, 392, 393–397, 398, 399–402, 403, 404, 405–409, 410–417, 418–419, 420–421, |

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| | | <p>R51–R56 Add'l Teacher Edition: 350B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 49–50, 51–52, 53–54, 55–56, 57–58, 59–60, 61–62, 63–64 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies</p> |
| 6.4.1 | Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. | <p>PUPIL & TEACHER & eEDITION CDROM Common Pages: 350–351, 354, 355–359, 370, 371–372, 376, 378, 379, 386–387, 388–389, 392, 393–397, 398, 399–402 Add'l Teacher Edition: 350B</p> |
| 6.4.2 | Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration). | <p>PUPIL & TEACHER & eEDITION CDROM Common Pages: 350, 370, 371–376, 378, 379, 381, 386–387, 390–391, 392, 393–395, 397, 398, 400, 401–402, 404, 405–406, 407–409, 414, 419, 420–421 Add'l Teacher Edition: 350B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 51–52</p> |
| 6.4.3 | State the key differences between Athenian, or direct, democracy and representative democracy. | <p>PUPIL & TEACHER & eEDITION CDROM Common Pages: 370, 374–376, 378, 379, 381, 383, 386, 390–391, 392, 393–395, 397, 398, 400, 404, 414, 420–421 Add'l Teacher Edition: 350B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 53–54</p> |
| 6.4.4 | Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop's Fables</i> . | |
| 6.4.5 | Outline the founding, expansion, and political organization of the Persian Empire. | |
| 6.4.6 | Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars. | <p>PUPIL & TEACHER & eEDITION CDROM Common Pages: 352–353, 378, 379–383, 386–387, 398, 399–402, 403,</p> |

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| | | 404, 411–417, 420, R56 Add'l Teacher Edition: 350B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 59–60 |
| 6.4.7 | Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 389, 404, 405–409, 420–421 Add'l Teacher Edition: 350B PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 61–62 |
| 6.4.8 | Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides). | PUPIL & TEACHER & eEDITION CDROM Common Pages: 364–365, 410, 411–412, 414–415, 416–417, 420–421, R56 Add'l Teacher Edition: 350B |
| 6.5 | Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 212–213, 214–215, 216–217, 218, 219–224, 225, 226, 227–231, 232, 233–239, 240, 241–243, 244–245, 246–247, 328, R41 Add'l Teacher Edition: 226 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 65–66, 67–68, 69–70, 71–72, 73–74, 75–76, 77–78 |
| 6.5.1 | Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 215, 216–217, 218, 219–221, 222, 224, 225, 237, 244, 246 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 65–66 |
| 6.5.2 | Discuss the significance of the Aryan invasions. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 214, 226, 227, 229, 231, 246–247, 328 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 67–68 |
| 6.5.3 | Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 226, 229, 231, 246 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 69–70 |
| 6.5.4 | Outline the social structure of the caste system. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 214, 226, 228–229, 231, 246–247 PRINT COMPONENT(S) |

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| | | CA Standards Enrichment Wrkbbk: 71–72 |
| 6.5.5 | Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 212–213, 215, 232, 233–236, 239, 241–242, 246, 247 PRINT COMPONENT(S) CA Standards Enrichment Wrkbbk: 73–74 |
| 6.5.6 | Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 215, 232, 235–236, 237, 239, 246 PRINT COMPONENT(S) CA Standards Enrichment Wrkbbk: 75–76 |
| 6.5.7 | Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including HinduArabic numerals and the zero). | PUPIL & TEACHER & eEDITION CDROM Common Pages: 212–213, 226, 229–230, 231, 232, 236, 237, 238–239, 240, 241–243, 244–245, 246–247, R41 Add'l Teacher Edition: 226 |
| 6.6 | Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 248–249, 250–251, 252, 253–257, 258, 259–263, 264–265, 266, 267–271, 272–275, 276, 277–280, 281, 282–283, R42, R43 Add'l Teacher Edition: 248, 256 PRINT COMPONENT(S) CA Standards Enrichment Wrkbbk: 79–80, 81–82, 83–84, 85–86, 87–88, 89–90, 91–92, 93–94 |
| 6.6.1 | Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 248–249, 252, 253, 254–255, 257, 282 Add'l Teacher Edition: 256 |
| 6.6.2 | Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 249, 252, 253–257, 267–270, 277–279, 281, 282 PRINT COMPONENT(S) CA Standards Enrichment Wrkbbk: 81–82 |
| 6.6.3 | Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 248–249, 250–251, 258, 259–263, 264–265, 276, 278, 280, 282, 283, R42, R43 PRINT COMPONENT(S) CA Standards Enrichment Wrkbbk: 83–84, 91–92, 93–94 |
| 6.6.4 | Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve | PUPIL & TEACHER & eEDITION CDROM Common Pages: 249, 250–251, 258, 259–263, 264–265, 282, 283, R42 |

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| | them. | PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 83–84, 85–86 |
| 6.6.5 | List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. | |
| 6.6.6 | Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 266, 269–271, 282 Add'l Teacher Edition: 248 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 89–90 |
| 6.6.7 | Cite the significance of the transEurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 276, 277–279, 280, 281, 282 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 91–92 |
| 6.6.8 | Describe the diffusion of Buddhism northward to China during the Han Dynasty. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 276, 277–278, 280, 282 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 93–94 |
| 6.7 | Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 342, 344–346, 424–425, 426–427, 428–429, 430, 431– 435, 436–441, 442, 443–449, 450–451, 452, 453–458, 459, 460–461, 462–463, 464–465, 466, 467–468, 469, 470, 471, 472, 473, 474, 475, 476–482, 483–486, 488–489, 490–491, 492–493, 494–498, 499, 500–505, 511–512, 514–519, 520– 521, 522–523 Add'l Teacher Edition: 320, 426, 430, 436, 442, 468 |
| 6.7.1 | Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical | PUPIL & TEACHER & eEDITION CD- ROM Common Pages: 426–427, 428– 429, 430, |
| 6.7.2 | Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). | PUPIL & TEACHER & eEDITION CDROM Common Pages: 428–429, 436, 437–439, 441, 460, 461 Add'l Teacher Edition: 426 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 97–98 |
| 6.7.3 | Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the | PUPIL & TEACHER & eEDITION CDROM Common Pages: 426–427, 430, 434, 435, 436, 440–441, 442, 443–449, |

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| | empire, including how the empire fostered economic growth through the use of currency and trade routes. | 450–451, 460–461 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 99–100 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 44 |
| 6.7.4 | Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire | PUPIL & TEACHER & eEDITION CDROM Common Pages: 427, 428–429, 442, 444–448, 449, 460–461 Add'l Teacher Edition: 426 |
| 6.7.5 | Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 342, 344–346, 467, 478, 488 Add'l Teacher Edition: 320 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 103–104 |
| 6.7.6 | Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation). | PUPIL & TEACHER & eEDITION CDROM Common Pages: 462, 466, 467–471, 472–475, 476, 477–481, 483–486, 488, 489 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 105–106 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 48, 49 |
| 6.7.7 | Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 462–463, 466, 467–471, 472–475, 476, 477–481, 482, 483–486, 487, 488–489, 511–512, 513, 518–519, 521, 522–523 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 107–108 TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 50 |
| 6.7.8 | Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law. | PUPIL & TEACHER & eEDITION CDROM Common Pages: 431, 433, 437, 439, 441, 443, 446, 452, 453, 456, 458, 459, 460, 461, 514, 515–519, 520–521, 522–523 Add'l Teacher Edition: 430, 436, 442 PRINT COMPONENT(S) CA Standards Enrichment Wrkbk: 109–110 |

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| | | TRANSP/TECHNOLOGY CA Daily Standards Practice Transparencies: 47 |
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Science

Publisher: Glencoe/McGraw-Hill a division of The McGraw-Hill Companies

Program Title: Science Voyages: Earth Science © 2001

Components:

- Student Edition (SE)
- Teacher Wraparound Edition (TE)

Print Components:

- Assessment
 - Assessment
 - Performance Assessment
 - California Science Content Standards Practice Questions (TE and SE)
 - Chapter Review workbook
- Teacher Support and Planning
 - Interactive Lesson Planner CD-ROM
 - Lesson Plans workbook

Learners Component

- Meeting Individual Needs
 - Study Guide for Content Mastery (TE and SE)
 - Chapter Overview Study Guide (TE and SE)
 - Reinforcement workbook
 - Enrichment workbook
 - Spanish Resources
- Hands-On Activities
 - Lab and Safety Skills in the Science Classroom
 - Laboratory Manual (TE and SE)
 - Activity Worksheets
 - Science Inquiry Activities workbook (TE and SE)
- Extending Content
 - Multicultural Connections workbook
 - Home Involvement workbook
 - Critical Thinking/Problem Solving workbook
 - Using the Internet in the Science Classroom
 - Exploring Environmental Issues
 - Cooperative Learning in the Science Classroom

Transparencies/Technology:

- Transparencies
 - Section Focus Transparencies
 - Teaching/Integration Transparencies
- Spanish and English Audiocassettes
- MindJogger VideoQuizzes

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- National Geographic Videodiscs
 - Interactive Videodiscs Program
 - ExamView Test Bank Software
 - Interactive CD-ROM (Explorations and Quizzes)
 - Internet (<http://www.glencoe.com/sec/science/ca>)

| Standard | Text of Standard | |
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| FOCUS ON EARTH SCIENCES | | |
| 6.1 | Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept: | |
| 6.1.a | Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones. | Teacher & Student Edition (TE &SE): Sections 9-1, 9-2, 9-3, 10-1, 11-1, pages 616-617 |
| 6.1.b | Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core. | TE &SE: Sections 9-2, 9-3, 10-2, pages 617, 633 |
| 6.1.c | Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle. | TE &SE: 9-2, 9-3, 11-1, pages 617, 620 |
| 6.1.d | Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. | TE &SE: 5-1, 9-2, 9-3, 10-1, 10-2, 11-1, 11-2, 11-3, pages 627, 635 |
| 6.1.e | Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions. | TE &SE: 5-1, 9-3, 10-1, 11-1, 11-2, 11-3, pages 628, 620-621 |
| 6.1.f | Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics. | TE &SE: Sections 9-3, 10-1, pages 618, 620-621, 635-636 |
| 6.1.g | Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region. | TE &SE: Sections 9-3, 10-2, 10-3, pages 618-619 |
| 6.2 | Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept: | |
| 6.2.a | Students know water running downhill is the dominant process in shaping the landscape, including California's landscape. | TE &SE: Sections 6-2, 7-1, 7-2, 8-1, 8-2, pages 622-625 |
| 6.2.b | Students know rivers and streams are dynamic systems that erode, transport | TE &SE: Sections 5-1, 7-1, 7-2, 8-1, 8-2, 24-3, page 623 |

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| | sediment, change course, and flood their banks in natural and recurring patterns. | |
| 6.2.c | Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves. | TE &SE: Sections 7-3, 8-1, 8-3, 9-3, 17-3, 24-3, pages 623-624 |
| 6.2.d | Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats. | TE &SE: Sections 7-1, 8-1, 9-3, 10-1, 10-2, 10-3, 11-1, 11-2, 11-3, pages 623-626 |
| 6.3 | Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept: | |
| 6.3.a | Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects. | TE &SE: Sections 8-3, 14-1, 14-2, 17-3, 23-3, 26-2, 26-3, pages 622-625 |
| 6.3.b | Students know that when fuel is consumed, most of the energy released becomes heat energy. | TE &SE: Sections 4-1, 4-2, 26-3, page 628 |
| 6.3.c | Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter). | TE &SE: Sections 9-3, 14-1, 14-2, 14-2, 26-2, pages 628-629 |
| 6.3.d | Students know heat energy is also transferred between objects by radiation (radiation can travel through space). | TE &SE: Sections 14-1, 14-2, 16-2, 26-2, page 629 |
| 6.4 | Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept: | |
| 6.4.a | Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle. | TE &SE: Sections 4-2, 14-1, 14-2, 14-3, 16-1, 16-2, 17-2, pages 632, 637 |
| 6.4.b | Students know solar energy reaches Earth through radiation, mostly in the form of visible light. | TE &SE: Sections 14-1, 14-2, 16-1, 16-3, 26-2, pages 570-571, 602-603, 632-633 |
| 6.4.c | Students know heat from Earth's interior reaches the surface primarily through convection. | TE &SE: Sections 9-3, 11-1, pages 630-631, 633, 635 |
| 6.4.d | Students know convection currents distribute heat in the atmosphere and oceans. | TE &SE: Sections 14-2, 14-3, 16-3, 17-2, pages 633-634 |
| 6.4.e | Students know differences in pressure, heat, air movement, and humidity result in changes of weather. | TE &SE: Sections 14-1, 14-3, 15-1, 15-2, 15-3, 16-1, 16-2, page 634 |
| 6.5 | Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept: | |

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| 6.5.a | Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs. | TE &SE: Sections 23-1, 23-3, 26-3, page 635 |
| 6.5.b | Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment. | TE &SE: Sections 23-3, 26-3, pages 637-638 |
| 6.5.c | Students know populations of organisms can be categorized by the functions they serve in an ecosystem. | TE &SE: Sections 23-1, 23-2, 23-3, pages 638-639 |
| 6.5.d | Students know different kinds of organisms may play similar ecological roles in similar biomes. | TE &SE: Sections 22-1, 23-2, 23-3, 24-2, 24-3, page 639 |
| 6.5.e | Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition. | TE &SE: Sections 22-3, 23-1, 23-2, 24-1, 24-2, 24-3, page 639 |
| 6.6 | Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept: | |
| 6.6.a | Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process. | TE &SE: Sections 4-1, 4-2, 16-3, pages 630-633, 642-643, 645-646 |
| 6.6.b | Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable. | TE &SE: Sections 4-1, 4-2, 4-3, 4-4, 6-2, 14-2, 23-1, page 643 |
| 6.6.c | Students know the natural origin of the materials used to make common objects. | TE &SE: Sections 4-1, 4-2, 4-3, 4-4, 6-2, 14-2, 23-1, page 643 4-1, 4-4, 6-2, pages 643-644 |
| INVESTIGATION AND EXPERIMENTATION | | |
| 6.7 | Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: | |
| 6.7.a | Develop a hypothesis. | TE &SE: Sections 1-1, 1-2, 9-3, 14-1, 14-2, 15-3, 16-1, 23-2, 25-3, 27-3, pages 623, 643-646, 674-675 |
| 6.7.b | Select and use appropriate tools and | TE &SE: Sections 2-2, 203, 6-1, 6-2, 7-1, |

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| | technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. | 8-3, 9-3, 10-1, 14-1, 16-1, 22-3, 23-1, 23-2, 24-2, 25-3, 26-3, 27-2, 27-3 |
| 6.7.c | Construct appropriate graphs from data and develop qualitative statements about the relationships between variables. | TE &SE: Sections 1-2, 2-3, 6-1, 6-2, 8-1, 9-3, 10-2, 10-3, 14-1, 14-2, 15-1, 16-3, 17-1, 21-3, 25-2, 27-2, pages 631, 633, 641 |
| 6.7.d | Communicate the steps and results from an investigation in written reports and oral presentations. | TE &SE: Sections 1-2, 4-1, 4-3, 6-1, 6-2, 14-2, 15-1, 16-3, 21-1, 21-2, 22-2, 25-1, 25-3, 27-3, pages 621, 626, 637, 644, 646 |
| 6.7.e | Recognize whether evidence is consistent with a proposed explanation. | TE &SE: Sections 1-2, 61-, 7-3, 8-1, 9-1, 9-2, 9-3, 10-2, 10-3, 17-3, 23-3, 25-3, 27-2, pages 622, 627, 632 |
| 6.7.f | Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map. | TE &SE: Sections 1-1, 4-4, 5-1, 5-2, 5-3, 9-2, 9-3, 11-1, pages 618, 636, 638, 643, 698 |
| 6.7.g | Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions). | TE &SE: Sections 4-1, 5-1, 6-2, 8-1, 8-2, 9-2, 9-3, 10-1, 11-1, 11-2, 11-2, 14-2, 16-3, pages 622-624, 632 |
| 6.7.h | Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope). | TE &SE: Sections 6-1, 6-2, 9-3, 15-3, 16-1, 16-3, 21-3, 23-1, 24-2, 24-3, pages 622-623, 632, 641 |

Mathematics

Publisher: McDougal Littell

Program Title: Mathematics, Concepts and Skills: Course 1

Components:

- Student Edition
- Teacher's Edition

Print Components:

- California Key Standards Key Concepts Book
- Chapter Resource Books

Learners, component of the California Teacher's

- Workbooks and Copy Masters
 - Practice Workbook (English and Spanish)
 - Math Log
 - Home and School Connections
 - Assessment Book
 - Worked-Out Solution Key

Transparencies/Technology:

- Online Lesson Planner
- Electronic Teacher Tools
- Technology: Using Calculators and Computers
- Time-Saving Test and Practice Generator
- Personal Student Tutor
- ClassZone website
- Transparency Packages

| Standard | Text of Standard | |
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| NUMBER SENSE | | |
| 6.1.0 | Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages: | |
| 6.1.1 | Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line. | Teacher & Student Edition (TE &SE): pages 21-25, 83-87, 88-89, 90-94, 95-99, 162-163, 167-170, 202-205 Key Concepts Book: S2-S7 Practice Workbook: pages 25-26 |
| 6.1.2 | Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$). | TE &SE: pages 265-268, 285-289, 311-315, 448-449 Key Concepts Book: S8-S13, T8-T18 Practice Workbook: pages 27 |
| 6.1.3 | Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use crossmultiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse. | TE &SE: pages 269-273, 274-278, 280-284, 285-289, 302, 306-307 Key Concepts Book: S14-S21, T8-T11 Practice Workbook: page 28 |
| 6.1.4 | Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips. | TE &SE: pages 311-315, 316, 317-321, 322, 323-326, 328-332, 338-341, 342-345, 352 Key Concepts Book: S22-S28, T2-T5 Practice Workbook: page 29 |
| 6.2.0 | Students calculate and solve problems involving addition, subtraction, multiplication, and division: | |
| 6.2.1 | Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$). | TE &SE: pages 111-113, 115-118, 119-123, 126-130, 134-138, 158, 162-163 Practice Workbook: page 30 |
| 6.2.2 | Students calculate and solve problems involving addition, subtraction, multiplication, and division: | TE &SE: pages 124-125, 126-130, 132-133, 134-138 Practice Workbook: page 31 |
| 6.2.3 | Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations. | TE &SE: pages 171-175, 176, 177-180, 181-185, 187, 188-192, 193-197, 212, 306-307 Key Concepts Book: S29-S35 Practice Workbook: page 32 |
| 6.2.4 | Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with | TE &SE: pages 65-68, 73-77, 79-82, 83-87, 111-114, 115-118 Key Concepts Book: S36-S43 |

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| | fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction). | Practice Workbook: page 33 |
| ALGEBRA AND FUNCTIONS | | |
| 6.1.0 | Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results: | |
| 6.1.1 | Write and solve one-step linear equations in one variable. | TE &SE: pages 221-225, 226-227, 228-232, 233-237, 239-242, 243-247, 250-253 Key Concepts Book: S44-S50 Practice Workbook: page 34 |
| 6.1.2 | Write and evaluate an algebraic expression for a given situation, using up to three variables. | TE &SE: pages 7-11, 139-143, 188-192, 217-220, 338-341 Practice Workbook: page 35 |
| 6.1.3 | Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process. | TE &SE: pages 12-16, 17-20, 139-143, 198-201 Practice Workbook: page 36 |
| 6.1.4 | Solve problems manually by using the correct order of operations or by using a scientific calculator. | TE &SE: pages 17-20, 171-175 Practice Workbook: page 37 |
| 6.2.0 | Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions: | |
| 6.2.1 | Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches). | TE &SE: pages 144-147, 306-307, 411-415, 423-427 Practice Workbook: page 37 |
| 6.2.2 | Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity. | TE &SE: pages 148-151 Key Concepts Book: S51-S54 Practice Workbook: page 39 |
| 6.2.3 | Solve problems involving rates, average speed, distance, and time. | TE &SE: pages 38-44, 274-278 Practice Workbook: page 40 |
| 6.3.0 | Students investigate geometric patterns and describe them algebraically: | |
| 6.3.1 | Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = 1/2bh$, $C = \pi d$ - the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively). | TE &SE: pages 31-35, 372-375, 382-385, 388-391, 392-395 Key Concepts Book: T12-T20 Practice Workbook: page 41 |
| 6.3.2 | Express in symbolic form simple relationships arising from geometry. | TE &SE: pages 280-284, 371, 372-375, 416-417, 428-429, 434-437 Key Concepts Book: T16-T20 Practice Workbook: page 42 |
| MEASUREMENT AND GEOMETRY | | |
| 6.1.0 | Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems: | |

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| 6.1.1 | Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle. | TE &SE: pages 386-387, 388-391, 392-395 Key Concepts Book: S55-S61 Practice Workbook: page 43 |
| 6.1.2 | Know common estimates of π (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements. | TE &SE: pages 388-391, 392-395, 434-437 Practice Workbook: page 44 |
| 6.1.3 | Know and use the formulas for the volume of triangular prisms and cylinders (area of base \times height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid. | TE &SE: pages 411-415, 418-421, 423-427, 444, 448-449 Practice Workbook: page 45 |
| 6.2.0 | Students identify and describe the properties of two-dimensional figures: | |
| 6.2.1 | Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms. | TE &SE: pages 357-361 Practice Workbook: page 46 |
| 6.2.2 | Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle. | TE &SE: pages 357-361, 362-365 Key Concepts Book: S62-S64 Practice Workbook: page 47 |
| 6.2.3 | Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle). | TE &SE: pages 366-370, 376-380, 382-385 Practice Workbook: page 48 |
| STATISTICS, DATA ANALYSIS, AND PROBABILITY | | |
| 6.1.0 | Students compute and analyze statistical measurements for data sets: | |
| 6.1.1 | Compute the range, mean, median, and mode of data sets. | TE &SE: pages 27-30, 193-197, 453-456, 461-465, 546-547 Practice Workbook: page 49 |
| 6.1.2 | Understand how additional data added to data sets may affect these computations of measures of central tendency. | TE &SE: pages 453-456 Practice Workbook: page 50 |
| 6.1.3 | Understand how the inclusion or exclusion of outliers affects measures of central tendency. | TE &SE: pages 453-456 Practice Workbook: page 51 |
| 6.1.4 | Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context. | TE &SE: pages 453-456 Practice Workbook: page 52 |
| 6.2.0 | Students use data samples of a population and describe the characteristics and limitations of the samples: | |
| 6.2.1 | Compare different samples of a population with the data from the entire | TE &SE: pages 483-486, 546-547 Practice Workbook: page 53 |

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| | population and identify a situation in which it makes sense to use a sample. | |
| 6.2.2 | Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population. | TE &SE: pages 483-486 Key Concepts Book: S65-S68 Practice Workbook: page 54 |
| 6.2.3 | Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached. | TE &SE: pages 333-337, 457-460, 461-465, 466-467, 468-472, 474-477, 478-482, 487-491, 498, 546-547 Key Concepts Book: S69-S73 Practice Workbook: page 55 |
| 6.2.4 | Identify data that represent sampling errors and explain why the sample (and the display) might be biased. | TE &SE: pages 487-491 Key Concepts Book: S74-S76 Practice Workbook: page 56 |
| 6.2.5 | Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims. | TE &SE: pages 474-477, 478-482, 487-491 Key Concepts Book: S77-S80 Practice Workbook: page 57 |
| 6.3.0 | Students determine theoretical and experimental probabilities and use these to make predictions about events: | |
| 6.3.1 | Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome. | TE &SE: pages 503, 504-508, 509-513, 522-526 Key Concepts Book: S81-S84 Practice Workbook: page 58 |
| 6.3.2 | Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven). | TE &SE: pages 531-535 Practice Workbook: page 59 |
| 6.3.3 | Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, 1-P is the probability of an event not occurring. | TE &SE: pages 290-291, 292-295, 504-508, 527-530 Key Concepts Book: S85-S91 Practice Workbook: page 60 |
| 6.3.4 | Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities. | TE &SE: pages 514-515, 516-520, 522-526 Practice Workbook: page 61 |
| 6.3.5 | Understand the difference between independent and dependent events. | TE &SE: pages 509-513 Key Concepts Book: S92-S94 Practice Workbook: page 62 |

MATHEMATICAL REASONING

| | | |
|-------|---|---|
| 6.1.0 | Students make decisions about how to approach problems: | |
| 6.1.1 | Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns. | TE &SE: occurs throughout |
| 6.1.2 | Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed. | TE &SE: occurs throughout |
| 6.1.3 | Determine when and how to break a problem into simpler parts. | TE &SE: occurs throughout |
| 6.2.0 | Students use strategies, skills, and concepts in finding solutions: | |
| 6.2.1 | Use estimation to verify the reasonableness of calculated results. | TE &SE: occurs throughout |
| 6.2.2 | Apply strategies and results from simpler problems to more complex problems. | TE &SE: occurs throughout |
| 6.2.3 | Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques. | TE &SE: occurs throughout |
| 6.2.4 | Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. | TE &SE: occurs throughout Key Concepts Book: T6-T7 |
| 6.2.5 | Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. | TE &SE: occurs throughout |
| 6.2.6 | Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. | TE &SE: occurs throughout |
| 6.2.7 | Make precise calculations and check the validity of the results from the context of the problem. | TE &SE: occurs throughout |
| 6.3.0 | Students move beyond a particular problem by generalizing to other situations: | |
| 6.3.1 | Evaluate the reasonableness of the solution in the context of the original situation. | TE &SE: occurs throughout |
| 6.3.2 | Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving | TE &SE: occurs throughout |

| | | |
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| | similar problems. | |
| 6.3.3 | Develop generalizations of the results obtained and the strategies used and apply them in new problem situations. | TE &SE: occurs throughout |

Language Arts

Publisher: Holt, Rinehart and Winston, A Harcourt Classroom Education Company

Program Title: Holt Literature and Language Arts © 2003

Components:

- Literature and Language Arts Textbook (Student Edition)
- Literature and Language Arts Textbook (Teacher Edition)
- Holt Handbook (Student and Teacher Edition)

Print Components:

- Interactive Reading workbook (Student and Teacher Edition)
- On Course: Mapping Instruction- A Teacher's Guide for Planning (workbook and CD-ROM)
- Language and Sentence Skills Practice Workbook

Learners, component of the California Teacher's

- Program Reading Support
 - Vocabulary Development workbook
- Progress Assessment
 - Reading, Vocabulary, and Literature
 - Writing, Listening, and Speaking
 - Holt Handbook: English-Language Conventions
 - Diagnostic and Summative Assessments (Literature and Language Arts Textbook and Holt Handbook)
 - Progress Assessment for the Holt Handbook
- Universal Access
 - Writing, Listening, and Speaking workbook
 - Developmental Language and Sentence Skills
 - Lesson Plans for Language Development
 - Developmental Language and Sentence Skills workbook
- At Home: Guide to Standards Mastery (Literature and Language Arts Textbook and Holt Handbook)
- Daily Language Activity Workbook
- Spelling Lessons and Activities

Transparencies/Technology:

- Fine Art Transparencies
- Writing, Listening and Speaking Videocassettes and Worksheets
- Visual Connections Videocassette Program
- Audio CD Library
- go.hrw.com

| Standard | Text of Standard | |
|----------|---|---|
| READING | | |
| 6.1.0 | Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. | |
| 6.1.2 | Identify and interpret figurative language and words with multiple meanings | Literature and Language Arts Textbook (SE and TE): Chapters 3, 4, and 7 |
| 6.1.3 | Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. | Literature and Language Arts Textbook (SE and TE): Chapter 2 |
| 6.1.4 | Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning | Literature and Language Arts Textbook (SE and TE): Chapters 1 and 4 |
| 6.1.5 | Understand and explain "shades of meaning" in related words (e.g., softly and quietly) | Literature and Language Arts Textbook (SE and TE): Chapter 6 |
| 6.2.0 | Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal. | |
| 6.2.1 | Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information | Literature and Language Arts Textbook (SE and TE): Chapter 1 |
| 6.2.2 | Analyze text that uses the compare-and-contrast organizational pattern. | Literature and Language Arts Textbook (SE and TE): Chapter 4 |
| 6.2.3 | Connect and clarify main ideas by identifying their relationships to other sources and related topics. | Literature and Language Arts Textbook (SE and TE): Chapter 5 |
| 6.2.4 | Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. | Literature and Language Arts Textbook (SE and TE): Chapter 2 |
| 6.2.5 | Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership). | Literature and Language Arts Textbook (SE and TE): Chapter 8 |
| 6.2.6 | Determine the adequacy and | Literature and Language Arts Textbook |

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| | appropriateness of the evidence for an author's conclusions. | (SE and TE): Chapter 3 |
| 6.2.7 | Make reasonable assertions about a text through accurate, supporting citations. | Literature and Language Arts Textbook (SE and TE): Chapter 6 |
| 6.2.8 | Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. | Literature and Language Arts Textbook (SE and TE): Chapter 7 |
| 6.3.0 | Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. | |
| 6.3.1 | Identify the forms of fiction and describe the major characteristics of each form | Literature and Language Arts Textbook (SE and TE): Chapter 4 |
| 6.3.2 | Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. | Literature and Language Arts Textbook (SE and TE): Chapters 2 |
| 6.3.3 | Analyze the influence of setting on the problem and its resolution. | Literature and Language Arts Textbook (SE and TE): Chapter 1 |
| 6.3.4 | Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. | Literature and Language Arts Textbook (SE and TE): Chapter 7 |
| 6.3.5 | Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography). | Literature and Language Arts Textbook (SE and TE): Chapter 5 |
| 6.3.6 | Identify and analyze features of themes conveyed through characters, actions, and images. | Literature and Language Arts Textbook (SE and TE): Chapter 3 |
| 6.3.7 | Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts. | Literature and Language Arts Textbook (SE and TE): Chapter 6 |
| 6.3.8 | Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction). | Literature and Language Arts Textbook (SE and TE): Chapter 8 |
| WRITING | | |
| 6.1.0 | Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, | Literature and Language Arts Textbook (SE and TE): Workshop 6 |

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| | and conclusions. Students progress through the stages of the writing process as needed. | |
| 6.1.1 | Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.2 | Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. | Literature and Language Arts Textbook (SE and TE): Workshop 6 and Mini-Workshops |
| 6.1.3 | Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order. | Literature and Language Arts Textbook (SE and TE): Workshop 6 |
| 6.1.4 | Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. | Literature and Language Arts Textbook (SE and TE): Workshop 4 |
| 6.1.5 | Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.6 | Revise writing to improve the organization and consistency of ideas within and between paragraphs. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.2.0 | Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. | Literature and Language Arts Textbook (SE and TE): Mini-Workshops |
| 6.2.1 | Write narratives: | Literature and Language Arts Textbook |

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| | <p>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>b. Include sensory details and concrete language to develop plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, suspense).</p> | (SE and TE): Workshop 1 |
| 6.2.2 | <p>Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>a. State the thesis or purpose.</p> <p>b. Explain the situation.</p> <p>c. Follow an organizational pattern appropriate to the type of composition.</p> <p>d. Offer persuasive evidence to validate arguments and conclusions as needed.</p> | Literature and Language Arts Textbook (SE and TE): Workshops 2 and 3, Mini-Workshops |
| 6.2.3 | <p>Write research reports:</p> <p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p> | Literature and Language Arts Textbook (SE and TE): Workshop 4 |
| 6.2.4 | <p>Write responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p> | Literature and Language Arts Textbook (SE and TE): Workshop 3 |
| 6.2.5 | <p>Write persuasive compositions:</p> <p>a. State a clear position on a proposition or proposal.</p> <p>b. Support the position with organized and relevant evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p> | Literature and Language Arts Textbook (SE and TE): Workshop 5, Mini-Workshops |
| WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS | | |
| 6.3.0 | <p>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade</p> | Holt Handbook (SE and TE): Chapters 1-17 |

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| | level. | |
| 6.3.1 | Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. | Holt Handbook (SE and TE): Chapters 1, 3, 4, 16, and 17 |
| 6.3.2 | Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. | Holt Handbook (SE and TE): Chapters 2, 6, and 7 |
| 6.3.3 | Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences | Holt Handbook (SE and TE): Chapters 4 and 12 |
| 6.3.4 | Use correct capitalization. | Holt Handbook (SE and TE): Chapters 2 and 11 |
| 6.3.5 | Spell frequently misspelled words correctly (e.g., their, they're, there). | Holt Handbook (SE and TE): Chapter 14 |
| LISTENING AND SPEAKING | | |
| 6.1.0 | Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.1 | Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture). | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.2 | Identify the tone, mood, and emotion conveyed in the oral communication. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.3 | Restate and execute multiple-step oral instructions and directions. | Literature and Language Arts Textbook (SE and TE): Workshop 2 |
| 6.1.4 | Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.5 | Emphasize salient points to assist the listener in following the main ideas and concepts. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.6 | Support opinions with detailed evidence and with visual or media displays that use appropriate technology. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.7 | Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |

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| 6.1.8 | Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.1.9 | Identify persuasive and propaganda techniques used in television and identify false and misleading information. | Literature and Language Arts Textbook (SE and TE): Workshop 5 |
| 6.2.0 | Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.2.1 | Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). | Literature and Language Arts Textbook (SE and TE): Workshop 1 |
| 6.2.2 | Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information). | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |
| 6.2.3 | Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. | Literature and Language Arts Textbook (SE and TE): Workshop 3 |
| 6.2.4 | Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. | Literature and Language Arts Textbook (SE and TE): Workshop 4 and 5 |

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| | <p>c. Offer a logical sequence of information.</p> <p>d. Engage the listener and foster acceptance of the proposition or proposal.</p> | |
| 6.2.5 | <p>Deliver presentations on problems and solutions:</p> <p>a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.</p> <p>b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.</p> | Literature and Language Arts Textbook (SE and TE): Workshops 1-6 |

A Story of Units[®]

Eureka Math[™]

Grade 4 Module 1

Teacher Edition

Published by the non-profit GREAT MINDS[®].

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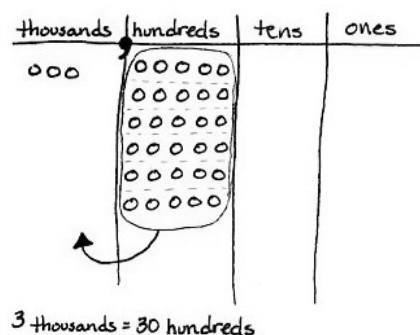
Grade 4 • Module 1

Place Value, Rounding, and Algorithms for Addition and Subtraction

OVERVIEW

In this 25-day Grade 4 module, students extend their work with whole numbers. They begin with large numbers using familiar units (hundreds and thousands) and develop their understanding of millions by building knowledge of the pattern of *times ten* in the base ten system on the place value chart (**4.NBT.1**). They recognize that each sequence of three digits is read as hundreds, tens, and ones followed by the naming of the corresponding base thousand unit (thousand, million, billion).¹

The place value chart is fundamental to Topic A. Building upon their previous knowledge of bundling, students learn that 10 hundreds can be composed into 1 thousand, and therefore, 30 hundreds can be composed into 3 thousands because a digit's value is 10 times what it would be one place to its right (**4.NBT.1**). Students learn to recognize that in a number such as 7,777, each 7 has a value that is 10 times the value of its neighbor to the immediate right. One thousand can be decomposed into 10 hundreds; therefore 7 thousands can be decomposed into 70 hundreds.



Similarly, multiplying by 10 shifts digits one place to the left, and dividing by 10 shifts digits one place to the right.

$$3,000 = 10 \times 300 \qquad 3,000 \div 10 = 300$$

In Topic B, students use place value as a basis for comparing whole numbers. Although this is not a new concept, it becomes more complex as the numbers become larger. For example, it becomes clear that 34,156 is 3 thousands greater than 31,156.

$$34,156 > 31,156$$

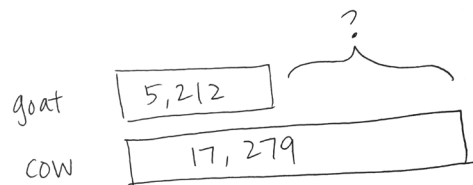
Comparison leads directly into rounding, where their skill with isolating units is applied and extended. Rounding to the nearest ten and hundred was mastered with three-digit numbers in Grade 3. Now, Grade 4 students moving into Topic C learn to round to any place value (**4.NBT.3**), initially using the vertical number line though ultimately moving away from the visual model altogether. Topic C also includes word problems where students apply rounding to real life situations.

¹ Grade 4 expectations in the NBT standards domain are limited to whole numbers less than or equal to 1,000,000.

In Grade 4, students become fluent with the standard algorithms for addition and subtraction. In Topics D and E, students focus on single like-unit calculations (ones with ones, thousands with thousands, etc.), at times requiring the composition of greater units when adding (10 hundreds are composed into 1 thousand) and decomposition into smaller units when subtracting (1 thousand is decomposed into 10 hundreds) (**4.NBT.4**). Throughout these topics, students apply their algorithmic knowledge to solve word problems. Students also use a variable to represent the unknown quantity.

The module culminates with multi-step word problems in Topic F (**4.OA.3**). Tape diagrams are used throughout the topic to model *additive compare* problems like the one exemplified below. These diagrams facilitate deeper comprehension and serve as a way to support the reasonableness of an answer.

*A goat produces 5,212 gallons of milk a year.
A cow produces 17,279 gallons of milk a year.
How much more milk does a goat need to produce to make the
same amount of milk as a cow?*



$$17,279 - 5,212 = \underline{\hspace{2cm}}$$

A goat needs to produce _____ more gallons of milk a year.

The Mid-Module Assessment follows Topic C. The End-of-Module Assessment follows Topic F.

Notes on Pacing—Grade 4

Module 1

If pacing is a challenge, consider omitting Lesson 17 since multi-step problems are taught in Lesson 18. Instead, embed problems from Lesson 17 into Module 2 or 3 as extensions. Since multi-step problems are taught in Lesson 18, Lesson 19 could also be omitted.

Module 2

Although composed of just five lessons, Module 2 has great importance in the Grade 4 sequence of modules. Module 2, along with Module 1, is paramount in setting the foundation for developing fluency with the manipulation of place value units, a skill upon which Module 3 greatly depends. Teachers who have taught Module 2 prior to Module 3 have reportedly moved through Module 3 more efficiently than colleagues who have omitted it. Module 2 also sets the foundation for work with fractions and mixed numbers in Module 5. Therefore, it is not recommended to omit any lessons from Module 2.

To help with the pacing of Module 3's Topic A, consider replacing the Convert Units fluencies in Module 2, Lessons 13, with area and perimeter fluencies. Also, consider incorporating Problem 1 from Module 3, Lesson 1, into the fluency component of Module 2, Lessons 4 and 5.

Module 3

Within this module, if pacing is a challenge, consider the following omissions. In Lesson 1, omit Problems 1 and 4 of the Concept Development. Problem 1 could have been embedded into Module 2. Problem 4 can be used for a center activity. In Lesson 8, omit the drawing of models in Problems 2 and 4 of the Concept Development and in Problem 2 of the Problem Set. Instead, have students think about and visualize what they would draw. Omit Lesson 10 because the objective for Lesson 10 is the same as that for Lesson 9. Omit Lesson 19, and instead, embed discussions of interpreting remainders into other division lessons. Omit Lesson 21 because students solve division problems using the area model in Lesson 20. Using the area model to solve division problems with remainders is not specified in the Progressions documents. Omit Lesson 31, and instead, embed analysis of division situations throughout later lessons. Omit Lesson 33, and embed into Lesson 30 the discussion of the connection between division using the area model and division using the algorithm.

Look ahead to the Pacing Suggestions for Module 4. Consider partnering with the art teacher to teach Module 4's Topic A simultaneously with Module 3.

Module 4

The placement of Module 4 in *A Story of Units* was determined based on the New York State Education Department Pre-Post Math Standards document, which placed **4.NF.5–7** outside the testing window and **4.MD.5** inside the testing window. This is not in alignment with PARCC’s Content Emphases Clusters (<http://achievethecore.org/category/774/mathematics-focus-by-grade-level>), which reverses those priorities, labeling **4.NF.5–7** as Major Clusters and **4.MD.5** as an Additional Cluster, the status of lowest priority.

Those from outside New York State may want to teach Module 4 after Module 6 and truncate the lessons using the Preparing a Lesson protocol (see the Module Overview, just before the Assessment Overview). This would change the order of the modules to the following: Modules 1, 2, 3, 5, 6, 4, and 7.

Those from New York State might apply the following suggestions and truncate Module 4’s lessons using the Preparing a Lesson protocol. Topic A could be taught simultaneously with Module 3 during an art class. Topics B and C could be taught directly following Module 3, prior to Module 5, since they offer excellent scaffolding for the fraction work of Module 5. Topic D could be taught simultaneously with Module 5, 6, or 7 during an art class when students are served well with hands-on, rigorous experiences.

Keep in mind that Topics B and C of this module are foundational to Grade 7’s missing angle problems.

Module 5

For Module 5, consider the following modifications and omissions. Study the objectives and the sequence of problems within Lessons 1, 2, and 3, and then consolidate the three lessons. Omit Lesson 4. Instead, in Lesson 5, embed the contrast of the decomposition of a fraction using the tape diagram versus using the area model. Note that the area model’s cross hatches are used to transition to multiplying to generate equivalent fractions, add related fractions in Lessons 20 and 21, add decimals in Module 6, add/subtract all fractions in Grade 5’s Module 3, and multiply a fraction by a fraction in Grade 5’s Module 4. Omit Lesson 29, and embed estimation within many problems throughout the module and curriculum. Omit Lesson 40, and embed line plot problems in social studies or science. Be aware, however, that there is a line plot question on the End-of-Module Assessment.

Module 6

In Module 6, students explore decimal numbers for the first time by means of the decimal numbers’ relationship to decimal fractions. Module 6 builds directly from Module 5 and is foundational to students’ Grade 5 work with decimal operations. Therefore, it is not recommended to omit any lessons from Module 6.

Module 7

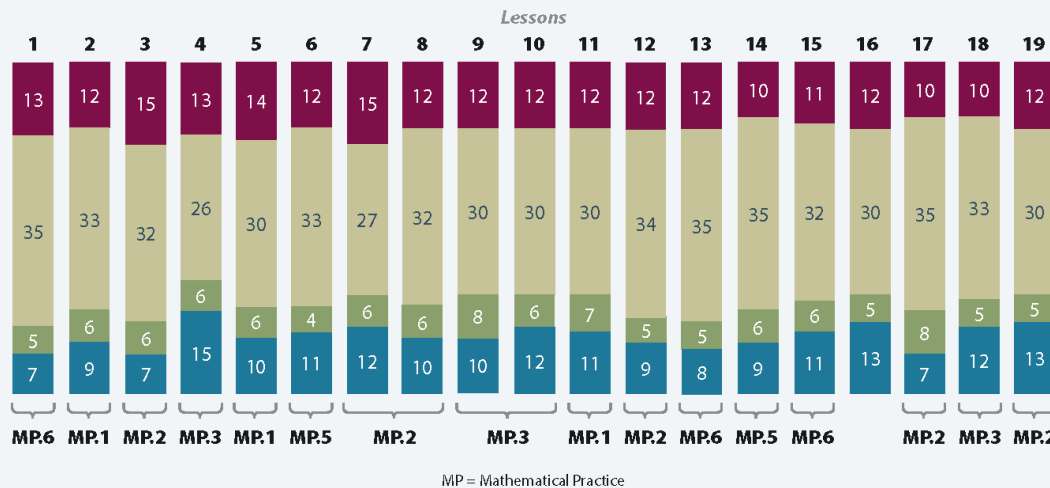
Module 7 affords students the opportunity to use all that they have learned throughout Grade 4 as they first relate multiplication to the conversion of measurement units and then explore multiple strategies for solving measurement problems involving unit conversion. Module 7 ends with practice of the major skills and concepts of the grade as well as the preparation of a take-home summer folder. Therefore, it is not recommended to omit any lessons from Module 7.



Distribution of Instructional Minutes

This diagram represents a suggested distribution of instructional minutes based on the emphasis of particular lesson components in different lessons throughout the module.

- Fluency Practice
- Concept Development
- Application Problems
- Student Debrief



Focus Grade Level Standards

Use the four operations with whole numbers to solve problems.²

- 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.)

- 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*

² Only addition and subtraction multi-step word problems are addressed in this module. The balance of this cluster is addressed in Modules 3 and 7.

- 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.³

- 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Foundational Standards

- 3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.⁴
- 3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Focus Standards for Mathematical Practice

- MP.1** **Make sense of problems and persevere in solving them.** Students use the place value chart to draw diagrams of the relationship between a digit's value and what it would be one place to its right, for instance, by representing 3 thousands as 30 hundreds. Students also use the place value chart to compare large numbers.
- MP.2** **Reason abstractly and quantitatively.** Students make sense of quantities and their relationships as they use both special strategies and the standard addition algorithm to add and subtract multi-digit numbers. Students decontextualize when they represent problems symbolically and contextualize when they consider the value of the units used and understand the meaning of the quantities as they compute.
- MP.3** **Construct viable arguments and critique the reasoning of others.** Students construct arguments as they use the place value chart and model single- and multi-step problems. Students also use the standard algorithm as a general strategy to add and subtract multi-digit numbers when a special strategy is not suitable.
- MP.5** **Use appropriate tools strategically.** Students decide on the appropriateness of using special strategies or the standard algorithm when adding and subtracting multi-digit numbers.
- MP.6** **Attend to precision.** Students use the place value chart to represent digits and their values as they compose and decompose base ten units.

³ The balance of this cluster is addressed in Modules 3 and 7.

⁴ This standard is limited to problems with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., the order of operations.

Overview of Module Topics and Lesson Objectives

| Standards | Topics and Objectives | Days |
|---|---|------|
| 4.NBT.1 4.NBT.2 4.OA.1 | A Place Value of Multi-Digit Whole Numbers Lesson 1: Interpret a multiplication equation as a comparison. Lesson 2: Recognize a digit represents 10 times the value of what it represents in the place to its right. Lesson 3: Name numbers within 1 million by building understanding of the place value chart and placement of commas for naming base thousand units. Lesson 4: Read and write multi-digit numbers using base ten numerals, number names, and expanded form. | 4 |
| 4.NBT.2 | B Comparing Multi-Digit Whole Numbers Lesson 5: Compare numbers based on meanings of the digits using $>$, $<$, or $=$ to record the comparison. Lesson 6: Find 1, 10, and 100 thousand more and less than a given number. | 2 |
| 4.NBT.3 | C Rounding Multi-Digit Whole Numbers Lesson 7: Round multi-digit numbers to the thousands place using the vertical number line. Lesson 8: Round multi-digit numbers to any place using the vertical number line. Lesson 9: Use place value understanding to round multi-digit numbers to any place value. Lesson 10: Use place value understanding to round multi-digit numbers to any place value using real world applications. | 4 |
| | Mid-Module Assessment: Topics A–C (review content 1 day, assessment $\frac{1}{2}$ day, return $\frac{1}{2}$ day, remediation or further applications 1 day) | 3 |
| 4.OA.3 4.NBT.4 4.NBT.1 4.NBT.2 | D Multi-Digit Whole Number Addition Lesson 11: Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using tape diagrams. Lesson 12: Solve multi-step word problems using the standard addition algorithm modeled with tape diagrams, and assess the reasonableness of answers using rounding. | 2 |



| Standards | Topics and Objectives | Days |
|---|---|-----------|
| 4.OA.3 4.NBT.4 4.NBT.1 4.NBT.2 | E Multi-Digit Whole Number Subtraction Lesson 13: Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams. Lesson 14: Use place value understanding to decompose to smaller units up to three times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams. Lesson 15: Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams. Lesson 16: Solve two-step word problems using the standard subtraction algorithm fluently modeled with tape diagrams, and assess the reasonableness of answers using rounding. | 4 |
| 4.OA.3 4.NBT.1 4.NBT.2 4.NBT.4 | F Addition and Subtraction Word Problems Lesson 17: Solve <i>additive compare</i> word problems modeled with tape diagrams. Lesson 18: Solve multi-step word problems modeled with tape diagrams, and assess the reasonableness of answers using rounding. Lesson 19: Create and solve multi-step word problems from given tape diagrams and equations. | 3 |
| | End-of-Module Assessment: Topics A–F (review content 1 day, assessment $\frac{1}{2}$ day, return $\frac{1}{2}$ day, remediation or further application 1 day) | 3 |
| Total Number of Instructional Days | | 25 |

Terminology

New or Recently Introduced Terms

- Millions, ten millions, hundred millions (as places on the place value chart)
- Ten thousands, hundred thousands (as places on the place value chart)
- Variables (letters that stand for numbers and can be added, subtracted, multiplied, and divided as numbers are)

Familiar Terms and Symbols⁵

- =, <, > (equal to, less than, greater than)
- Addend (e.g., in $4 + 5$, the numbers 4 and 5 are the addends)
- Algorithm (a step-by-step procedure to solve a particular type of problem)
- Bundling, making, renaming, changing, exchanging, regrouping, trading (e.g., exchanging 10 ones for 1 ten)
- Compose (e.g., to make 1 larger unit from 10 smaller units)
- Decompose (e.g., to break 1 larger unit into 10 smaller units)
- Difference (answer to a subtraction problem)
- Digit (any of the numbers 0 to 9; e.g., What is the value of the digit in the tens place?)
- Endpoint (used with rounding on the number line; the numbers that mark the beginning and end of a given interval)
- Equation (e.g., $2,389 + 80,601 = \underline{\hspace{2cm}}$)
- Estimate (an approximation of a quantity or number)
- Expanded form (e.g., $100 + 30 + 5 = 135$)
- Expression (e.g., 2 thousands \times 10)
- Halfway (with reference to a number line, the midpoint between two numbers; e.g., 5 is halfway between 0 and 10)
- Number line (a line marked with numbers at evenly spaced intervals)
- Number sentence (e.g., $4 + 3 = 7$)
- Place value (the numerical value that a digit has by virtue of its position in a number)
- Rounding (approximating the value of a given number)
- Standard form (a number written in the format 135)
- Sum (answer to an addition problem)
- Tape diagram (bar diagram)
- Unbundling, breaking, renaming, changing, regrouping, trading (e.g., exchanging 1 ten for 10 ones)
- Word form (e.g., one hundred thirty-five)



NOTES ON EXPRESSION, EQUATION, AND NUMBER SENTENCE:

Please note the descriptions for the following terms, which are frequently misused:

- **Expression:** A number, or any combination of sums, differences, products, or divisions of numbers that evaluates to a number (e.g., $3 + 4$, 8×3 , $15 \div 3$ as distinct from an equation or number sentence).
- **Equation:** A statement that two expressions are equal (e.g., $3 \times \underline{\hspace{1cm}} = 12$, $5 \times b = 20$, $3 + 2 = 5$).
- **Number sentence** (also addition, subtraction, multiplication, or division sentence): An equation or inequality for which both expressions are numerical and can be evaluated to a single number (e.g., $4 + 3 = 6 + 1$, $2 = 2$, $21 > 7 \times 2$, $5 \div 5 = 1$). Number sentences are either true or false (e.g., $4 + 4 < 6 \times 2$ and $21 \div 7 = 4$) and contain no unknowns.

⁵ These are terms and symbols students have used or seen previously.

Suggested Tools and Representations

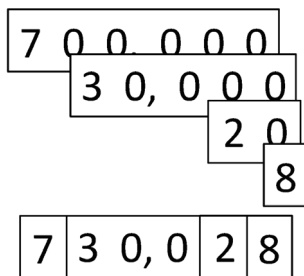
- Number lines (vertical to represent rounding *up* and rounding *down*)
- Personal white boards (one per student; see explanation on the following pages)
- Place value cards (one large set per classroom including 7 units to model place value)
- Place value chart (templates provided in lessons to insert into personal white boards)
- Place value disks (can be concrete manipulatives or pictorial drawings, such as the chip model, to represent numbers)
- Tape diagrams (drawn to model a word problem)

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

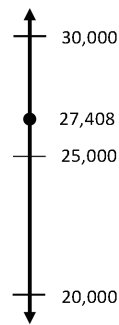
*Place Value Chart with Headings
(used for numbers or the chip model)*

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

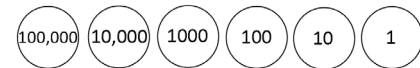
*Place Value Chart Without Headings
(used for place value disk manipulatives or drawings)*



Place Value Cards



Vertical Number Line



Place Value Disks

Suggested Methods of Instructional Delivery

Directions for Administration of Sprints

Sprints are designed to develop fluency. They should be fun, adrenaline-rich activities that intentionally build energy and excitement. A fast pace is essential. During Sprint administration, teachers assume the role of athletic coaches. A rousing routine fuels students' motivation to do their personal best. Student recognition of increasing success is critical, and so every improvement is celebrated.

One Sprint has two parts with closely related problems on each. Students complete the two parts of the Sprint in quick succession with the goal of improving on the second part, even if only by one more.

With practice, the following routine takes about nine minutes.

Sprint A

Pass Sprint A out quickly, facedown on student desks with instructions to not look at the problems until the signal is given. (Some Sprints include words. If necessary, prior to starting the Sprint, quickly review the words so that reading difficulty does not slow students down.)

T: You will have 60 seconds to do as many problems as you can. I do not expect you to finish all of them. Just do as many as you can, your personal best. (If some students are likely to finish before time is up, assign a number to count by on the back.)

T: Take your mark! Get set! THINK!

Students immediately turn papers over and work furiously to finish as many problems as they can in 60 seconds. Time precisely.

T: Stop! Circle the last problem you did. I will read just the answers. If you got it right, call out “Yes!” If you made a mistake, circle it. Ready?

T: (Energetically, rapid-fire call the first answer.)

S: Yes!

T: (Energetically, rapid-fire call the second answer.)

S: Yes!

Repeat to the end of Sprint A or until no student has a correct answer. If needed, read the count-by answers in the same way as Sprint answers. Each number counted-by on the back is considered a correct answer.

T: Fantastic! Now, write the number you got correct at the top of your page. This is your personal goal for Sprint B.

T: How many of you got one right? (All hands should go up.)

T: Keep your hand up until I say the number that is one more than the number you got correct. So, if you got 14 correct, when I say 15, your hand goes down. Ready?

T: (Continue quickly.) How many got two correct? Three? Four? Five? (Continue until all hands are down.)

If the class needs more practice with Sprint A, continue with the optional routine presented below.

T: I’ll give you one minute to do more problems on this half of the Sprint. If you finish, stand behind your chair.

As students work, the student who scored highest on Sprint A might pass out Sprint B.

T: Stop! I will read just the answers. If you got it right, call out “Yes!” If you made a mistake, circle it. Ready? (Read the answers to the first half again as students stand.)

Movement

To keep the energy and fun going, always do a stretch or a movement game in between Sprints A and B. For example, the class might do jumping jacks while skip-counting by 5 for about one minute. Feeling invigorated, students take their seats for Sprint B, ready to make every effort to complete more problems this time.

Sprint B

Pass Sprint B out quickly, facedown on student desks with instructions to not look at the problems until the signal is given. (Repeat the procedure for Sprint A up through the show of hands for how many right.)

T: Stand up if you got more correct on the second Sprint than on the first.

S: (Stand.)

T: Keep standing until I say the number that tells how many more you got right on Sprint B. If you got three more right on Sprint B than you did on Sprint A, when I say “three,” you sit down. Ready? (Call out numbers starting with one. Students sit as the number by which they improved is called. Celebrate students who improved most with a cheer.)

T: Well done! Now, take a moment to go back and correct your mistakes. Think about what patterns you noticed in today’s Sprint.

T: How did the patterns help you get better at solving the problems?

T: Rally Robin your thinking with your partner for one minute. Go!

Rally Robin is a style of sharing in which partners trade information back and forth, one statement at a time per person, for about one minute. This is an especially valuable part of the routine for students who benefit from their friends’ support to identify patterns and try new strategies.

Students may take Sprints home.

RDW or Read, Draw, Write (an Equation and a Statement)

Mathematicians and teachers suggest a simple process applicable to all grades:

1. Read.
2. Draw and label.
3. Write an equation.
4. Write a word sentence (statement).

The more students participate in reasoning through problems with a systematic approach, the more they internalize those behaviors and thought processes.

- What do I see?
- Can I draw something?
- What conclusions can I make from my drawing?

| Modeling with Interactive Questioning | Guided Practice | Independent Practice |
|---|--|--|
| <p>The teacher models the whole process with interactive questioning, some choral response, and talk moves, such as “What did Monique say, everyone?” After completing the problem, students might reflect with a partner on the steps they used to solve the problem. “Students, think back on what we did to solve this problem. What did we do first?” Students might then be given the same or similar problem to solve for homework.</p> | <p>Each student has a copy of the question. Though guided by the teacher, they work independently at times and then come together again. Timing is important. Students might hear, “You have two minutes to do your drawing.” Or, “Put your pencils down. Time to work together again.” The Student Debrief might include selecting different student work to share.</p> | <p>Students are given a problem to solve and possibly a designated amount of time to solve it. The teacher circulates, supports, and is thinking about which student work to show to support the mathematical objectives of the lesson. When sharing student work, students are encouraged to think about the work with questions, such as “What do you see Jeremy did?” “What is the same about Jeremy’s work and Sara’s work?” “How did Jeremy show the $\frac{3}{7}$ of the students?” “How did Sara show the $\frac{3}{7}$ of the students?”</p> |

Personal White Boards

Materials Needed for Personal White Boards

- 1 heavy-duty clear sheet protector
- 1 piece of stiff red tag board 11" × 8¼"
- 1 piece of stiff white tag board 11" × 8 ¼"
- 1 3" × 3" piece of dark synthetic cloth for an eraser (e.g., felt)
- 1 low-odor blue dry-erase marker, fine point

Directions for Creating Personal White Boards

Cut the white and red tag to specifications. Slide into the sheet protector. Store the eraser on the red side. Store markers in a separate container to avoid stretching the sheet protector.

Frequently Asked Questions About Personal White Boards

Why is one side red and one white?

- The white side of the board is the “paper.” Students generally write on it, and if working individually, turn the board over to signal to the teacher that they have completed their work. The teacher then says, “Show me your boards,” when most of the class is ready.

What are some of the benefits of a personal white board?

- The teacher can respond quickly to a gap in student understandings and skills. “Let’s do some of these on our personal white boards until we have more mastery.”

- Students can erase quickly so that they do not have to suffer the evidence of their mistake.
- They are motivating. Students love both the drill and thrill capability and the chance to do story problems with an engaging medium.
- Checking work gives the teacher instant feedback about student understanding.

What is the benefit of this personal white board over a commercially purchased dry-erase board?

- It is much less expensive.
- Templates such as place value charts, number bond mats, hundreds boards, and number lines can be stored between the two pieces of tag board for easy access and reuse.
- Worksheets, story problems, and other problem sets can be done without marking the paper so that students can work on the problems independently at another time.
- Strips with story problems, number lines, and arrays can be inserted and still have a full piece of paper on which to write.
- The red versus white side distinction clarifies expectations. When working collaboratively, there is no need to use the red side. When working independently, students know how to keep their work private.
- The tag board can be removed if necessary to project the work.

Scaffolds⁶

The scaffolds integrated into *A Story of Units* give alternatives for how students access information as well as express and demonstrate their learning. Strategically placed margin notes are provided within each lesson elaborating on the use of specific scaffolds at applicable times. They address many needs presented by English language learners, students with disabilities, students performing above grade level, and students performing below grade level. Many of the suggestions are organized by Universal Design for Learning (UDL) principles and are applicable to more than one population. To read more about the approach to differentiated instruction in *A Story of Units*, please refer to “How to Implement *A Story of Units*.”

⁶ Students with disabilities may require Braille, large print, audio, or special digital files. Please visit the website www.p12.nysed.gov/specialed/aim for specific information on how to obtain student materials that satisfy the National Instructional Materials Accessibility Standard (NIMAS) format.

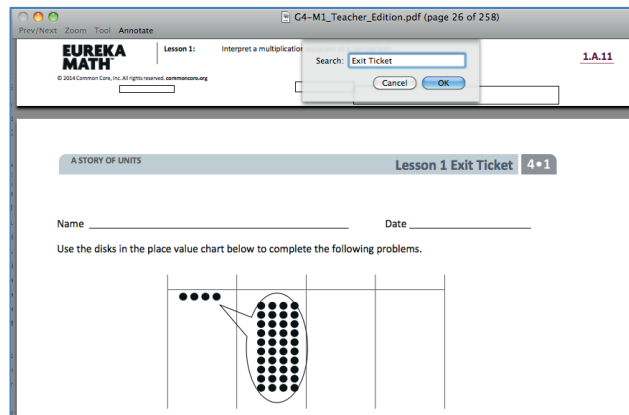
Preparing to Teach a Module

Preparation of lessons will be more effective and efficient if there has been an adequate analysis of the module first. Each module in *A Story of Units* can be compared to a chapter in a book. How is the module moving the plot, the mathematics, forward? What new learning is taking place? How are the topics and objectives building on one another? The following is a suggested process for preparing to teach a module.

Step 1: Get a preview of the plot.

- A: Read the Table of Contents. At a high level, what is the plot of the module? How does the story develop across the topics?
- B: Preview the module's Exit Tickets⁷ to see the trajectory of the module's mathematics and the nature of the work students are expected to be able to do.

Note: When studying a PDF file, enter "Exit Ticket" into the search feature to navigate from one Exit Ticket to the next.



Step 2: Dig into the details.

- A: Dig into a careful reading of the Module Overview. While reading the narrative, *liberally* reference the lessons and Topic Overviews to clarify the meaning of the text—the lessons demonstrate the strategies, show how to use the models, clarify vocabulary, and build understanding of concepts. Consider searching the video gallery on *Eureka Math's* website to watch demonstrations of the use of models and other teaching techniques.
- B: Having thoroughly investigated the Module Overview, read through the chart entitled Overview of Module Topics and Lesson Objectives to further discern the plot of the module. How do the topics flow and tell a coherent story? How do the objectives move from simple to complex?

Step 3: Summarize the story.

Complete the Mid- and End-of-Module Assessments. Use the strategies and models presented in the module to explain the thinking involved. Again, liberally reference the work done in the lessons to see how students who are learning with the curriculum might respond.

⁷ A more in-depth preview can be done by searching the Problem Sets rather than the Exit Tickets. Furthermore, this same process can be used to preview the coherence or flow of any component of the curriculum, such as Fluency Practice or Application Problems.

Preparing to Teach a Lesson

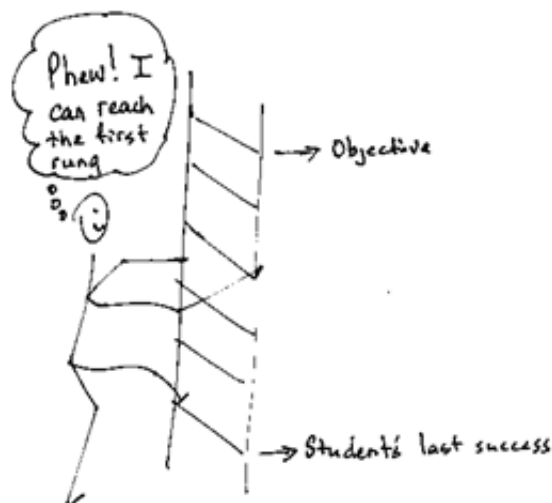
A three-step process is suggested to prepare a lesson. It is understood that at times teachers may need to make adjustments (customizations) to lessons to fit the time constraints and unique needs of their students. The recommended planning process is outlined below. Note: The ladder of Step 2 is a metaphor for the teaching sequence. The sequence can be seen not only at the macro level in the role that this lesson plays in the overall story, but also at the lesson level, where each rung in the ladder represents the next step in understanding or the next skill needed to reach the objective. To reach the objective, or the top of the ladder, all students must be able to access the first rung and each successive rung.

Step 1: Discern the plot.

- A: Briefly review the Table of Contents for the module, recalling the overall story of the module and analyzing the role of this lesson in the module.
- B: Read the Topic Overview of the lesson, and then review the Problem Set and Exit Ticket of each lesson of the topic.
- C: Review the assessment following the topic, keeping in mind that assessments can be found midway through the module and at the end of the module.

Step 2: Find the ladder.

- A: Complete the lesson's Problem Set.
- B: Analyze and write notes on the new complexities of each problem as well as the sequences and progressions throughout problems (e.g., pictorial to abstract, smaller to larger numbers, single- to multi-step problems). The new complexities are the rungs of the ladder.
- C: Anticipate where students might struggle, and write a note about the potential cause of the struggle.
- D: Answer the Student Debrief questions, always anticipating how students will respond.



Step 3: Hone the lesson.

At times, the lesson and Problem Set are appropriate for all students and the day's schedule. At others, they may need customizing. If the decision is to customize based on either the needs of students or scheduling constraints, a suggestion is to decide upon and designate "Must Do" and "Could Do" problems.

- A: Select "Must Do" problems from the Problem Set that meet the objective and provide a coherent experience for students; reference the ladder. The expectation is that the majority of the class will complete the "Must Do" problems within the allocated time. While choosing the "Must Do" problems, keep in mind the need for a balance of calculations, various word problem types⁸, and work at both the pictorial and abstract levels.

⁸ See the Progression Documents "K, Counting and Cardinality" and "K-5, Operations and Algebraic Thinking" pp. 9 and 23, respectively.

- B: “Must Do” problems might also include remedial work as necessary for the whole class, a small group, or individual students. Depending on anticipated difficulties, those problems might take different forms as shown in the chart below.

| Anticipated Difficulty | “Must Do” Remedial Problem Suggestion |
|--|--|
| The first problem of the Problem Set is too challenging. | Write a short sequence of problems on the board that provides a ladder to Problem 1. Direct the class or small group to complete those first problems to empower them to begin the Problem Set. Consider labeling these problems “Zero Problems” since they are done prior to Problem 1. |
| There is too big of a jump in complexity between two problems. | Provide a problem or set of problems that creates a bridge between the two problems. Label them with the number of the problem they follow. For example, if the challenging jump is between Problems 2 and 3, consider labeling these problems “Extra 2s.” |
| Students lack fluency or foundational skills necessary for the lesson. | Before beginning the Problem Set, do a quick, engaging fluency exercise, such as a Rapid White Board Exchange, “Thrilling Drill,” or Sprint. Before beginning any fluency activity for the first time, assess that students are poised for success with the easiest problem in the set. |
| More work is needed at the concrete or pictorial level. | Provide manipulatives or the opportunity to draw solution strategies. Especially in Kindergarten, at times the Problem Set or pencil and paper aspect might be completely excluded, allowing students to simply work with materials. |
| More work is needed at the abstract level. | Hone the Problem Set to reduce the amount of drawing as appropriate for certain students or the whole class. |

- C: “Could Do” problems are for students who work with greater fluency and understanding and can, therefore, complete more work within a given time frame. Adjust the Exit Ticket and Homework to reflect the “Must Do” problems or to address scheduling constraints.
- D: At times, a particularly tricky problem might be designated as a “Challenge!” problem. This can be motivating, especially for advanced students. Consider creating the opportunity for students to share their “Challenge!” solutions with the class at a weekly session or on video.
- E: Consider how to best use the vignettes of the Concept Development section of the lesson. Read through the vignettes, and highlight selected parts to be included in the delivery of instruction so that students can be independently successful on the assigned task.
- F: Pay close attention to the questions chosen for the Student Debrief. Regularly ask students, “What was the lesson’s learning goal today?” Hone the goal with them.

Assessment Summary

| Type | Administered | Format | Standards Addressed |
|-------------------------------|---------------|----------------------------------|--|
| Mid-Module Assessment Task | After Topic C | Constructed response with rubric | 4.NBT.1 4.NBT.2 4.NBT.3 |
| End-of-Module Assessment Task | After Topic F | Constructed response with rubric | 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4 4.OA.3 |



Topic A

Place Value of Multi-Digit Whole Numbers

4.NBT.1, 4.NBT.2, 4.OA.1

| | | |
|-------------------------------|---------|---|
| Focus Standards: | 4.NBT.1 | Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> |
| | 4.NBT.2 | Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. |
| Instructional Days: | 4 | |
| Coherence -Links from: | G3–M2 | Place Value and Problem Solving with Units of Measure |
| -Links to: | G5–M1 | Place Value and Decimal Fractions |

In Topic A, students build the place value chart to 1 million and learn the relationship between each place value as *10 times* the value of the place to the right. Students manipulate numbers to see this relationship, such as 30 hundreds composed as 3 thousands. They decompose numbers to see that 7 thousands is the same as 70 hundreds. As students build the place value chart into thousands and up to 1 million, the sequence of three digits is emphasized. They become familiar with the base thousand unit names up to 1 billion. Students fluently write numbers in multiple formats: as digits, in unit form, as words, and in expanded form up to 1 million.

A Teaching Sequence Toward Mastery of Place Value of Multi-Digit Whole Numbers

Objective 1: Interpret a multiplication equation as a comparison.
(Lesson 1)

Objective 2: Recognize a digit represents 10 times the value of what it represents in the place to its right.
(Lesson 2)

Objective 3: Name numbers within 1 million by building understanding of the place value chart and placement of commas for naming base thousand units.
(Lesson 3)

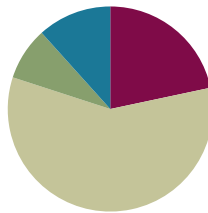
Objective 4: Read and write multi-digit numbers using base ten numerals, number names, and expanded form.
(Lesson 4)

Lesson 1

Objective: Interpret a multiplication equation as a comparison.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (13 minutes) |
| ■ Application Problem | (5 minutes) |
| ■ Concept Development | (35 minutes) |
| ■ Student Debrief | (7 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (13 minutes)

- Sprint: Multiply and Divide by 10 **4.NBT.1** (10 minutes)
- Place Value **4.NBT.2** (3 minutes)

Sprint: Multiply and Divide by 10 (10 minutes)

Materials: (S) Multiply and Divide by 10 Sprint

Note: Reviewing this fluency activity acclimates students to the Sprint routine, a vital component of the fluency program.

Place Value (3 minutes)

Materials: (S) Personal white board, unlabeled thousands place value chart (Template)

Note: Reviewing and practicing place value skills in isolation prepares students for success in multiplying different place value units during the lesson.

- T: (Project place value chart to the thousands.) Show 4 ones as place value disks. Write the number below it.
- S: (Draw 4 ones disks and write 4 below it.)
- T: Show 4 tens disks, and write the number below it.
- S: (Draw 4 tens disks and write 4 at the bottom of the tens column.)
- T: Say the number in unit form.
- S: 4 tens 4 ones.



NOTES ON FLUENCY PRACTICE:

Think of fluency as having three goals:

1. Maintenance (staying sharp on previously learned skills).
2. Preparation (targeted practice for the current lesson).
3. Anticipation (skills that ensure that students are ready for the in-depth work of upcoming lessons).



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

For the Place Value fluency activity, students may represent ones, etc., using counters rather than drawing.

Others may benefit from the opportunity to practice simultaneously speaking and showing units (e.g., tens).

Provide sentence frames to support oral response, such as “___ tens ___ ones is ___ (standard form) ___.”

| thousands | hundreds | tens | ones |
|-----------|----------|------|------|
| | | 0000 | 0000 |

place value chart

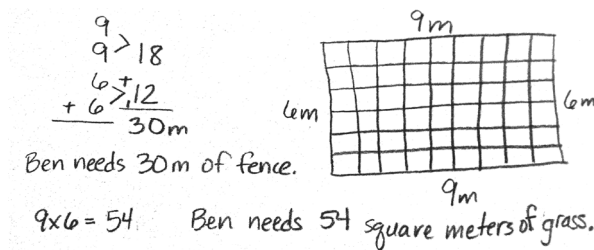
T: Say the number in standard form.

S: 44.

Continue for the following possible sequence: 2 tens 3 ones, 2 hundreds 3 ones, 2 thousands 3 hundreds, 2 thousands 3 tens, and 2 thousands 3 hundreds 5 tens and 4 ones.

Application Problem (5 minutes)

Ben has a rectangular area 9 meters long and 6 meters wide. He wants a fence that will go around it as well as grass sod to cover it. How many meters of fence will he need? How many square meters of grass sod will he need to cover the entire area?



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Enhance the relevancy of the Application Problem by substituting names, settings, and tasks to reflect students and their experiences.

Set individual student goals and expectations. Some students may successfully solve for area and perimeter in five minutes, others may solve for one, and others may solve for both and compose their own application problems.

Note: As the first lesson of the year, this Application Problem reviews area, perimeter, multiplication, and addition—all important concepts from Grade 3. This problem can be extended after the Concept Development by asking students to find an area 10 times as much as the grass sod or to find a perimeter 10 times as wide and 10 times as long.

Concept Development (35 minutes)

Materials: (T) Place value disks: ones, tens, hundreds, and thousands; unlabeled thousands place value chart (Template) (S) Personal white board, unlabeled thousands place value chart (Template)

Problem 1: 1 ten is 10 times as much as 1 one.

T: (Have a place value chart ready. Draw or place 1 unit into the ones place.)

T: How many units do I have?

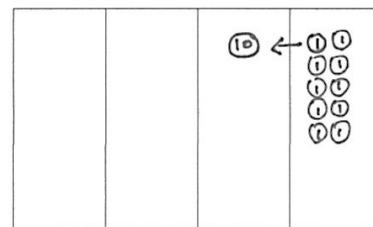
S: 1.

T: What is the name of this unit?

S: A one.

T: Count the ones with me. (Draw ones as they do so.)

S: 1 one, 2 ones, 3 ones, 4 ones, 5 ones..., 10 ones.



MP.6

MP.6

T: 10 ones. What larger unit can I make?

S: 1 ten.

T: I change 10 ones for 1 ten. We say, “1 ten is 10 times as much as 1 one.” Tell your partner what we say and what that means. Use the model to help you.

S: 10 ones make 1 ten. \rightarrow 10 times 1 one is 1 ten or 10 ones. \rightarrow We say 1 ten is 10 times as many as 1 one.

Problem 2: One hundred is 10 times as much as 1 ten.

Quickly repeat the process from Problem 1 with 10 copies of 1 ten.

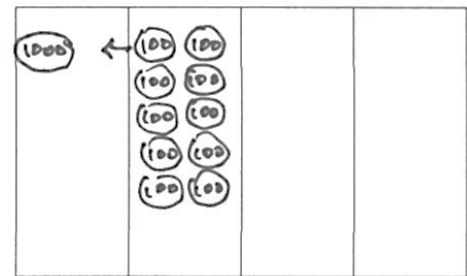
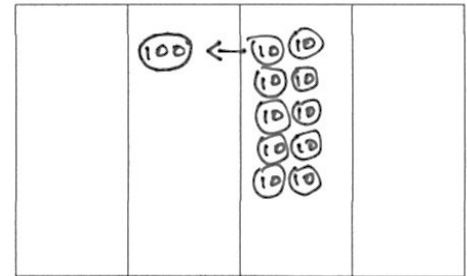
Problem 3: One thousand is 10 times as much as 1 hundred.

Quickly repeat the process from Problem 1 with 10 copies of 1 hundred.

T: Discuss the patterns you have noticed with your partner.

S: 10 ones make 1 ten. 10 tens make 1 hundred. 10 hundreds make 1 thousand. \rightarrow Every time we get 10, we bundle and make a bigger unit. \rightarrow We copy a unit 10 times to make the next larger unit. \rightarrow If we take any of the place value units, the next unit on the left is ten times as many.

T: Let’s review, in words, the multiplication pattern that matches our models and 10 times as many.



Display the following information for student reference:

| | |
|------------------------------------|---|
| 1 ten = 10×1 one | (Say, “1 ten is 10 times as much as 1 one.”) |
| 1 hundred = 10×1 ten | (Say, “1 hundred is 10 times as much as 1 ten.”) |
| 1 thousand = 10×1 hundred | (Say, “1 thousand is 10 times as much as 1 hundred.”) |

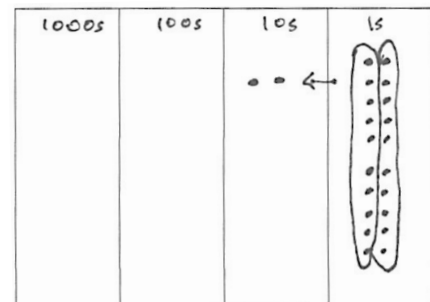
Problem 4: Model 10 times as much as on the place value chart with an accompanying equation.

Note: Place value disks are used as models throughout the curriculum and can be represented in two different ways. A disk with a value labeled inside of it, such as in Problem 1, should be drawn or placed on a place value chart with no headings. The value of the disk in its appropriate column indicates the column heading. A place value disk drawn as a dot should be used on place value charts with headings, as in Problem 4. This type of representation is called the *chip model*. The chip model is a faster way to represent place value disks and is used as students move away from a concrete stage of learning.

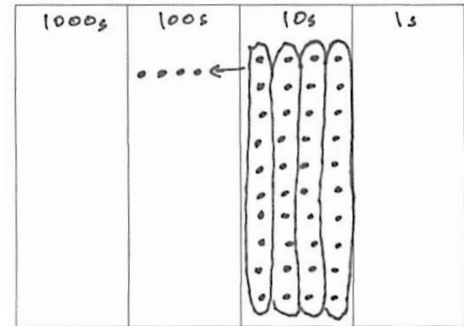
(Model 2 tens is 10 times as much as 2 ones on the place value chart and as an equation.)

T: Draw place value disks as dots. Because you are using dots, label your columns with the unit value.

T: Represent 2 ones. Solve to find 10 times as many as 2 ones. Work together.



- S: (Work together.)
 T: 10 times as many as 2 ones is...?
 S: 20 ones. → 2 tens.
 T: Explain this equation to your partner using your model.
 S: $10 \times 2 \text{ ones} = 20 \text{ ones} = 2 \text{ tens}$.



Repeat the process with 10 times as many as 4 tens is 40 tens is 4 hundreds and 10 times as many as 7 hundreds is 70 hundreds is 7 thousands.

$10 \times 4 \text{ tens} = 40 \text{ tens} = 4 \text{ hundreds}$
 $10 \times 7 \text{ hundreds} = 70 \text{ hundreds} = 7 \text{ thousands}$

Problem 5: Model as an equation 10 times as much as 9 hundreds is 9 thousands.

- T: Write an equation to find the value of 10 times as many as 9 hundreds. (Circulate and assist students as necessary.)
 T: Show me your board. Read your equation.
 S: $10 \times 9 \text{ hundreds} = 90 \text{ hundreds} = 9 \text{ thousands}$.
 T: Yes. Discuss whether this is true with your partner. (Write $10 \times 9 \text{ hundreds} = 9 \text{ thousands}$.)
 S: Yes, it is true because 90 hundreds equals 9 thousands, so this equation just eliminates that extra step. → Yes. We know 10 of a smaller unit equals 1 of the next larger unit, so we just avoided writing that step.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Some problems do not specify a method for solving. This is an intentional reduction of scaffolding that invokes MP.5, Use Appropriate Tools Strategically. Students should solve these problems using the RDW approach used for Application Problems.

For some classes, it may be appropriate to modify the assignment by specifying which problems students should work on first. With this option, let the purposeful sequencing of the Problem Set guide the selections so that problems continue to be scaffolded. Balance word problems with other problem types to ensure a range of practice. Consider assigning incomplete problems for homework or at another time during the day.

Challenge quick finishers to write their own 10 times as many statements similar to Problems 2 and 5.

Name Jack Date _____

1. Label the place value charts. Fill in the blanks to make the following equations true. Draw disks in the place value chart to show how you got your answer, using arrows to show any bundling.

a. $10 \times 3 \text{ ones} = 30 \text{ ones} = 3 \text{ tens}$
 thousands | hundreds | tens | ones
 (Diagram shows 30 ones in the ones column being bundled into 3 tens in the tens column.)

b. $10 \times 2 \text{ tens} = 20 \text{ tens} = 2 \text{ hundreds}$
 thousands | hundreds | tens | ones
 (Diagram shows 20 tens in the tens column being bundled into 2 hundreds in the hundreds column.)

c. $4 \text{ hundreds} \times 10 = 40 \text{ hundreds} = 4 \text{ thousands}$
 thousands | hundreds | tens | ones
 (Diagram shows 40 hundreds in the hundreds column being bundled into 4 thousands in the thousands column.)

2. Complete the following statements using your knowledge of place value:

a. 10 times as many as 1 ten is 10 tens.
 b. 10 times as many as 3 tens is 30 tens or 3 hundreds.
 c. Ten times as many as 9 hundreds is 9 thousands.
 d. 2 thousands is the same as 20 hundreds.

(Use pictures, numbers, or words to explain how you got your answer for Part (d).)
 (Diagram shows 20 hundreds in the hundreds column being bundled into 2 thousands in the thousands column.)
 You can group 20 hundreds into 2 groups of 10 hundreds. Each group of 10 hundreds can be bundled to make 1 thousand.

A.8

Student Debrief (7 minutes)

Lesson Objective: Interpret a multiplication equation as a comparison.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- What relationship do you notice between the problem of Matthew's stamps and Problems 1(a) and 1(b)?
- How did Problem 1(c) help you to solve Problem 4?
- In Problem 5, which solution proved most difficult to find? Why?
- How does the answer about Sarah's age and her grandfather's age relate to our lesson's objective?
- What are some ways you could model 10 times as many? What are the benefits and drawbacks of each way of modeling? (Money, base ten materials, disks, labeled drawings of disks, dots on a labeled place value chart, tape diagram.)
- Take two minutes to explain to your partner what we learned about the value of each unit as it moves from right to left on the place value chart.
- Write and complete the following statements:

_____ ten is _____ times as many as _____ one.

_____ hundred is _____ times as many as _____ ten.

_____ thousand is _____ times as many as _____ hundred.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

3. Matthew has 30 stamps in his collection. Matthew's father has 10 times as many stamps as Matthew. How many stamps does Matthew's father have? Use numbers and words to explain how you got your answer.

Ten times as many as 30 (3 tens) is 30 tens or 3 hundreds.
 $10 \times 3 \text{ tens} = 30 \text{ tens} = 3 \text{ hundreds}$
 Matthew's father has 300 stamps.

4. Jane saved \$800. Her sister has 10 times as much money. How much money does Jane's sister have? Use numbers and words to explain how you got your answer.

Ten times as many as 800 (8 hundreds) is 80 hundreds or 8 thousands.
 $10 \times 8 \text{ hundreds} = 80 \text{ hundreds} = 8 \text{ thousands}$
 Jane's sister has \$8000.

5. Fill in the blanks to make the statements true.

- 2 times as much as 4 is 8.
- 10 times as much as 4 is 40.
- 500 is 10 times as much as 50.
- 6,000 is ten times as many as 600.

6. Sarah is 9 years old. Sarah's grandfather is 90 years old. Sarah's grandfather is how many times as old as Sarah?

Ten times as many as 9 ones is 9 tens.
 $10 \times 9 \text{ ones} = 9 \text{ tens} = 90$

Sarah's grandfather is 10 times as old as Sarah.

Number Correct: _____

A

Multiply and Divide by 10

| | | |
|-----|---------------------|--|
| 1. | $2 \times 10 =$ | |
| 2. | $3 \times 10 =$ | |
| 3. | $4 \times 10 =$ | |
| 4. | $5 \times 10 =$ | |
| 5. | $1 \times 10 =$ | |
| 6. | $20 \div 10 =$ | |
| 7. | $30 \div 10 =$ | |
| 8. | $50 \div 10 =$ | |
| 9. | $10 \div 10 =$ | |
| 10. | $40 \div 10 =$ | |
| 11. | $6 \times 10 =$ | |
| 12. | $7 \times 10 =$ | |
| 13. | $8 \times 10 =$ | |
| 14. | $9 \times 10 =$ | |
| 15. | $10 \times 10 =$ | |
| 16. | $80 \div 10 =$ | |
| 17. | $70 \div 10 =$ | |
| 18. | $90 \div 10 =$ | |
| 19. | $60 \div 10 =$ | |
| 20. | $100 \div 10 =$ | |
| 21. | $_ \times 10 = 50$ | |
| 22. | $_ \times 10 = 10$ | |

| | | |
|-----|----------------------|--|
| 23. | $_ \times 10 = 100$ | |
| 24. | $_ \times 10 = 20$ | |
| 25. | $_ \times 10 = 30$ | |
| 26. | $100 \div 10 =$ | |
| 27. | $50 \div 10 =$ | |
| 28. | $10 \div 10 =$ | |
| 29. | $20 \div 10 =$ | |
| 30. | $30 \div 10 =$ | |
| 31. | $_ \times 10 = 60$ | |
| 32. | $_ \times 10 = 70$ | |
| 33. | $_ \times 10 = 90$ | |
| 34. | $_ \times 10 = 80$ | |
| 35. | $70 \div 10 =$ | |
| 36. | $90 \div 10 =$ | |
| 37. | $60 \div 10 =$ | |
| 38. | $80 \div 10 =$ | |
| 39. | $11 \times 10 =$ | |
| 40. | $110 \div 10 =$ | |
| 41. | $30 \div 10 =$ | |
| 42. | $120 \div 10 =$ | |
| 43. | $14 \times 10 =$ | |
| 44. | $140 \div 10 =$ | |

B

Number Correct: _____

Improvement: _____

Multiply and Divide by 10

| | | |
|-----|---------------------|--|
| 1. | $1 \times 10 =$ | |
| 2. | $2 \times 10 =$ | |
| 3. | $3 \times 10 =$ | |
| 4. | $4 \times 10 =$ | |
| 5. | $5 \times 10 =$ | |
| 6. | $30 \div 10 =$ | |
| 7. | $20 \div 10 =$ | |
| 8. | $40 \div 10 =$ | |
| 9. | $10 \div 10 =$ | |
| 10. | $50 \div 10 =$ | |
| 11. | $10 \times 10 =$ | |
| 12. | $6 \times 10 =$ | |
| 13. | $7 \times 10 =$ | |
| 14. | $8 \times 10 =$ | |
| 15. | $9 \times 10 =$ | |
| 16. | $70 \div 10 =$ | |
| 17. | $60 \div 10 =$ | |
| 18. | $80 \div 10 =$ | |
| 19. | $100 \div 10 =$ | |
| 20. | $90 \div 10 =$ | |
| 21. | $_ \times 10 = 10$ | |
| 22. | $_ \times 10 = 50$ | |

| | | |
|-----|----------------------|--|
| 23. | $_ \times 10 = 20$ | |
| 24. | $_ \times 10 = 100$ | |
| 25. | $_ \times 10 = 30$ | |
| 26. | $20 \div 10 =$ | |
| 27. | $10 \div 10 =$ | |
| 28. | $100 \div 10 =$ | |
| 29. | $50 \div 10 =$ | |
| 30. | $30 \div 10 =$ | |
| 31. | $_ \times 10 = 30$ | |
| 32. | $_ \times 10 = 40$ | |
| 33. | $_ \times 10 = 90$ | |
| 34. | $_ \times 10 = 70$ | |
| 35. | $80 \div 10 =$ | |
| 36. | $90 \div 10 =$ | |
| 37. | $60 \div 10 =$ | |
| 38. | $70 \div 10 =$ | |
| 39. | $11 \times 10 =$ | |
| 40. | $110 \div 10 =$ | |
| 41. | $12 \times 10 =$ | |
| 42. | $120 \div 10 =$ | |
| 43. | $13 \times 10 =$ | |
| 44. | $130 \div 10 =$ | |

Name _____

Date _____

1. Label the place value charts. Fill in the blanks to make the following equations true. Draw disks in the place value chart to show how you got your answer, using arrows to show any bundling.

a. $10 \times 3 \text{ ones} = \underline{\hspace{2cm}} \text{ ones} = \underline{\hspace{2cm}}$

| | | | |
|--|--|--|--|
| | | | |
| | | | |

b. $10 \times 2 \text{ tens} = \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}}$

| | | | |
|--|--|--|--|
| | | | |
| | | | |

c. $4 \text{ hundreds} \times 10 = \underline{\hspace{2cm}} \text{ hundreds} = \underline{\hspace{2cm}}$

| | | | |
|--|--|--|--|
| | | | |
| | | | |

2. Complete the following statements using your knowledge of place value:

- a. 10 times as many as 1 ten is _____ tens.
- b. 10 times as many as _____ tens is 30 tens or _____ hundreds.
- c. _____ as 9 hundreds is 9 thousands.
- d. _____ thousands is the same as 20 hundreds.

Use pictures, numbers, or words to explain how you got your answer for Part (d).

3. Matthew has 30 stamps in his collection. Matthew's father has 10 times as many stamps as Matthew. How many stamps does Matthew's father have? Use numbers or words to explain how you got your answer.

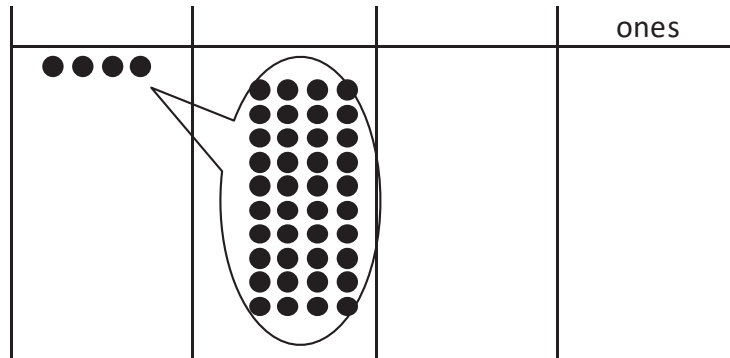
4. Jane saved \$800. Her sister has 10 times as much money. How much money does Jane's sister have? Use numbers or words to explain how you got your answer.
5. Fill in the blanks to make the statements true.
- 2 times as much as 4 is _____.
 - 10 times as much as 4 is _____.
 - 500 is 10 times as much as _____.
 - 6,000 is _____ as 600.
6. Sarah is 9 years old. Sarah's grandfather is 90 years old. Sarah's grandfather is how many times as old as Sarah?

Sarah's grandfather is _____ times as old as Sarah.

Name _____

Date _____

Use the disks in the place value chart below to complete the following problems:



- Label the place value chart.
- Tell about the movement of the disks in the place value chart by filling in the blanks to make the following equation match the drawing in the place value chart:

$$\underline{\hspace{2cm}} \times 10 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- Write a statement about this place value chart using the words *10 times as many*.

Name _____

Date _____

1. Label the place value charts. Fill in the blanks to make the following equations true. Draw disks in the place value chart to show how you got your answer, using arrows to show any regrouping.

a. 10×4 ones = _____ ones = _____

| | | | |
|--|--|--|--|
| | | | |
| | | | |

b. 10×2 tens = _____ tens = _____

| | | | |
|--|--|--|--|
| | | | |
| | | | |

c. 5 hundreds $\times 10 =$ _____ hundreds = _____

| | | | |
|--|--|--|--|
| | | | |
| | | | |

2. Complete the following statements using your knowledge of place value:

- a. 10 times as many as 1 hundred is _____ hundreds or _____ thousand.
- b. 10 times as many as _____ hundreds is 60 hundreds or _____ thousands.
- c. _____ as 8 hundreds is 8 thousands.
- d. _____ hundreds is the same as 4 thousands.

Use pictures, numbers, or words to explain how you got your answer for Part (d).

3. Katrina has 60 GB of storage on her tablet. Katrina's father has 10 times as much storage on his computer. How much storage does Katrina's father have? Use numbers or words to explain how you got your answer.

4. Katrina saved \$200 to purchase her tablet. Her father spent 10 times as much money to buy his new computer. How much did her father's computer cost? Use numbers or words to explain how you got your answer.

5. Fill in the blanks to make the statements true.

a. 4 times as much as 3 is _____.

b. 10 times as much as 9 is _____.

c. 700 is 10 times as much as _____.

d. 8,000 is _____ as 800.

6. Tomas's grandfather is 100 years old. Tomas's grandfather is 10 times as old as Tomas. How old is Tomas?

| |
|--|
| |
| |
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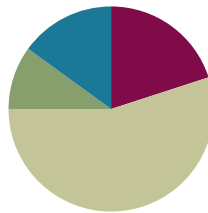
unlabeled thousands place value chart

Lesson 2

Objective: Recognize a digit represents 10 times the value of what it represents in the place to its right.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (33 minutes) |
| ■ Student Debrief | (9 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Skip-Counting **3.OA.7** (4 minutes)
- Place Value **4.NBT.2** (4 minutes)
- Multiply by 10 **4.NB5.1** (4 minutes)

Skip-Counting (4 minutes)

Note: Practicing skip-counting on the number line builds a foundation for accessing higher-order concepts throughout the year.

Direct students to count by threes forward and backward to 36, focusing on the crossing-ten transitions.

Example: (3, 6, 9, 12, 9, 12, 9, 12, 15, 18, 21, 18, 21, 24, 27, 30, 27, 30, 33, 30, 33, 30, 33, 36...). The purpose of focusing on crossing the ten transitions is to help students make the connection that, for example, when adding 3 to 9, $9 + 1$ is 10, and then 2 more is 12.

There is a similar purpose in counting down by threes; $12 - 2$ is 10, and subtracting 1 more is 9. This work builds on the fluency work of previous grade levels. Students should understand that when crossing the ten, they are regrouping.

Direct students to count by fours forward and backward to 48, focusing on the crossing-ten transitions.

Place Value (4 minutes)

Materials: (S) Personal white board, unlabeled thousands place value chart (Lesson 1 Template)

Note: Reviewing and practicing place value skills in isolation prepares students for success in multiplying different place value units during the lesson.

- T: (Project the place value chart to the thousands place.) Show 5 tens as place value disks, and write the number below it.
- S: (Draw 5 tens. Write 5 below the tens column and 0 below the ones column.)
- T: (Draw to correct student misunderstanding.) Say the number in unit form.
- S: 5 tens.
- T: Say the number in standard form.
- S: 50.

Continue for the following possible sequence: 3 tens 2 ones, 4 hundreds 3 ones, 1 thousand 2 hundreds, 4 thousands 2 tens, and 4 thousands 2 hundreds 3 tens 5 ones.

Multiply by 10 (4 minutes)

Materials: (S) Personal white board

Note: This fluency activity reviews concepts learned in Lesson 1.

- T: (Project $10 \text{ ones} \times 10 = 1 \underline{\hspace{1cm}}$.) Fill in the blank.
- S: (Write $10 \text{ ones} \times 10 = 1 \text{ hundred}$.)
- T: Say the multiplication sentence in standard form.
- S: $10 \times 10 = 100$.

Repeat for the following possible sequence: $10 \times \underline{\hspace{1cm}} = 2 \text{ hundreds}$; $10 \times \underline{\hspace{1cm}} = 3 \text{ hundreds}$;
 $10 \times \underline{\hspace{1cm}} = 7 \text{ hundreds}$; $10 \times 1 \text{ hundred} = 1 \underline{\hspace{1cm}}$; $10 \times \underline{\hspace{1cm}} = 2 \text{ thousands}$;
 $10 \times \underline{\hspace{1cm}} = 8 \text{ thousands}$; $10 \times 10 \text{ thousands} = \underline{\hspace{1cm}}$.

Application Problem (6 minutes)

Amy is baking muffins. Each baking tray can hold 6 muffins.

- If Amy bakes 4 trays of muffins, how many muffins will she have in all?
- The corner bakery produced 10 times as many muffins as Amy baked. How many muffins did the bakery produce?

Extension: If the corner bakery packages the muffins in boxes of 100, how many boxes of 100 could they make?

a) $4 \times 6 = 24$
Amy will have 24 muffins in all.

b) $10 \times 24 = 240$
The bakery produced 240 muffins.

Extension: They could make 2 boxes of 100 muffins.

Note: This Application Problem builds on the concept from the previous lesson of *10 times as many*.

Concept Development (33 minutes)

Materials: (S) Personal white board, unlabeled millions place value chart (Template)

Problem 1: Multiply single units by 10 to build the place value chart to 1 million. Divide to reverse the process.

T: Label ones, tens, hundreds, and thousands on your place value chart.

T: On your personal white board, write the multiplication sentence that shows the relationship between 1 hundred and 1 thousand.

S: (Write $10 \times 1 \text{ hundred} = 10 \text{ hundreds} = 1 \text{ thousand}$.)

T: Draw place value disks on your place value chart to find the value of 10 times 1 thousand.

T: (Circulate.) I saw that Tessa drew 10 disks in the thousands column. What does that represent?

S: 10 times 1 thousand equals 10 thousands.
($10 \times 1 \text{ thousand} = 10 \text{ thousands}$.)

T: How else can 10 thousands be represented?

S: 10 thousands can be bundled because, when you have 10 of one unit, you can bundle them and move the bundle to the next column.

T: (Point to the place value chart.) Can anyone think of what the name of our next column after the thousands might be? (Students share. Label the **ten thousands** column.)

T: Now, write a complete multiplication sentence to show 10 times the value of 1 thousand. Show how you regroup.

S: (Write $10 \times 1 \text{ thousand} = 10 \text{ thousands} = 1 \text{ ten thousand}$.)

T: On your place value chart, show what 10 times the value of 1 ten thousand equals. (Circulate and assist students as necessary.)

T: What is 10 times 1 ten thousand?

S: 10 ten thousands. → **1 hundred thousand**.

T: That is our next larger unit. (Write $10 \times 1 \text{ ten thousand} = 10 \text{ ten thousands} = 1 \text{ hundred thousand}$.)

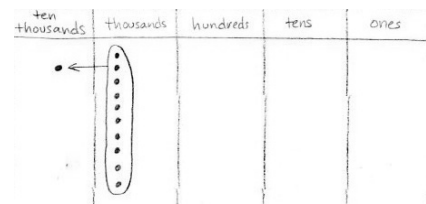
T: To move another column to the left, what would be my next 10 times statement?

S: 10 times 1 hundred thousand.

T: Solve to find 10 times 1 hundred thousand. (Circulate and assist students as necessary.)

T: 10 hundred thousands can be bundled and represented as **1 million**. Title your column, and write the multiplication sentence.

S: (Write $10 \times 1 \text{ hundred thousand} = 10 \text{ hundred thousands} = 1 \text{ million}$.)



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Scaffold student understanding of the place value pattern by recording the following sentence frames:

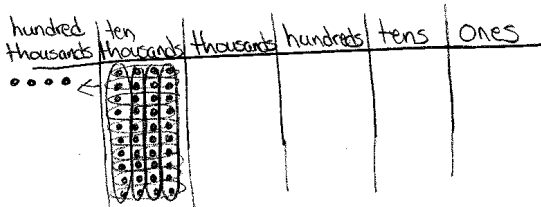
- $10 \times 1 \text{ one is } 1 \text{ ten}$
- $10 \times 1 \text{ ten is } 1 \text{ hundred}$
- $10 \times 1 \text{ hundred is } 1 \text{ thousand}$
- $10 \times 1 \text{ thousand is } 1 \text{ ten thousand}$
- $10 \times 1 \text{ ten thousand is } 1 \text{ hundred thousand}$

Students may benefit from speaking this pattern chorally. Deepen understanding with prepared visuals (perhaps using an interactive whiteboard).

After having built the place value chart by multiplying by ten, quickly review the process simply moving from right to left on the place value chart and then reversing and moving left to right (e.g., 2 tens times 10 equals 2 hundreds; 2 hundreds times 10 equals 2 thousands; 2 thousands divided by 10 equals 2 hundreds; 2 hundreds divided by 10 equals 2 tens).

Problem 2: Multiply multiple copies of one unit by 10.

- T: Draw place value disks, and write a multiplication sentence to show the value of 10 times 4 ten thousands.
- T: 10 times 4 ten thousands is...?
- S: 40 ten thousands. \rightarrow 4 hundred thousands.



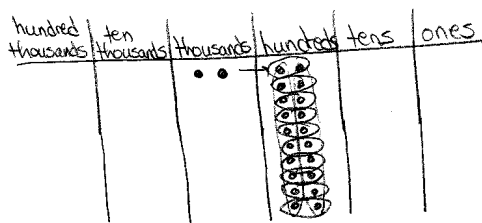
- T: (Write $10 \times 4 \text{ ten thousands} = 40 \text{ ten thousands} = 4 \text{ hundred thousands}$.) Explain to your partner how you know this equation is true.

Repeat with $10 \times 3 \text{ hundred thousands}$.

Problem 3: Divide multiple copies of one unit by 10.

- T: (Write $2 \text{ thousands} \div 10$.) What is the process for solving this division expression?
- S: Use a place value chart. \rightarrow Represent 2 thousands on a place value chart. Then, change them for smaller units so we can divide.
- T: What would our place value chart look like if we changed each thousand for 10 smaller units?
- S: 20 hundreds. \rightarrow 2 thousands can be changed to be 20 hundreds because 2 thousands and 20 hundreds are equal.
- T: Solve for the answer.
- S: 2 hundreds. \rightarrow 2 thousands \div 10 is 2 hundreds because 2 thousands unbundled becomes 20 hundreds. \rightarrow 20 hundreds divided by 10 is 2 hundreds. \rightarrow $2 \text{ thousands} \div 10 = 20 \text{ hundreds} \div 10 = 2 \text{ hundreds}$.

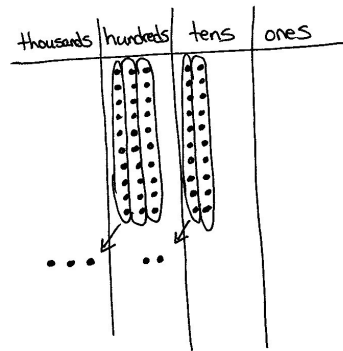
MP.1



Repeat with $3 \text{ hundred thousands} \div 10$.

Problem 4: Multiply and divide multiple copies of two different units by 10.

- T: Draw place value disks to show 3 hundreds and 2 tens.
- T: (Write $10 \times (3 \text{ hundreds } 2 \text{ tens})$.) Work in pairs to solve this expression. I wrote 3 hundreds 2 tens in parentheses to show it is one number. (Circulate as students work. Clarify that both hundreds and tens must be multiplied by 10.)
- T: What is your product?
- S: 3 thousands 2 hundreds.
- T: (Write $10 \times (3 \text{ hundreds } 2 \text{ tens}) = 3 \text{ thousands } 2 \text{ hundreds}$.) How do we write this in standard form?
- S: 3,200.
- T: (Write $10 \times (3 \text{ hundreds } 2 \text{ tens}) = 3 \text{ thousands } 2 \text{ hundreds} = 3,200$.)

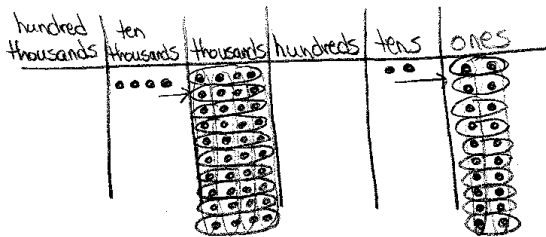


$$10 \times (3 \text{ hundreds } 2 \text{ tens}) = 3 \text{ thousands } 2 \text{ hundreds} = 3,200$$

| thousands | hundreds | tens | ones |
|-----------|----------|------|------|
| | 3 | 2 | |

Handwritten annotations: An arrow labeled 'x10' points from the '3' in the hundreds column to the '3' in the thousands column. Another arrow labeled 'x10' points from the '2' in the tens column to the '2' in the hundreds column.

- T: (Write $(4 \text{ ten thousands } 2 \text{ tens}) \div 10$.) In this expression, we have two units. Explain how you will find your answer.
- S: We can use the place value chart again and represent the unbundled units and then divide. (Represent in the place value chart, and record the number sentence $(4 \text{ ten thousands } 2 \text{ tens}) \div 10 = 4 \text{ thousands } 2 \text{ ones} = 4,002$.)
- T: Watch as I represent numbers in the place value chart to multiply or divide by ten instead of drawing disks.



$$(4 \text{ ten thousands } 2 \text{ tens}) \div 10 = 4 \text{ thousands } 2 \text{ ones} = 4,002$$

| ten thousands | thousands | hundreds | tens | ones |
|---------------|-----------|----------|------|------|
| 4 | | | 2 | |

Handwritten annotations: An arrow labeled '÷10' points from the '4' in the ten thousands column to the '4' in the thousands column. Another arrow labeled '÷10' points from the '2' in the tens column to the '2' in the ones column.

Repeat with $10 \times (4 \text{ thousands } 5 \text{ hundreds})$ and $(7 \text{ hundreds } 9 \text{ tens}) \div 10$.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (9 minutes)

Lesson Objective: Recognize a digit represents 10 times the value of what it represents in the place to its right.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- How did we use patterns to predict the increasing units on the place value chart up to **1 million**? Can you predict the unit that is 10 times 1 million? 100 times 1 million?
- What happens when you multiply a number by 10? **1 ten thousand** is what times 10? **1 hundred thousand** is what times 10?
- Gail said she noticed that when you multiply a number by 10, you shift the digits one place to the left and put a zero in the ones place. Is she correct?
- How can you use multiplication and division to describe the relationship between units on the place value chart? Use Problem 1 (a) and (c) to help explain.
- Practice reading your answers in Problem 2 out loud. What similarities did you find in saying the numbers in unit form and standard form? Differences?

Name Jack Date _____

1. As you did during the lesson, label and represent the product or quotient drawing disks on the place value chart.

1. As you did during the lesson, label and represent the product or quotient by drawing disks on the place value chart.

b. 10×3 ten thousands = 30 ten thousands = 3 hundred thousands

c. 4 thousands $\div 10 =$ 40 hundreds $\div 10 =$ 4 hundreds

2. Solve for each expression by writing the solution in unit form and in standard form.

| Expression | Unit form | Standard Form |
|---------------------------|--------------|---------------|
| 10×6 tens | 60 tens | 600 |
| 7 hundreds $\times 10$ | 70 hundreds | 7,000 |
| 3 thousands $\div 10$ | 3 hundreds | 300 |
| 6 ten thousands $\div 10$ | 6 thousands | 6,000 |
| 10×4 thousands | 40 thousands | 40,000 |

3. Solve for each expression by writing the solution in unit form and in standard form.

| Expression | Unit form | Standard Form |
|--------------------------------------|-----------------------------|---------------|
| (4 tens 3 ones) $\times 10$ | 4 hundreds 3 tens | 430 |
| (2 hundreds 3 tens) $\times 10$ | 2 thousands 3 hundreds | 2,300 |
| (7 thousands 8 hundreds) $\times 10$ | 7 ten thousands 8 thousands | 78,000 |
| (6 thousands 4 tens) $\div 10$ | 6 hundreds 4 ones | 604 |
| (4 ten thousands 3 tens) $\div 10$ | 4 thousands 3 ones | 4,003 |

4. Explain how you solved 10×4 thousands. Use a place value chart to support your explanation.

- In Problem 7, did you write your equation as a multiplication or division sentence? Which way is correct?
- Which part in Problem 3 was hardest to solve?
- When we multiply 6 tens times 10, as in Problem 2, are we multiplying the 6, the tens, or both? Does the digit or the unit change?
- Is 10 times 6 tens the same as 6 times 10 tens? (Use a place value chart to model.)
- Is 10 times 10 times 6 the same as 10 tens times 6? (Use a place value chart to model 10 times 10 is the same as 1 ten times 1 ten.)
- When we multiply or divide by 10, do we change the digits or the unit? Make a few examples.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

5. Explain how you solved $(4 \text{ ten thousands } 3 \text{ tens}) \div 10$. Use a place value chart to support your explanation.

When dividing by ten, each digit shifts to the right one column.
 $4 \text{ ten thousands} \div 10 = 4 \text{ thousands}$
 $3 \text{ tens} \div 10 = 3 \text{ ones}$

6. Jacob saved 2 thousand dollar bills, 4 hundred dollar bills, and 6 ten dollar bills to buy a car. The car costs 10 times as much as he has saved. How much does the car cost?

$\$2,000 + \$400 + \$60 = \$2,460$
 $\$2,460 \times 10 = \$24,600$
 The car costs $\$24,600$.

7. Last year the apple orchard experienced a drought and didn't produce many apples. But this year, the apple orchard produced 45 thousand Granny Smith apples and 9 hundred Red Delicious apples, which is 10 times as many apples as last year. How many apples did the orchard produce last year?

$45,000 + 900 = 45,900$
 $45,900 \div 10 = 4,590$
 Last year the orchard produced 4,590 apples.

8. Planet Ruba has a population of 1 million aliens. Planet Zamba has 1 hundred thousand aliens.

a. How many more aliens does Planet Ruba have than Planet Zamba?

1 million = 10 hundred thousands
 10 hundred thousands
 - 1 hundred thousand
 = 9 hundred thousands
 Planet Ruba has 900,000 more aliens than Planet Zamba.

b. Write a sentence to compare the populations for each planet using the words 10 times as many.

The population of Planet Ruba is 10 times as many as Planet Zamba.

Name _____

Date _____

1. As you did during the lesson, label and represent the product or quotient by drawing disks on the place value chart.

a. 10×2 thousands = _____ thousands = _____

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b. 10×3 ten thousands = _____ ten thousands = _____

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c. 4 thousands $\div 10 =$ _____ hundreds $\div 10 =$ _____

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|--|--|--|--|--|--|--|
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2. Solve for each expression by writing the solution in unit form and in standard form.

| Expression | Unit form | Standard Form |
|---------------------------|-----------|---------------|
| 10×6 tens | | |
| 7 hundreds $\times 10$ | | |
| 3 thousands $\div 10$ | | |
| 6 ten thousands $\div 10$ | | |
| 10×4 thousands | | |

3. Solve for each expression by writing the solution in unit form and in standard form.

| Expression | Unit form | Standard Form |
|---|-----------|---------------|
| $(4 \text{ tens } 3 \text{ ones}) \times 10$ | | |
| $(2 \text{ hundreds } 3 \text{ tens}) \times 10$ | | |
| $(7 \text{ thousands } 8 \text{ hundreds}) \times 10$ | | |
| $(6 \text{ thousands } 4 \text{ tens}) \div 10$ | | |
| $(4 \text{ ten thousands } 3 \text{ tens}) \div 10$ | | |

4. Explain how you solved 10×4 thousands. Use a place value chart to support your explanation.

5. Explain how you solved $(4 \text{ ten thousands } 3 \text{ tens}) \div 10$. Use a place value chart to support your explanation.
6. Jacob saved 2 thousand dollar bills, 4 hundred dollar bills, and 6 ten dollar bills to buy a car. The car costs 10 times as much as he has saved. How much does the car cost?
7. Last year the apple orchard experienced a drought and did not produce many apples. But this year, the apple orchard produced 45 thousand GrannySmith apples and 9 hundred Red Delicious apples, which is 10 times as many apples as last year. How many apples did the orchard produce last year?

Name _____

Date _____

1. Fill in the blank to make a true number sentence. Use standard form.

a. (4 ten thousands 6 hundreds) $\times 10 =$ _____

b. (8 thousands 2 tens) $\div 10 =$ _____

2. The Carson family saved up \$39,580 for a new home. The cost of their dream home is 10 times as much as they have saved. How much does their dream home cost?

Name _____

Date _____

1. As you did during the lesson, label and represent the product or quotient by drawing disks on the place value chart.

a. 10×4 thousands = _____ thousands = _____

| | | | | | | |
|--|--|--|--|--|--|--|
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|--|--|--|--|--|--|--|

b. 4 thousands $\div 10 =$ _____ hundreds $\div 10 =$ _____

| | | | | | | |
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|--|--|--|--|--|--|--|

2. Solve for each expression by writing the solution in unit form and in standard form.

| Expression | Unit Form | Standard Form |
|-----------------------------|-----------|---------------|
| 10×3 tens | | |
| 5 hundreds $\times 10$ | | |
| 9 ten thousands $\div 10$ | | |
| 10×7 thousands | | |

3. Solve for each expression by writing the solution in unit form and in standard form.

| Expression | Unit Form | Standard Form |
|---|-----------|---------------|
| $(2 \text{ tens } 1 \text{ one}) \times 10$ | | |
| $(5 \text{ hundreds } 5 \text{ tens}) \times 10$ | | |
| $(2 \text{ thousands } 7 \text{ tens}) \div 10$ | | |
| $(4 \text{ ten thousands } 8 \text{ hundreds}) \div 10$ | | |

4. a. Emily collected \$950 selling Girl Scout cookies all day Saturday. Emily's troop collected 10 times as much as she did. How much money did Emily's troop raise?

- b. On Saturday, Emily made 10 times as much as on Monday. How much money did Emily collect on Monday?

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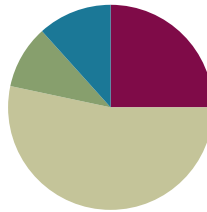
unlabeled millions place value chart

Lesson 3

Objective: Name numbers within 1 million by building understanding of the place value chart and placement of commas for naming base thousand units.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (15 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (32 minutes) |
| ■ Student Debrief | (7 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (15 minutes)

- Sprint: Multiply by 3 **3.OA.7** (10 minutes)
- Place Value and Value **4.NBT.2** (3 minutes)
- Base Ten Units **4.NBT.1** (2 minutes)

Sprint: Multiply by 3 (10 minutes)

Materials: (S) Multiply by 3 Sprint

Note: This fluency activity reviews a foundational Grade 3 standard that helps students learn standard **4.NBT.5**.

Place Value and Value (3 minutes)

Materials: (T) Unlabeled millions place value chart (Lesson 2 Template)

Note: Reviewing and practicing place value skills in isolation prepares students for success in multiplying different place value units during the lesson.

T: (Project the number 1,468,357 on a place value chart. Underline the 5.) Say the digit.

S: 5.

T: Say the place value of the 5.

S: Tens.



A NOTE ON STANDARDS ALIGNMENT:

In this lesson, students extend past 1 million (4.NBT standards limit to whole numbers less than or equal to 1 million) to establish a pattern of ones, tens, and hundreds within each base ten unit (thousands, millions, billions, trillions). Calculations in following lessons are limited to less than or equal to 1 million. If students are not ready for this step, omit establishing the pattern and internalize the units of the thousands period.

T: Say the value of 5 tens.

S: 50.

Repeat the process, underlining 8, 4, 1, and 6.

Base Ten Units (2 minutes)

Note: This fluency activity bolsters students' place value proficiency while reviewing multiplication concepts learned in Lessons 1 and 2.

T: (Project 2 tens = ____.) Say the number in standard form.

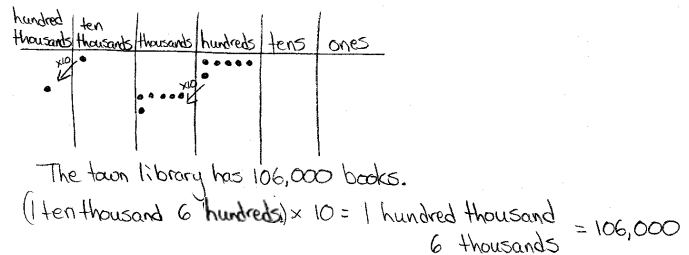
S: 2 tens = 20.

Repeat for the following possible sequence: 3 tens, 9 tens, 10 tens, 11 tens, 12 tens, 19 tens, 20 tens, 30 tens, 40 tens, 80 tens, 84 tens, and 65 tens.

Application Problem (6 minutes)

The school library has 10,600 books.
The town library has 10 times as many books.
How many books does the town library have?

Note: This Application Problem builds on the concept from the previous lesson of determining 10 times as much as a number.



Concept Development (32 minutes)

Materials: (S) Personal white board, unlabeled millions place value chart (Lesson 2 Template)

Note: Students will go beyond the **4.NBT** standard of using numbers less than or equal to 1 million to establish a pattern within the base ten units.

Introduction: Patterns of the base ten system.

T: In the last lesson, we extended the place value chart to 1 million. Take a minute to label the place value headings on your place value chart. (Circulate and check all headings.)

T: Excellent. Now, talk with your partner about similarities and differences you see in those heading names.

S: I notice some words repeat, like *ten*, *hundred*, and *thousand*, but *ones* appears once. \rightarrow I notice the thousand unit repeats 3 times—thousands, ten thousands, hundred thousands.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Scaffold partner talk with sentence frames such as:

- "I notice ____."
- "The place value headings are alike because ____."
- "The place value headings are not alike because ____."
- "The pattern I notice is ____."
- "I notice the units ____."

T: That's right! Beginning with thousands, we start naming new place value units by how many one thousands, ten thousands, and hundred thousands we have. What do you think the next unit might be called after 1 million?

S: **Ten millions.**

T: (Extend chart to the ten millions.) And the next?

S: **Hundred millions.**

T: (Extend chart again.) That's right! Just like with thousands, we name new units here in terms of how many one millions, ten millions, and hundred millions we have. 10 hundred millions gets renamed as 1 billion. Talk with your partner about what the next two place value units should be.

S: Ten billions and hundred billions. → It works just like it does for thousands and millions.

Problem 1: Placing commas in and naming numbers.

T: You've noticed a pattern: ones, tens, and hundreds; one thousands, ten thousands, and hundred thousands; one millions, ten millions, and hundred millions; and so on. We use commas to indicate this grouping of units, taken 3 at a time. For example, ten billion would be written: 10,000,000,000.

T: (Write 608430325.) Record this number, and place the commas to show our groupings of units.

S: (Record the number and place the commas.)

T: (Show 430,325 on a place value chart.) How many thousands are in this number?

S: 430.

T: 430 what?

S: 430 thousands.

T: Correct. We read this number as "four hundred thirty thousand, three hundred twenty-five."

T: (Extend chart, and show 608,430,325.) How many millions are there in this number?

S: 608 millions.

T: Using what you know about our pattern in naming units, talk with your partner about how to name this number.

S: Six hundred eight million, four hundred thirty thousand, three hundred twenty-five.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Scaffold reading numbers into the hundred thousands with questioning such as:

T: What's the value of the 3?

S: 30 thousand.

T: How many thousands altogether?

S: 36 thousands.

T: What's the value of the 8?

S: 80.

T: Add the remaining ones.

S: 89.

T: Read the whole number.

S: Thirty-six thousand, eighty-nine.

Continue with similar numbers until students reach fluency. Alternate the student recording numbers, modeling, and reading.

Problem 2: Add to make 10 of a unit and bundling up to 1 million.

T: What would happen if we combined 2 groups of 5 hundreds? With your partner, draw place value disks to solve. Use the largest unit possible to express your answer.

S: 2 groups of 5 hundreds equals 10 hundreds.
→ It would make 10 hundreds, which can be bundled to make 1 thousand.

T: Now, solve for 5 thousands plus 5 thousands. Bundle in order to express your answer using the largest unit possible.

S: 5 thousands plus 5 thousands equals 10 thousands.
We can bundle 10 thousands to make 1 ten thousand.

T: Solve for 4 ten thousands plus 6 ten thousands.
Express your answer using the largest unit possible.

S: 4 ten thousands plus 6 ten thousands equals 10 ten thousands. We can bundle 10 ten thousands to make 1 hundred thousand.

| Millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------------|------|------|
| | | | ● | ●●●●● ●●●●● | | |

| Millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|----------------------------------|-----------|----------|------|------|
| | ● | ●●●●● ●●●●● ●●●●● ●●●●● | | | | |

Continue renaming problems, showing regrouping as necessary.

- 3 hundred thousands + 7 hundred thousands
- 23 thousands + 4 ten thousands
- 43 ten thousands + 11 thousands

Problem 3: 10 times as many with multiple units.

T: On your place value chart, model 5 hundreds and 3 tens with place value disks. What is 10 times 5 hundreds 3 tens?

S: (Show charts.) 5 thousands 3 hundreds.

T: Model 10 times 5 hundreds 3 tens with digits on the place value chart. Record your answer in standard form.

S: (Show 10 times 5 hundreds is 5 thousands and 10 times 3 tens is 3 hundreds as digits.) 5,300.

T: Check your partner's work, and remind him of the comma's role in this number.

T: (Write 10×1 ten thousand 5 thousands 3 hundreds 9 ones = _____.) With your partner, solve this problem, and write your answer in standard form.

S: $10 \times 15,309 = 153,090$.

| Millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | ●●●●● | ●●●●● | ●●● | |

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (7 minutes)

Lesson Objective: Name numbers within 1 million by building understanding of the place value chart and placement of commas for naming base thousand units.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- In Problem 1, how did you know where to place commas within a number?
- Read aloud the numbers in Problem 1 (d) and (e) with your partner. What role do the commas have as you read the numbers?
- How does place value understanding and the role of commas help you to read the value in the millions period that is represented by the number of millions, **ten millions**, and **hundred millions**?
- What did you discover as you solved Problem 3? How did 3(a) help you to solve 3(b)?
- How did you use the place value chart to help you compare unlike units in Problem 5?
- When might it be useful to omit commas? (Please refer to the UDL box for commas to guide your discussion.)



NOTES ON COMMAS:

Commas are optional for 4-digit numbers, as omitting them supports visualization of the total amount of each unit. For example, in the number 3247, 32 hundreds or 324 tens is easier to visualize when 3247 is written without a comma. In Grade 3, students understand 324 as 324 ones, 32 tens 4 ones, or 3 hundreds 2 tens 4 ones. This flexible thinking allows for seeing simplifying strategies (e.g., to solve $3247 - 623$, rather than decompose 3 thousands, students might subtract 6 hundreds from 32 hundreds: 32 hundreds $- 6$ hundreds $+ 47$ ones $- 23$ ones is 26 hundreds and 24 ones or 2624).

Name Jack Date _____

1. Rewrite the following numbers including commas where appropriate:

a. 1234 1,234 b. 12345 12,345 c. 123456 123,456

d. 1234567 1,234,567 e. 12345678901 12,345,678,901

2. Solve each expression. Record your answer in standard form.

| Expression | Standard Form |
|-------------------------------|---------------|
| 5 tens + 5 tens | 100 |
| 3 hundreds + 7 hundreds | 1,000 |
| 400 thousands + 600 thousands | 1,000,000 |
| 8 thousands + 4 thousands | 12,000 |

3. Represent each addend with place value disks in the place value chart. Show the composition of larger units from 10 smaller units. Write the sum in standard form.

a. 4 thousands + 11 hundreds = 5,100

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | ●●●● | ●●●●●●●● | | |
| | | | ●●●● | ●●●●●●●● | | |

b. 24 ten thousands + 11 thousands = 251,000

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | ●●●●●●●●●● | ●●●●●●●● | | | |
| | | ●●●●●●●●●● | ●●●●●●●● | | | |

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

4. Use digits or disks on the place value chart to represent the following equations. Write the product in standard form.

a. $10 \times 3 \text{ thousands} = \underline{30,000}$
 How many thousands are in the answer? 30

| millions | hundred thousands | ten thousands | thousands | Hundreds | Tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | ••• | ••• | | | |

b. $(3 \text{ ten thousands } 2 \text{ thousands}) \times 10 = \underline{320,000}$
 How many thousands are in the answer? 320

| millions | hundred thousands | ten thousands | thousands | Hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | ••• | ••• | ••• | | | |

c. $(32 \text{ thousands } 1 \text{ hundred } 4 \text{ ones}) \times 10 = \underline{321,040}$
 How many thousands are in your answer? 321

| millions | hundred thousands | ten thousands | thousands | Hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | ••• | ••• | ••• | ••• | ••• | ••• |

5. Lee and Gary visited South Korea. They exchanged their dollars for South Korean bills. Lee received 15 ten thousand South Korean bills. Gary received 150 thousand bills. Use disks or numbers on a place value chart to compare Lee and Gary's money.

| money | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|-------|-------------------|---------------|-----------|----------|------|------|
| Lee | | 15 | | | | |
| Gary | | 15 | 0 | 0 | 0 | 0 |

Lee and Gary have the same amount of money.
 15 ten thousands = 150,000
 150 thousands = 150,000

A

Number Correct: _____

Multiply by 3

| | | |
|-----|-----------------|--|
| 1. | $1 \times 3 =$ | |
| 2. | $3 \times 1 =$ | |
| 3. | $2 \times 3 =$ | |
| 4. | $3 \times 2 =$ | |
| 5. | $3 \times 3 =$ | |
| 6. | $4 \times 3 =$ | |
| 7. | $3 \times 4 =$ | |
| 8. | $5 \times 3 =$ | |
| 9. | $3 \times 5 =$ | |
| 10. | $6 \times 3 =$ | |
| 11. | $3 \times 6 =$ | |
| 12. | $7 \times 3 =$ | |
| 13. | $3 \times 7 =$ | |
| 14. | $8 \times 3 =$ | |
| 15. | $3 \times 8 =$ | |
| 16. | $9 \times 3 =$ | |
| 17. | $3 \times 9 =$ | |
| 18. | $10 \times 3 =$ | |
| 19. | $3 \times 10 =$ | |
| 20. | $3 \times 3 =$ | |
| 21. | $1 \times 3 =$ | |
| 22. | $2 \times 3 =$ | |

| | | |
|-----|-----------------|--|
| 23. | $10 \times 3 =$ | |
| 24. | $9 \times 3 =$ | |
| 25. | $4 \times 3 =$ | |
| 26. | $8 \times 3 =$ | |
| 27. | $5 \times 3 =$ | |
| 28. | $7 \times 3 =$ | |
| 29. | $6 \times 3 =$ | |
| 30. | $3 \times 10 =$ | |
| 31. | $3 \times 5 =$ | |
| 32. | $3 \times 6 =$ | |
| 33. | $3 \times 1 =$ | |
| 34. | $3 \times 9 =$ | |
| 35. | $3 \times 4 =$ | |
| 36. | $3 \times 3 =$ | |
| 37. | $3 \times 2 =$ | |
| 38. | $3 \times 7 =$ | |
| 39. | $3 \times 8 =$ | |
| 40. | $11 \times 3 =$ | |
| 41. | $3 \times 11 =$ | |
| 42. | $12 \times 3 =$ | |
| 43. | $3 \times 13 =$ | |
| 44. | $13 \times 3 =$ | |

B

Multiply by 3

Number Correct: _____

Improvement: _____

| | | |
|-----|-----------------|--|
| 1. | $3 \times 1 =$ | |
| 2. | $1 \times 3 =$ | |
| 3. | $3 \times 2 =$ | |
| 4. | $2 \times 3 =$ | |
| 5. | $3 \times 3 =$ | |
| 6. | $3 \times 4 =$ | |
| 7. | $4 \times 3 =$ | |
| 8. | $3 \times 5 =$ | |
| 9. | $5 \times 3 =$ | |
| 10. | $3 \times 6 =$ | |
| 11. | $6 \times 3 =$ | |
| 12. | $3 \times 7 =$ | |
| 13. | $7 \times 3 =$ | |
| 14. | $3 \times 8 =$ | |
| 15. | $8 \times 3 =$ | |
| 16. | $3 \times 9 =$ | |
| 17. | $9 \times 3 =$ | |
| 18. | $3 \times 10 =$ | |
| 19. | $10 \times 3 =$ | |
| 20. | $1 \times 3 =$ | |
| 21. | $10 \times 3 =$ | |
| 22. | $2 \times 3 =$ | |

| | | |
|-----|-----------------|--|
| 23. | $9 \times 3 =$ | |
| 24. | $3 \times 3 =$ | |
| 25. | $8 \times 3 =$ | |
| 26. | $4 \times 3 =$ | |
| 27. | $7 \times 3 =$ | |
| 28. | $5 \times 3 =$ | |
| 29. | $6 \times 3 =$ | |
| 30. | $3 \times 5 =$ | |
| 31. | $3 \times 10 =$ | |
| 32. | $3 \times 1 =$ | |
| 33. | $3 \times 6 =$ | |
| 34. | $3 \times 4 =$ | |
| 35. | $3 \times 9 =$ | |
| 36. | $3 \times 2 =$ | |
| 37. | $3 \times 7 =$ | |
| 38. | $3 \times 3 =$ | |
| 39. | $3 \times 8 =$ | |
| 40. | $11 \times 3 =$ | |
| 41. | $3 \times 11 =$ | |
| 42. | $13 \times 3 =$ | |
| 43. | $3 \times 13 =$ | |
| 44. | $12 \times 3 =$ | |

Name _____

Date _____

1. Rewrite the following numbers including commas where appropriate:

a. 1234 _____ b. 12345 _____ c. 123456 _____

d. 1234567 _____ e. 12345678901 _____

2. Solve each expression. Record your answer in standard form.

| Expression | Standard Form |
|-------------------------------|---------------|
| 5 tens + 5 tens | |
| 3 hundreds + 7 hundreds | |
| 400 thousands + 600 thousands | |
| 8 thousands + 4 thousands | |

3. Represent each addend with place value disks in the place value chart. Show the composition of larger units from 10 smaller units. Write the sum in standard form.

a. 4 thousands + 11 hundreds = _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

b. $24 \text{ ten thousands} + 11 \text{ thousands} =$ _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

4. Use digits or disks on the place value chart to represent the following equations. Write the product in standard form.

a. $10 \times 3 \text{ thousands} =$ _____

How many thousands are in the answer? _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

b. $(3 \text{ ten thousands } 2 \text{ thousands}) \times 10 =$ _____

How many thousands are in the answer? _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

c. $(32 \text{ thousands } 1 \text{ hundred } 4 \text{ ones}) \times 10 =$ _____

How many thousands are in your answer? _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

5. Lee and Gary visited South Korea. They exchanged their dollars for South Korean bills. Lee received 15 ten thousand South Korean bills. Gary received 150 thousand bills. Use disks or numbers on a place value chart to compare Lee's and Gary's money.



Name _____ Date _____

1. In the spaces provided, write the following units in standard form. Be sure to place commas where appropriate.

a. 9 thousands 3 hundreds 4 ones _____

b. 6 ten thousands 2 thousands 7 hundreds 8 tens 9 ones _____

c. 1 hundred thousand 8 thousands 9 hundreds 5 tens 3 ones _____

2. Use digits or disks on the place value chart to write 26 thousands 13 hundreds.

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

How many thousands are in the number you have written? _____

Name _____

Date _____

1. Rewrite the following numbers including commas where appropriate:

a. 4321 _____

b. 54321 _____

c. 224466 _____

d. 2224466 _____

e. 10010011001 _____

2. Solve each expression. Record your answer in standard form.

| Expression | Standard Form |
|---------------------------|---------------|
| 4 tens + 6 tens | |
| 8 hundreds + 2 hundreds | |
| 5 thousands + 7 thousands | |

3. Represent each addend with place value disks in the place value chart. Show the composition of larger units from 10 smaller units. Write the sum in standard form.

a. 2 thousands + 12 hundreds = _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

b. $14 \text{ ten thousands} + 12 \text{ thousands} =$ _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

4. Use digits or disks on the place value chart to represent the following equations. Write the product in standard form.

a. $10 \times 5 \text{ thousands} =$ _____

How many thousands are in the answer? _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

b. $(4 \text{ ten thousands } 4 \text{ thousands}) \times 10 =$ _____

How many thousands are in the answer? _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

c. (27 thousands 3 hundreds 5 ones) \times 10 = _____

How many thousands are in your answer? _____

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

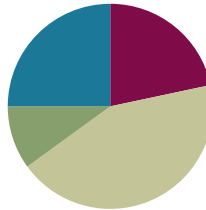
5. A large grocery store received an order of 2 thousand apples. A neighboring school received an order of 20 boxes of apples with 100 apples in each. Use disks or disks on a place value chart to compare the number of apples received by the school and the number of apples received by the grocery store.

Lesson 4

Objective: Read and write multi-digit numbers using base ten numerals, number names, and expanded form.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (13 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (26 minutes) |
| ■ Student Debrief | (15 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (13 minutes)

- Skip-Counting **3.OA.4–7** (3 minutes)
- Place Value **4.NBT.2** (2 minutes)
- Numbers Expressed in Different Base Units **4.NBT.1** (8 minutes)

Skip-Counting (3 minutes)

Note: Practicing skip-counting on the number line builds a foundation for accessing higher-order concepts throughout the year.

Direct students to skip-count by fours forward and backward to 48 focusing on transitions crossing the ten.

Place Value (2 minutes)

Materials: (S) Personal white board, unlabeled millions place value chart (Lesson 2 Template)

Note: Reviewing and practicing place value skills in isolation prepares students for success in writing multi-digit numbers in expanded form.

- T: Show 5 hundred thousands as place value disks, and write the number below it on the place value chart.
- S: (Draw 5 hundred thousands disks and write 500,000 below the chart.)
- T: Say the number in unit form.
- S: 5 hundred thousands.



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Place value fluency supports language acquisition as it couples meaningful visuals with valuable practice speaking the standard and unit form of numbers to 1 million.

T: Say it in standard form.

S: 500,000.

Continue for the following possible sequence: 5 hundred thousands 3 ten thousands, 5 hundred thousands 3 hundreds, 5 ten thousands 3 hundreds, 1 hundred thousand 3 hundreds 5 tens, and 4 hundred thousands 2 ten thousands 5 tens 3 ones.

Numbers Expressed in Different Base Units (8 minutes)

Materials: (S) Personal white board

Note: This fluency activity prepares students for success in writing multi-digit numbers in expanded form.

Base Hundred Units

T: (Project 3 hundreds = ____.) Say the number in standard form.

S: 300.

Continue with a suggested sequence of 9 hundreds, 10 hundreds, 19 hundreds, 21 hundreds, 33 hundreds, 30 hundreds, 100 hundreds, 200 hundreds, 500 hundreds, 530 hundreds, 537 hundreds, and 864 hundreds.

Base Thousand Units

T: (Project 5 thousands = ____.) Say the number in standard form.

S: 5,000.

Continue with a suggested sequence of 9 thousands, 10 thousands, 20 thousands, 100 thousands, 220 thousands, and 347 thousands.

Base Ten Thousand Units

T: (Project 7 ten thousands = ____.) Say the number in standard form.

S: 70,000.

Continue with a suggested sequence of 9 ten thousands, 10 ten thousands, 12 ten thousands, 19 ten thousands, 20 ten thousands, 30 ten thousands, 80 ten thousands, 81 ten thousands, 87 ten thousands, and 99 ten thousands.

Base Hundred Thousand Units

T: (Project 3 hundred thousands = ____.) Say the number in standard form.

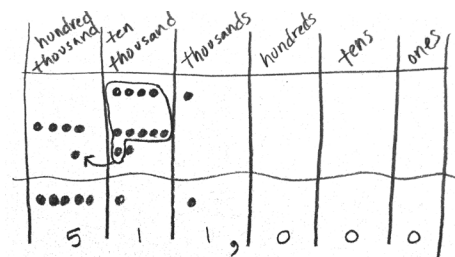
S: 300,000.

Continue with a suggested sequence of 2 hundred thousands, 4 hundred thousands, 5 hundred thousands, 7 hundred thousands, 8 hundred thousands, and 10 hundred thousands.

Application Problem (6 minutes)

There are about forty-one thousand Asian elephants and about four hundred seventy thousand African elephants left in the world. About how many Asian and African elephants are left in total?

Note: This Application Problem builds on the content of the previous lesson, requiring students to name base thousand units. It also builds from **3.NBT.2** (fluently add and subtract within 1000). Assist students by asking them to add using unit names (similar to the example), not the entire numbers as digits.



41 thousand Asian
+ 470 thousand African

511 thousand elephants
About 511,000 elephants are left.

Concept Development (26 minutes)

Materials: (S) Personal white board, unlabeled millions place value chart (Lesson 2 Template)

Problem 1: Write a four-digit number in expanded form.

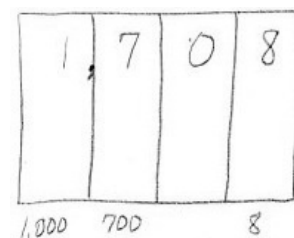
- T: On your place value chart, write 1,708.
- T: What is the value of the 1?
- S: 1 thousand.
- T: (Record 1,000 under the thousands column.) What is the value of the 7?
- S: 7 hundred.
- T: (Record 700 under the hundreds column.) What value does the zero have?
- S: Zero. → Zero tens.
- T: What is the value of the 8?
- S: 8 ones.
- T: (Record 8 under the ones column.) What is the value of 1,000 and 700 and 8?
- S: 1,708.
- T: So, 1,708 is the same as 1,000 plus 700 plus 8.
- T: Record that as a number sentence.
- S: (Write $1,000 + 700 + 8 = 1,708$.)



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

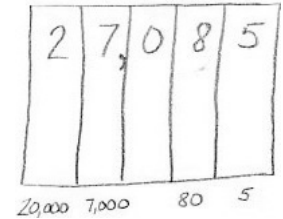
Scaffold student composition of number words with the following options:

- Provide individual cards with number words that can be easily copied.
- Allow students to abbreviate number words.
- Set individual goals for writing number words.
- Allow English language learners their language of choice for expressing number words.



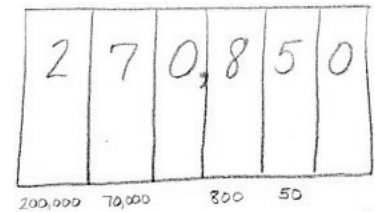
Problem 2: Write a five-digit number in word form and expanded form.

- T: Now, erase your values, and write this number: 27,085.
- T: Show the value of each digit at the bottom of your place value chart.
- S: (Write 20,000, 7,000, 80, and 5.)
- T: Why is there no term representing the hundreds?
- S: Zero stands for nothing. → Zero added to a number doesn't change the value.
- T: With your partner, write an addition sentence to represent 27,085.
- S: $20,000 + 7,000 + 80 + 5 = 27,085$.
- T: Now, read the number sentence with me.
- S: Twenty thousand plus seven thousand plus eighty plus five equals twenty-seven thousand, eighty-five.
- T: (Write the number as you speak.) You said "twenty-seven thousand, eighty-five."
- T: What do you notice about where I placed a comma in both the standard form and word form?
- S: It is placed after 27 to separate the thousands in both the standard form and word form.

**Problem 3: Transcribe a number in word form to standard and expanded form.**

Display two hundred seventy thousand, eight hundred fifty.

- T: Read this number. (Students read.) Tell your partner how you can match the word form to the standard form.
- S: Everything you say, you should write in words.
→ The comma helps to separate the numbers in the thousands from the numbers in the hundreds, tens, and ones.
- T: Write this number in your place value chart. Now, write this number in expanded form. Tell your partner the number sentence.
- S: 200,000 plus 70,000 plus 800 plus 50 equals 270,850.

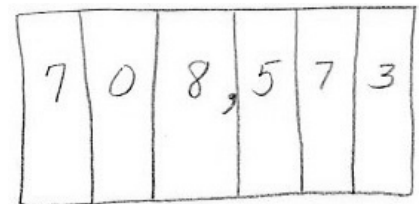


Repeat with sixty-four thousand, three.

Problem 4: Convert a number in expanded form to word and standard form.

Display $700,000 + 8,000 + 500 + 70 + 3$.

- T: Read this expression. (Students read.) Use digits to write this number in your place value chart.
- T: My sum is 78,573. Compare your sum with mine.
- S: Your 7 is in the wrong place. → The value of the 7 is 700,000. Your 7 has a value of 70,000.
- T: Read this number in standard form with me.
- S: Seven hundred eight thousand, five hundred seventy-three.
- T: Write this number in words. Remember to check for correct use of commas and hyphens.



Repeat with $500,000 + 30,000 + 10 + 3$.

MP.3

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (15 minutes)

Lesson Objective: Read and write multi-digit numbers using base ten numerals, number names, and expanded form.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- Compare the numbers in Problems 1 and 2. What do you notice?
- As you completed the chart on Page 2, what number words were tricky to write? Which number words can be confused with other number words? Why? What strategies did you use to spell number words?
- In Problem 4, Timothy and his dad read a number word in two ways. What other numbers can be read more than one way? Which way of reading a number best helps you solve? When?
- Two students discussed the importance of zero. Nate said that zero is not important while Jill said that zero is extremely important. Who is right? Why do you think so?
- What role can zero play in a number?
- How is the expanded form related to the standard form of a number?
- When might you use expanded form to solve a calculation?

Name Jack Date _____

1a. On the place value chart below, label the units and represent the number 90,523.

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | 9 | 0 | 5 | 2 | 3 |

b. Write the number in word form.
Ninety thousand, five hundred twenty-three

c. Write the number in expanded form.
 $90,000 + 500 + 20 + 3$

2a. On the place value chart below, label the units and represent the number 905,203.

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | 9 | 0 | 5 | 2 | 0 | 3 |

b. Write the number in word form.
Nine hundred five thousand, two hundred three

c. Write the number in expanded form.
 $900,000 + 5,000 + 200 + 3$

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

3. Complete the following chart:

| Number | Word Form | Expanded Form |
|---------|---|----------------------------|
| 2,480 | two thousand, four hundred eighty | $2,000 + 400 + 80$ |
| 20,482 | twenty thousand, four hundred eighty-two | $20,000 + 400 + 80 + 2$ |
| 64,106 | sixty-four thousand, one hundred six | $60,000 + 4,000 + 100 + 6$ |
| 604,016 | six hundred four thousand, sixteen | $600,000 + 4,000 + 10 + 6$ |
| 960,060 | nine hundred sixty thousand sixty | $900,000 + 60,000 + 60$ |

4. Black Rhinos are endangered, with only 4,400 left in the world. Timothy read that number as "four thousand, four hundred." His father read the number as "44 hundred." Who read the number correctly? Use pictures, numbers or words to explain your answer.

Both Timothy and his father read the number correctly. 4,400 is "four thousand, four hundred." It can also be read as "forty-four hundred" since the 4 thousands can be regrouped as 40 hundreds. 40 hundreds plus 4 hundreds is forty-four hundreds.

Name _____

Date _____

1. a. On the place value chart below, label the units, and represent the number 90,523.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

- b. Write the number in word form.

- c. Write the number in expanded form.

2. a. On the place value chart below, label the units, and represent the number 905,203.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

- b. Write the number in word form.

- c. Write the number in expanded form.

3. Complete the following chart:

| Standard Form | Word Form | Expanded Form |
|---------------|--------------------------------------|-------------------------|
| | two thousand, four hundred eighty | |
| | | $20,000 + 400 + 80 + 2$ |
| | sixty-four thousand, one hundred six | |
| 604,016 | | |
| 960,060 | | |

4. Blackrhinos are endangered, with only 4,400 left in the world. Timothy read that number as “four thousand, four hundred.” His father read the number as “44 hundred.” Who read the number correctly? Use pictures, numbers, or words to explain your answer.

Name _____

Date _____

1. Use the place value chart below to complete the following:

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

- Label the units on the chart.
- Write the number $800,000 + 6,000 + 300 + 2$ in the place value chart.
- Write the number in word form.

2. Write one hundred sixty thousand, five hundred eighty-two in expanded form.

Name _____

Date _____

1. a. On the place value chart below, label the units, and represent the number 50,679.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

- b. Write the number in word form.

- c. Write the number in expanded form.

2. a. On the place value chart below, label the units, and represent the number 506,709.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

- b. Write the number in word form.

- c. Write the number in expanded form.

3. Complete the following chart:

| Standard Form | Word Form | Expanded Form |
|---------------|---|-------------------------|
| | five thousand, three hundred seventy | |
| | | $50,000 + 300 + 70 + 2$ |
| | thirty-nine thousand, seven hundred one | |
| 309,017 | | |
| 770,070 | | |

4. Use pictures, numbers, and words to explain another way to say sixty-five hundred.



Topic B

Comparing Multi-Digit Whole Numbers

4.NBT.2

| | | |
|-------------------------------|---------|---|
| Focus Standard: | 4.NBT.2 | Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. |
| Instructional Days: | 2 | |
| Coherence -Links from: | G2–M3 | Place Value, Counting, and Comparison of Numbers to 1,000 |
| -Links to: | G5–M1 | Place Value and Decimal Fractions |

In Topic B, students use place value to compare whole numbers. Initially using the place value chart, students compare the value of each digit to surmise which number is of greater value. Moving away from dependency on models and toward fluency with numbers, students compare numbers by observing across the entire number and noticing value differences. For example, in comparing 12,566 to 19,534, it is evident 19 thousands is greater than 12 thousands because of the value of the digits in the thousands unit. Additionally, students continue with number fluency by finding what is 1, 10, or 100 thousand more or less than a given number.

A Teaching Sequence Toward Mastery of Comparing Multi-Digit Whole Numbers

Objective 1: Compare numbers based on meanings of the digits using $>$, $<$, or $=$ to record the comparison. (Lesson 5)

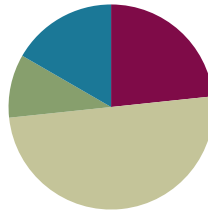
Objective 2: Find 1, 10, and 100 thousand more and less than a given number. (Lesson 6)

Lesson 5

Objective: Compare numbers based on meanings of the digits using $>$, $<$, or $=$ to record the comparison.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (14 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (30 minutes) |
| ■ Student Debrief | (10 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (14 minutes)

- Sprint: Multiply by 4 **3.OA.7** (10 minutes)
- Unit Skip-Counting **4.NBT.1** (2 minutes)
- Place Value **4.NBT.2** (2 minutes)

Sprint: Multiply by 4 (10 minutes)

Materials: (S) Multiply by 4 Sprint

Note: This fluency activity reviews a foundational Grade 3 standard that helps students learn standard **4.NBT.5**.

Unit Skip-Counting (2 minutes)

Note: This activity applies skip-counting fluency that was built during the first four lessons and applies to concepts from the multiplying by ten lessons.

T: Count by twos to 20.

S: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

T: Now, count by 2 tens to 20 tens. Stop counting and raise your hand when you see me raise my hand.

S: 2 tens, 4 tens, 6 tens.

T/S: (Raise hand.)

T: Say the number in standard form.

S: 60.

Continue, stopping students at 12 tens, 16 tens, and 20 tens.

Repeat the process. This time, count by threes to 30 and by 3 ten thousands to 30 ten thousands.

Place Value (2 minutes)

Note: Reviewing and practicing place value skills in isolation prepares students for success in comparing numbers during the lesson.

- T: (Write 3,487.) Say the number.
 S: 3,487.
 T: What digit is in the tens place?
 S: 8.
 T: (Underline 8.) What's the value of the 8?
 S: 80.
 T: State the value of the 3.
 S: 3,000.
 T: 4?
 S: 400.

Repeat for the following possible sequence: 59,607; 287,493; and 742,952.

Application Problem (6 minutes)

Draw and label the units on the place value chart to hundred thousands. Use each of the digits 9, 8, 7, 3, 1, and 0 once to create a number that is between 7 hundred thousands and 9 hundred thousands. In word form, write the number you created.

Extension: Create two more numbers following the same directions as above.

Note: This Application Problem builds on the content of the previous lesson, requiring students to read and write multi-digit numbers in expanded, word, and unit forms.

| Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones |
|-------------------|---------------|-----------|----------|------|------|
| 8 | 3 | 7 | 9 | 1 | 0 |

eight hundred thirty-seven thousand, nine hundred ten

Concept Development (30 minutes)

Materials: (S) Personal white board, unlabeled hundred thousands place value chart (Template)

Problem 1: Comparing two numbers with the same largest unit.

Display: 3,010 ○ 2,040.

- T: Let's compare two numbers. Say the standard form to your partner, and model each number on your place value chart.
 S: Three thousand, ten. Two thousand, forty.

- T: What is the name of the unit with the greatest value?
 S: Thousands.
 T: Compare the value of the thousands.
 S: 3 thousands is greater than 2 thousands. → 2 thousands is less than 3 thousands.
 T: Tell your partner what would happen if we only compared tens rather than the unit with the greatest value.
 S: We would say that 2,040 is greater than 3,010, but that isn't right. → The number with more of the largest unit being compared is greater. → We don't need to compare the tens because the thousands are different.
 T: Thousands is our largest unit. 3 thousands is greater than 2 thousands, so 3,010 is greater than 2,040. (Write the comparison symbol > in the circle.) Write this comparison statement on your board, and say it to your partner in two different ways.
 S: (Write $3,010 > 2,040$.) 3,010 is greater than 2,040. 2,040 is less than 3,010.

| | | | | | |
|--|--|-------------------------|--|----------------------|--|
| | | 1,000 1,000 1,000 | | 10 | |
| | | 1,000 1,000 | | 10 10 10 10 | |



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Provide sentence frames for students to refer to when using comparative statements.

Problem 2: Comparing two numbers with an equal amount of the largest units.

Display: 43,021 ○ 45,302.

- T: Model and read each number. How is this comparison different from our first comparison?
 S: Before, our largest unit was thousands. Now, our largest unit is ten thousands. → In this comparison, both numbers have the same number of ten thousands.
 T: If the digits of the largest unit are equal, how do we compare?
 S: We compare the thousands. → We compare the next largest unit. → We compare the digit one place to the right.
 T: Write your comparison statement on your board. Say the comparison statement in two ways.
 S: (Write $43,021 < 45,302$ and $45,302 > 43,021$.) 43,021 is less than 45,302. 45,302 is greater than 43,021.

| | | | | | |
|--|--------------------------------------|---|-------------------|----------|--------|
| | 10,000 10,000 10,000 10,000 | 1,000 1,000 1,000 | | 10 10 | 1 |
| | 10,000 10,000 10,000 10,000 | 4,000 1,000 1,000 1,000 1,000 | 100 100 100 | | 1 1 |

Repeat the comparison process using 2,305 and 2,530 and then 970,461 and 907,641.

- T: Write your own comparison problem for your partner to solve. Create a two-number comparison problem in which the largest unit in both numbers is the same.

Problem 3: Comparing values of multiple numbers using a place value chart.

Display: 32,434, 32,644, and 32,534.

T: Write these numbers in your place value chart. Whisper the value of each digit as you do so.

T: When you compare the value of these three numbers, what do you notice?

S: All three numbers have 3 ten thousands. → All three numbers have 2 thousands. → We can compare the hundreds because they are different.

T: Which number has the greatest value?

S: 32,644.

T: Tell your partner which number has the least value and how you know.

S: 32,434 is the smallest of the three numbers because it has the least number of hundreds.

T: Write the numbers from greatest to least. Use comparison symbols to express the relationships of the numbers.

S: (Write $32,644 > 32,534 > 32,434$.)

| | | | | |
|---|----|---|---|---|
| 3 | 2, | 4 | 3 | 4 |
| 3 | 2, | 6 | 4 | 4 |
| 3 | 2, | 5 | 3 | 4 |



**NOTES ON
MULTIPLE MEANS
OF ACTION AND
EXPRESSION:**

For students who have difficulty converting numbers from expanded form into standard form, demonstrate using a place value chart to show how each number can be represented and then how the numbers can be added together. Alternatively, use place value cards (known as Hide Zero cards in the primary grades) to allow students to see the value of each digit that composes a number. The cards help students manipulate and visually display both the expanded form and the standard form of any number.

Problem 4: Comparing numbers in different number forms.

Display: Compare $700,000 + 30,000 + 20 + 8$ and $735,008$.

T: Discuss with your partner how to solve and write your comparison.

S: I will write the numerals in my place value chart to compare. → Draw disks for each number. → I'll write the first number in standard form and then compare.

S: (Write $730,028 < 735,008$.)

T: Tell your partner which units you compared and why.

S: I compared thousands because the larger units were the same. 5 thousands are greater than 0 thousands, so $735,008$ is greater than $730,028$.

Repeat with 4 hundred thousands 8 thousands 9 tens and $40,000 + 8,000 + 90$.

$$\boxed{700,000} + \boxed{30,000} + \boxed{20} + \boxed{8} = \boxed{730,028}$$

place value cards

MP.1

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Compare numbers based on meanings of the digits using $>$, $<$, or $=$ to record the comparison.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- When comparing numbers, which is more helpful to you: lining up digits or lining up place value disks in a place value chart? Explain.
- How is comparing numbers in Problem 1(a) different from Problem 1(b)?
- How does your understanding of place value help to compare and order numbers?
- How can ordering numbers apply to real life?
- What challenges arise in comparing numbers when the numbers are written in different forms, such as in Problem 2?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name Jack Date _____

1. Label the units in the place value chart. Draw place value disks to represent each number in the place value chart. Use $<$, $>$, or $=$ to compare the two numbers. Write the correct symbol in the circle.

a. $600,015$ $>$ $60,015$

b. $409,004$ $<$ $440,002$

2. Compare the two numbers by using the symbols $<$, $>$, and $=$. Write the correct symbol in the circle.

a. $342,001$ $>$ $94,981$

b. $500,000 + 80,000 + 9,000 + 100$ $>$ five hundred eight thousand, nine hundred one

c. 9 hundred thousands 8 thousands 9 hundreds 3 tens $=$ 908,930

d. 9 hundreds 5 ten thousands 9 ones $<$ 6 ten thousands 5 hundreds 9 ones

3. Use the information in the chart below to list the height in feet of each mountain from least to greatest. Then name the mountain that has the lowest elevation in feet.

| Name of Mountain | Elevation in Feet (ft.) |
|------------------|-------------------------|
| Allen Mountain | 4,340 ft. |
| Mount Marcy | 5,344 ft. |
| Mount Haystack | 4,960 ft. |
| Slide Mountain | 4,240 ft. |

Slide Mountain has the lowest elevation in feet at 4,240 feet.

4. Arrange these numbers from least to greatest: 8,002 2,080 820 2,008 8,200

820 2,008 2,080 8,002 8,200

5. Arrange these numbers from greatest to least: 728,000 720,800 708,200 87,300

728,000 720,800 708,200 87,300

6. One astronomical unit, or 1 AU, is the approximate distance from Earth to the sun. The following are the approximate distances from Earth to nearby stars given in AUs:

Alpha Centauri is 275,725 AUs from Earth.
 Proxima Centauri is 268,269 AUs from Earth.
 Epsilon Eridani is 665,282 AUs from Earth.
 Barnard's Star is 377,098 AUs from Earth.
 Sirius is 542,774 AUs from Earth.

List the names of the stars and their distances in AUs in order from closest to farthest from Earth.

Proxima Centauri - 268,269 AUs
 Alpha Centauri - 275,725 AUs
 Barnard's Star - 377,098 AUs
 Sirius - 542,774 AUs
 Epsilon Eridani - 665,282 AUs

A

Number Correct: _____

Multiply by 4

| | | |
|-----|-----------------|--|
| 1. | $1 \times 4 =$ | |
| 2. | $4 \times 1 =$ | |
| 3. | $2 \times 4 =$ | |
| 4. | $4 \times 2 =$ | |
| 5. | $3 \times 4 =$ | |
| 6. | $4 \times 3 =$ | |
| 7. | $4 \times 4 =$ | |
| 8. | $5 \times 4 =$ | |
| 9. | $4 \times 5 =$ | |
| 10. | $6 \times 4 =$ | |
| 11. | $4 \times 6 =$ | |
| 12. | $7 \times 4 =$ | |
| 13. | $4 \times 7 =$ | |
| 14. | $8 \times 4 =$ | |
| 15. | $4 \times 8 =$ | |
| 16. | $9 \times 4 =$ | |
| 17. | $4 \times 9 =$ | |
| 18. | $10 \times 4 =$ | |
| 19. | $4 \times 10 =$ | |
| 20. | $4 \times 3 =$ | |
| 21. | $1 \times 4 =$ | |
| 22. | $2 \times 4 =$ | |

| | | |
|-----|-----------------|--|
| 23. | $10 \times 4 =$ | |
| 24. | $9 \times 4 =$ | |
| 25. | $4 \times 4 =$ | |
| 26. | $8 \times 4 =$ | |
| 27. | $4 \times 3 =$ | |
| 28. | $7 \times 4 =$ | |
| 29. | $6 \times 4 =$ | |
| 30. | $4 \times 10 =$ | |
| 31. | $4 \times 5 =$ | |
| 32. | $4 \times 6 =$ | |
| 33. | $4 \times 1 =$ | |
| 34. | $4 \times 9 =$ | |
| 35. | $4 \times 4 =$ | |
| 36. | $4 \times 3 =$ | |
| 37. | $4 \times 2 =$ | |
| 38. | $4 \times 7 =$ | |
| 39. | $4 \times 8 =$ | |
| 40. | $11 \times 4 =$ | |
| 41. | $4 \times 11 =$ | |
| 42. | $12 \times 4 =$ | |
| 43. | $4 \times 12 =$ | |
| 44. | $13 \times 4 =$ | |

B

Multiply by 4

Number Correct: _____

Improvement: _____

| | | |
|-----|-----------------|--|
| 1. | $4 \times 1 =$ | |
| 2. | $1 \times 4 =$ | |
| 3. | $4 \times 2 =$ | |
| 4. | $2 \times 4 =$ | |
| 5. | $4 \times 3 =$ | |
| 6. | $3 \times 4 =$ | |
| 7. | $4 \times 4 =$ | |
| 8. | $4 \times 5 =$ | |
| 9. | $5 \times 4 =$ | |
| 10. | $4 \times 6 =$ | |
| 11. | $6 \times 4 =$ | |
| 12. | $4 \times 7 =$ | |
| 13. | $7 \times 4 =$ | |
| 14. | $4 \times 8 =$ | |
| 15. | $8 \times 4 =$ | |
| 16. | $4 \times 9 =$ | |
| 17. | $9 \times 4 =$ | |
| 18. | $4 \times 10 =$ | |
| 19. | $10 \times 4 =$ | |
| 20. | $1 \times 4 =$ | |
| 21. | $10 \times 4 =$ | |
| 22. | $2 \times 4 =$ | |

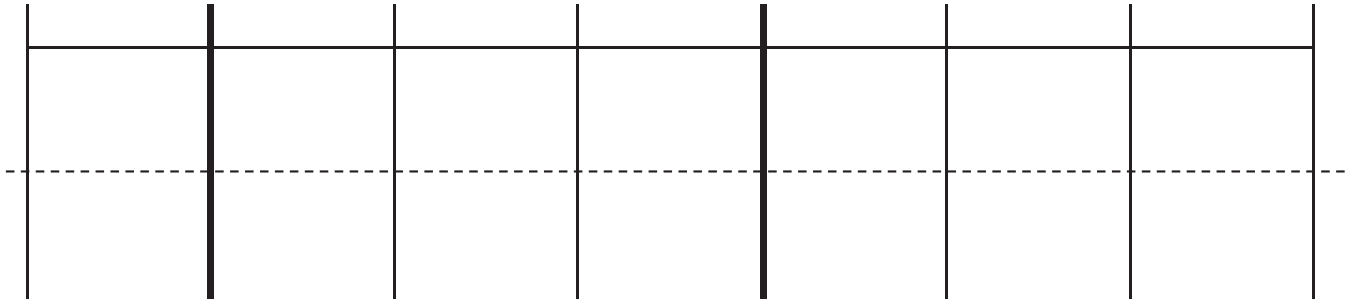
| | | |
|-----|-----------------|--|
| 23. | $9 \times 4 =$ | |
| 24. | $3 \times 4 =$ | |
| 25. | $8 \times 4 =$ | |
| 26. | $4 \times 4 =$ | |
| 27. | $7 \times 4 =$ | |
| 28. | $5 \times 4 =$ | |
| 29. | $6 \times 4 =$ | |
| 30. | $4 \times 5 =$ | |
| 31. | $4 \times 10 =$ | |
| 32. | $4 \times 1 =$ | |
| 33. | $4 \times 6 =$ | |
| 34. | $4 \times 4 =$ | |
| 35. | $4 \times 9 =$ | |
| 36. | $4 \times 2 =$ | |
| 37. | $4 \times 7 =$ | |
| 38. | $4 \times 3 =$ | |
| 39. | $4 \times 8 =$ | |
| 40. | $11 \times 4 =$ | |
| 41. | $4 \times 11 =$ | |
| 42. | $12 \times 4 =$ | |
| 43. | $4 \times 12 =$ | |
| 44. | $13 \times 4 =$ | |

Name _____

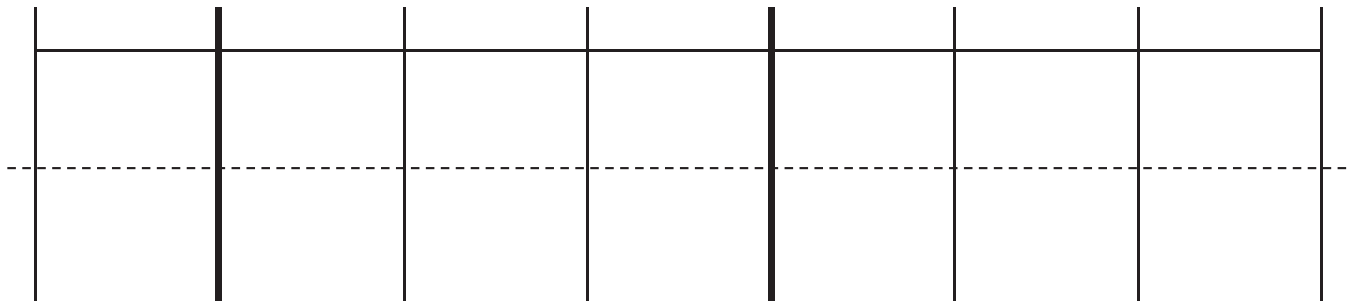
Date _____

1. Label the units in the place value chart. Draw place value disks to represent each number in the place value chart. Use $<$, $>$, or $=$ to compare the two numbers. Write the correct symbol in the circle.

a. $600,015$ $60,015$



b. $409,004$ $440,002$



2. Compare the two numbers by using the symbols $<$, $>$, and $=$. Write the correct symbol in the circle.

a. $342,001$ $94,981$

b. $500,000 + 80,000 + 9,000 + 100$ five hundred eight thousand, nine hundred one

c. 9 hundred thousands 8 thousands 9 hundreds 3 tens 908,930

d. 9 hundreds 5 ten thousands 9 ones 6 ten thousands 5 hundreds 9 ones

3. Use the information in the chart below to list the height in feet of each mountain from least to greatest. Then, name the mountain that has the lowest elevation in feet.

| Name of Mountain | Elevation in Feet (ft) |
|------------------|------------------------|
| Allen Mountain | 4,340 ft |
| Mount Marcy | 5,344 ft |
| Mount Haystack | 4,960 ft |
| Slide Mountain | 4,240 ft |

4. Arrange these numbers from least to greatest: 8,002 2,080 820 2,008 8,200
5. Arrange these numbers from greatest to least: 728,000 708,200 720,800 87,300
6. One astronomical unit, or 1 AU, is the approximate distance from Earth to the sun. The following are the approximate distances from Earth to nearby stars given in AUs:

Alpha Centauri is 275,725 AUs from Earth.

Proxima Centauri is 268,269 AUs from Earth.

Epsilon Eridani is 665,282 AUs from Earth.

Barnard's Star is 377,098 AUs from Earth.

Sirius is 542,774 AUs from Earth.

List the names of the stars and their distances in AUs in order from closest to farthest from Earth.

Name _____

Date _____

1. Four friends played a game. The player with the most points wins. Use the information in the table below to order the number of points each player earned from least to greatest. Then, name the person who won the game.

| Player Name | Points Earned |
|-------------|---------------|
| Amy | 2,398 points |
| Bonnie | 2,976 points |
| Jeff | 2,709 points |
| Rick | 2,699 points |

2. Use each of the digits 5, 4, 3, 2, 1 exactly once to create two different five-digit numbers.
- a. Write each number on the line, and compare the two numbers by using the symbols $<$ or $>$. Write the correct symbol in the circle.

_____ ○ _____

- b. Use words to write a comparison statement for the problem above.

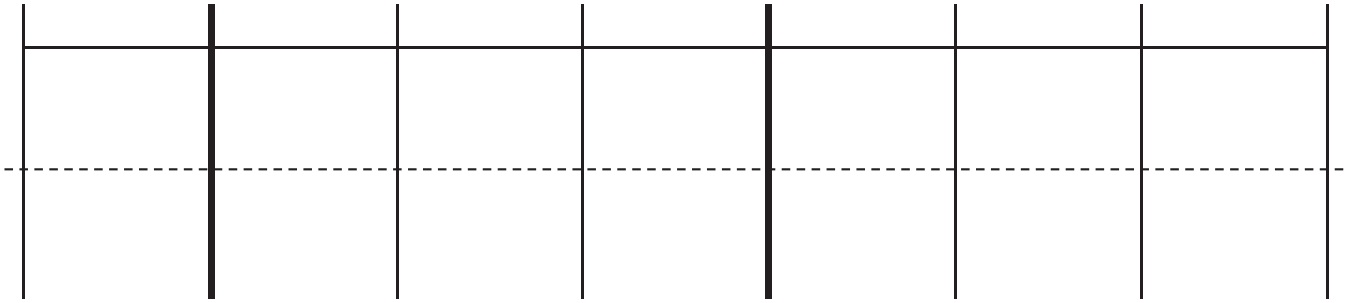
Name _____

Date _____

1. Label the units in the place value chart. Draw place value disks to represent each number in the place value chart. Use $<$, $>$, or $=$ to compare the two numbers. Write the correct symbol in the circle.

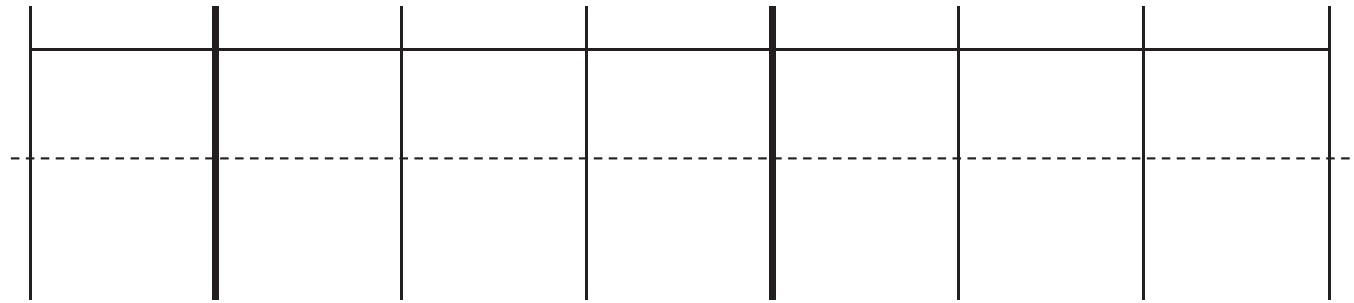
a.

909,013 ○ 90,013



b.

210,005 ○ 220,005



2. Compare the two numbers by using the symbols $<$, $>$, and $=$. Write the correct symbol in the circle.

a. 501,107 89,171

b. $300,000 + 50,000 + 1,000 + 800$ six hundred five thousand, nine hundred eight

c. 3 hundred thousands 3 thousands 8 hundreds 4 tens 303,840

d. 5 hundreds 6 ten thousands 2 ones 3 ten thousands 5 hundreds 1 one

3. Use the information in the chart below to list the height, in feet, of each skyscraper from shortest to tallest. Then, name the tallest skyscraper.

| Name of Skyscraper | Height of Skyscraper (ft) |
|------------------------|---------------------------|
| Willis Tower | 1,450 ft |
| One World Trade Center | 1,776 ft |
| Taipei 101 | 1,670 ft |
| Petronas Towers | 1,483 ft |

4. Arrange these numbers from least to greatest: 7,550 5,070 750 5,007 7,505
5. Arrange these numbers from greatest to least: 426,000 406,200 640,020 46,600
6. The areas of the 50 states can be measured in square miles.

California is 158,648 square miles. Nevada is 110,567 square miles. Arizona is 114,007 square miles. Texas is 266,874 square miles. Montana is 147,047 square miles, and Alaska is 587,878 square miles.

Arrange the states in order from least area to greatest area.

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

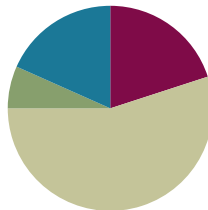
unlabeled hundred thousands place value chart

Lesson 6

Objective: Find 1, 10, and 100 thousand more and less than a given number.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (4 minutes) |
| ■ Concept Development | (33 minutes) |
| ■ Student Debrief | (11 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Unit Skip-Counting **4.NBT.1** (3 minutes)
- Rename the Units **4.NBT.2** (5 minutes)
- Compare Numbers **4.NBT.2** (4 minutes)

Unit Skip-Counting (3 minutes)

Note: This activity applies skip-counting fluency to the multiplying by ten lessons.

- T: Count by threes to 30.
 S: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.
- T: Now, count by 3 ten thousands to 30 ten thousands. Stop counting and raise your hand when you see me raise my hand.
 S: 3 ten thousands, 6 ten thousands, 9 ten thousands.
- T/S: (Raise hand.)
 T: Say the number in standard form.
 S: 90,000.

Continue, stopping students at 15 ten thousands, 21 ten thousands, and 30 ten thousands.

Repeat the process. This time, count by fours to 40 and by 4 hundred thousands to 40 hundred thousands.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Before directing the students to count by *3 ten thousands*, direct them first to count by *3 cats*. Then, direct them to count by *3 hundreds*. Finally, bridge the directions to counting by *3 ten thousands*.

Rename the Units (5 minutes)

Note: This fluency activity applies students' place value skills in a new context that helps them better access the lesson's content.

Materials: (S) Personal white board

T: (Write 54,783.) Say the number.

S: 54,783.

T: How many thousands are in 54,783?

S: 54 thousands.

T: (Write $54,783 = \underline{\hspace{1cm}}$ thousands $\underline{\hspace{1cm}}$ ones.) On your personal white board, fill in the equation.

S: (Write $54,783 = 54$ thousands 783 ones.)

T: How many ten thousands are in 54,783?

S: 5 ten thousands.

T: (Write $54,783 = \underline{\hspace{1cm}}$ ten thousands $\underline{\hspace{1cm}}$ hundreds $\underline{\hspace{1cm}}$ ones.) On your board, fill in the equation.

S: (Write $54,783 = 5$ ten thousands 47 hundreds 83 ones.)

Follow the same process and sequence for 234,673.

Compare Numbers (4 minutes)

Materials: (S) Personal white board

Note: This fluency activity reviews comparing number concepts learned in Lesson 5.

T: (Write $231,005 \underline{\hspace{1cm}}$ $83,872$.) On your personal white board, compare the numbers by writing the greater than, less than, or equal to symbol.

S: (Write $231,005 > 83,872$.)

Repeat using the following sequence: 6 thousands 4 hundreds 9 tens $\underline{\hspace{1cm}}$ 5 ten thousands 4 hundreds 9 ones and 8 hundred thousands 7 thousands 8 hundreds 2 tens $\underline{\hspace{1cm}}$ 807,820.

Application Problem (4 minutes)

Use the digits 5, 6, 8, 2, 4, and 1 to create two six-digit numbers. Be sure to use each of the digits within both numbers. Express the numbers in word form, and use a comparison symbol to show their relationship.

Note: This Application Problem builds on the content of the previous two lessons.

Example: 586,241 412,685
 five hundred eighty-six thousand, two hundred forty-one >
 four hundred twelve thousand, six hundred eighty-five

Concept Development (33 minutes)

Materials: (T) Unlabeled hundred thousands place value chart (Lesson 5 Template) (S) Personal white board, unlabeled hundred thousands place value chart (Lesson 5 Template)

Problem 1: Find 1 thousand more and 1 thousand less.

T: (Draw 2 thousands disks in the place value chart.) How many thousands do you count?

S: Two thousands.

T: What number is one thousand more? (Draw 1 more thousand.)

S: Three thousands.

T: (Write 3 thousands 112 ones.) Model this number with disks, and write its expanded and standard form.

S: (Write $3,000 + 100 + 10 + 2$. 3,112.)

T: Draw 1 more unit of one thousand. What number is 1 thousand more than 3,112?

S: 4,112 is 1 thousand more than 3,112.

T: 1 thousand less than 3,112?

S: 2,112.

T: Draw 1 ten thousands disk. What number do you have now?

S: 14,112.

T: Show 1 less unit of 1 thousand. What number is 1 thousand less than 14,112?

S: 13,112.

T: 1 thousand more than 14,112?

S: 15,112.

T: Did the largest unit change? Discuss with your partner.

S: (Discuss.)

T: Show 19,112. (Pause as students draw.) What is 1 thousand less? 1 thousand more than 19,112?

S: 18,112. 20,112.

T: Did the largest unit change? Discuss with your partner.

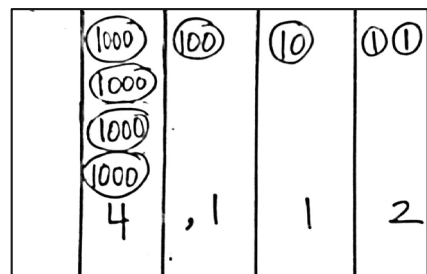
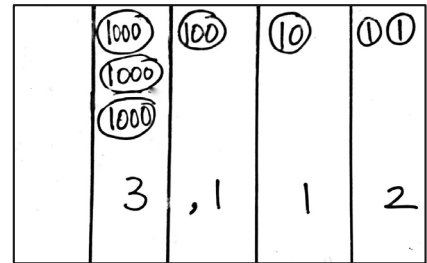
S: (Discuss.)

T: Show 199,465. (Pause as they do so.) What is 1 thousand less? 1 thousand more than 199,465?

S: 198,465. 200,465.

T: Did the largest unit change? Discuss with your partner.

S: (Discuss.)



MP.5

Problem 2: Find 10 thousand more and 10 thousand less.

T: Use numbers and disks to model 2 ten thousands 3 thousands. Read and write the expanded form.

S: (Model, read, and write $20,000 + 3,000 = 23,000$.)

T: What number is 10 thousand more than 2 ten thousands 3 thousands? Draw, read, and write the expanded form.

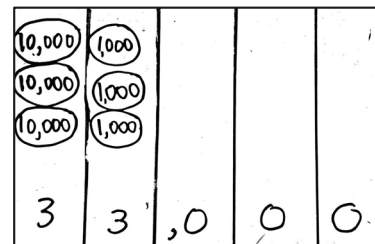
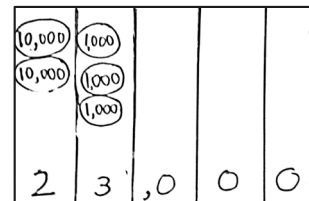
S: (Model, read, and write $20,000 + 10,000 + 3,000 = 33,000$.)

T: (Display $100,000 + 30,000 + 4,000$.) Use disks and numbers to model the sum. What number is 10 thousand more than 134,000? Say your answer as an addition sentence.

S: 10,000 plus 134,000 is 144,000.

T: (Display $25,130 - 10,000$.) What number is 10 thousand less than 25,130? Work with your partner to use numbers and disks to model the difference. Write and whisper to your partner an equation in unit form to verify your answer.

S: (Model, read, and write 2 ten thousands 5 thousands 1 hundred 3 tens minus 1 ten thousand is 1 ten thousand 5 thousands 1 hundred 3 tens.)

**Problem 3: Find 100 thousand more and 100 thousand less.**

T: (Display 200,352.) Work with your partner to find the number that is 100 thousand more than 200,352. Write an equation to verify your answer.

S: (Write $200,352 + 100,000 = 300,352$.)

T: (Display 545,000 and 445,000 and 345,000.) Read these three numbers to your partner. Predict the next number in my pattern, and explain your reasoning.

S: I predict the next number will be 245,000. I notice the numbers decrease by 100,000. $345,000$ minus $100,000$ is $245,000$. → I notice the hundred thousand units decreasing: 5 hundred thousands, 4 hundred thousands, 3 hundred thousands. I predict the next number will have 2 hundred thousands. I notice the other units do not change, so the next number will be 2 hundred thousands 4 ten thousands 5 thousands.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

After students predict the next number in the pattern, ask students to create their own pattern using the strategy of one thousand more or less, ten thousand more or less, or one hundred thousand more or less. Then, ask students to challenge their classmates to predict the next number in the pattern.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (11 minutes)

Lesson Objective: Find 1, 10, and 100 thousand more and less than a given number.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- When drawing place value disks in the Problem Set, how did you show that a number was added or that a number was taken away? If you used symbols, which symbols did you use?
- Look at Problem 2 in the Problem Set. How did you solve? Compare your method to your partner's. How else could you model?
- Why were Problem 3 (e) and (f) more challenging than the rest? How did you use your place value knowledge to solve?
- Look at Problem 4. What strategy did you use to complete the pattern? How many ways can we model to solve? Which way is best? Why do you think so?
- Compare Problem 3 and Problem 4. Which was easier to solve? Why?
- How does your understanding of place value help you add or subtract 1,000, 10,000, and 100,000?
- What place value patterns have we discovered?

Name Jack Date _____

1. Label the place value chart. Use place value disks to find the sum or difference. Write the answer in standard form on the line.

a. 10,000 more than six hundred five thousand, four hundred seventy-two is 615,472

| | | | | | | |
|----------|--------------------|---------------|-----------|----------|-------|------|
| Millions | Hundreds thousands | Ten thousands | Thousands | Hundreds | Tens | Ones |
| | ••••• | • | ••••• | ••••• | ••••• | •• |

b. 100 thousand less than $400,000 + 80,000 + 1,000 + 30 + 6$ is 381,036

| | | | | | | |
|----------|--------------------|---------------|-----------|----------|------|------|
| Millions | Hundreds thousands | Ten thousands | Thousands | Hundreds | Tens | Ones |
| | ••••• | • | • | ••••• | •• | •• |

c. 230,070 is 100,000 more than 130,070.

| | | | | | | |
|----------|--------------------|---------------|-----------|----------|------|------|
| Millions | Hundreds thousands | Ten thousands | Thousands | Hundreds | Tens | Ones |
| | ••••• | • | • | ••••• | •• | •• |

2. Lucy plays an online math game. She scored 100,000 more points on Level 2 than on Level 3. If she scored 349,867 points on Level 2, what was her score on Level 3? Use pictures, words, or numbers to explain your thinking.

349,867
L2
L3

Lucy's Level 3 score was 249,867.

3. Complete the following equations:

a. $10,000 + 40,060 = \underline{50,060}$ b. $21,195 - 10,000 = \underline{11,195}$

c. $999,000 + 1,000 = \underline{1,000,000}$ d. $129,231 - 100,000 = \underline{29,231}$

e. $122,000 = 22,000 + \underline{100,000}$ f. $38,018 = 39,018 - \underline{1,000}$

4. Fill in the empty boxes to complete the patterns.

a.

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| 150,010 | 160,010 | 170,010 | 180,010 | 190,010 | 200,010 |
|---------|---------|---------|---------|---------|---------|

 Explain in pictures, numbers, or words how you found your answer. The numbers increase by 10,000 each time.

b.

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| 998,756 | 898,756 | 798,756 | 698,756 | 598,756 | 498,756 |
|---------|---------|---------|---------|---------|---------|

 Explain in pictures, numbers, or words how you found your answer. The numbers decrease by 100,000 each time.

c.

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| 744,369 | 743,369 | 742,369 | 741,369 | 740,369 | 739,369 |
|---------|---------|---------|---------|---------|---------|

 Explain in pictures, numbers, or words how you found your answer. The numbers decrease by 1,000 each time.

d.

| | | | | | |
|---------|---------|---------|--------|--------|--------|
| 128,910 | 118,910 | 108,910 | 98,910 | 88,910 | 78,910 |
|---------|---------|---------|--------|--------|--------|

 Explain in pictures, numbers, or words how you found your answer. The numbers decrease by 10,000 each time.

Exit Ticket (3 minutes)

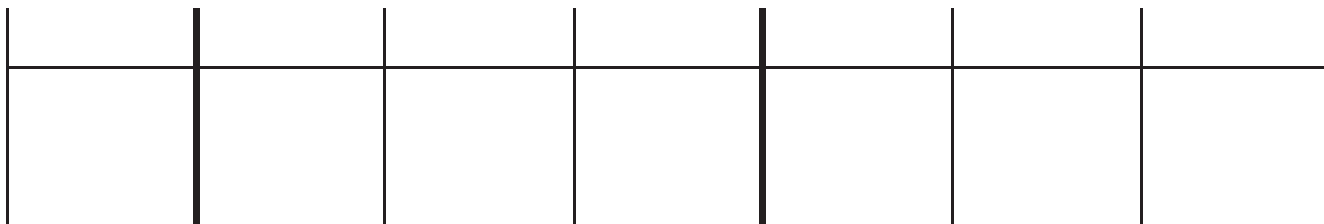
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____

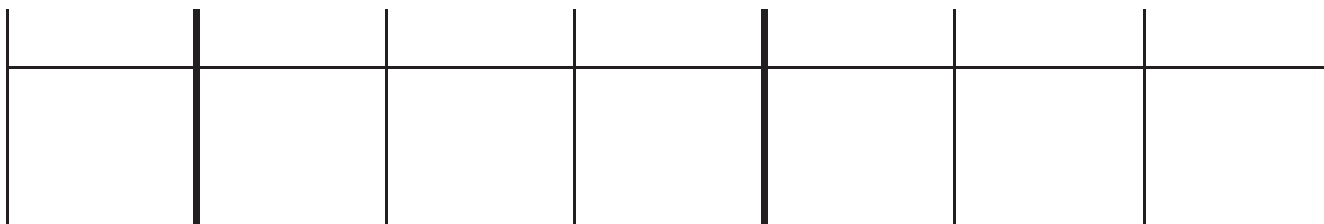
Date _____

1. Label the place value chart. Use place value disks to find the sum or difference. Write the answer in standard form on the line.

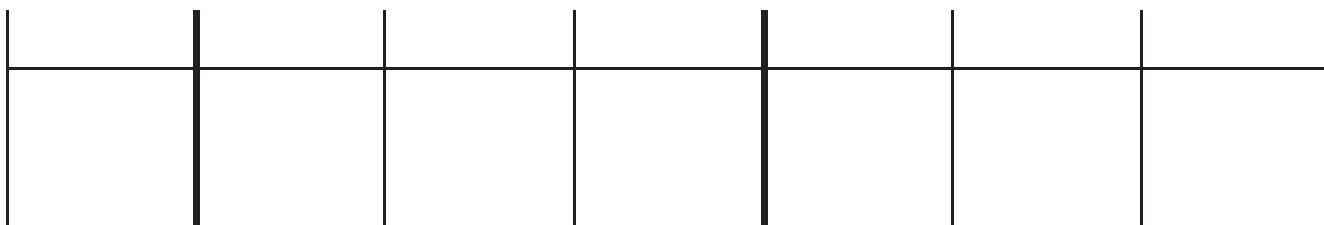
a. 10,000 more than six hundred five thousand, four hundred seventy-two is _____.



b. 100 thousand less than $400,000 + 80,000 + 1,000 + 30 + 6$ is _____.



c. 230,070 is _____ than 130,070.



2. Lucy plays an online math game. She scored 100,000 more points on Level 2 than on Level 3. If she scored 349,867 points on Level 2, what was her score on Level 3? Use pictures, words, or numbers to explain your thinking.

3. Fill in the blank for each equation.

a. $10,000 + 40,060 =$ _____

b. $21,195 - 10,000 =$ _____

c. $999,000 + 1,000 =$ _____

d. $129,231 - 100,000 =$ _____

e. $122,000 = 22,000 +$ _____

f. $38,018 = 39,018 -$ _____

4. Fill in the empty boxes to complete the patterns.

a.

| | | | | | |
|---------|--|---------|--|---------|--|
| 150,010 | | 170,010 | | 190,010 | |
|---------|--|---------|--|---------|--|

Explain in pictures, numbers, or words how you found your answers.

b.

| | | | | | |
|--|---------|---------|--|--|---------|
| | 898,756 | 798,756 | | | 498,756 |
|--|---------|---------|--|--|---------|

Explain in pictures, numbers, or words how you found your answers.

c.

| | | | | | |
|---------|---------|--|---------|--|--|
| 744,369 | 743,369 | | 741,369 | | |
|---------|---------|--|---------|--|--|

Explain in pictures, numbers, or words how you found your answers.

d.

| | | | | | |
|--|---------|--|--|--------|--------|
| | 118,910 | | | 88,910 | 78,910 |
|--|---------|--|--|--------|--------|

Explain in pictures, numbers, or words how you found your answers.

Name _____

Date _____

1. Fill in the empty boxes to complete the pattern.

| | | | | | |
|---------|--|--|---------|---------|--|
| 468,235 | | | 471,235 | 472,235 | |
|---------|--|--|---------|---------|--|

Explain in pictures, numbers, or words how you found your answers.

2. Fill in the blank for each equation.

a. $1,000 + 56,879 =$ _____

b. $324,560 - 100,000 =$ _____

c. $456,080 - 10,000 =$ _____

d. $10,000 + 786,233 =$ _____

3. The population of Rochester, NY, in the 2000 Census was 219,782. The 2010 Census found that the population decreased by about 10,000. About how many people lived in Rochester in 2010? Explain in pictures, numbers, or words how you found your answer.

Name _____

Date _____

1. Label the place value chart. Use place value disks to find the sum or difference. Write the answer in standard form on the line.

a. 100,000 less than five hundred sixty thousand, three hundred thirteen is _____.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |

b. Ten thousand more than $300,000 + 90,000 + 5,000 + 40$ is _____.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |

c. 447,077 is _____ than 347,077.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |

2. Fill in the blank for each equation:

a. $100,000 + 76,960 =$ _____

b. $13,097 - 1,000 =$ _____

c. $849,000 - 10,000 =$ _____

d. $442,210 + 10,000 =$ _____

e. $172,090 = 171,090 +$ _____

f. $854,121 = 954,121 -$ _____

3. Fill in the empty boxes to complete the patterns.

a.

| | | | | | |
|---------|--|---------|--|---------|--|
| 145,555 | | 147,555 | | 149,555 | |
|---------|--|---------|--|---------|--|

Explain in pictures, numbers, or words how you found your answers.

b.

| | | | | | |
|--|---------|---------|--|--|---------|
| | 764,321 | 774,321 | | | 804,321 |
|--|---------|---------|--|--|---------|

Explain in pictures, numbers, or words how you found your answers.

c.

| | | | | | |
|---------|---------|--|---------|--|--|
| 125,876 | 225,876 | | 425,876 | | |
|---------|---------|--|---------|--|--|

Explain in pictures, numbers, or words how you found your answers.

d.

| | | | | | |
|--|---------|--|--|---------|---------|
| | 254,445 | | | 224,445 | 214,445 |
|--|---------|--|--|---------|---------|

Explain in pictures, numbers, or words how you found your answers.

4. In 2012, Charlie earned an annual salary of \$54,098. At the beginning of 2013, Charlie's annual salary was raised by \$10,000. How much money will Charlie earn in 2013? Use pictures, words, or numbers to explain your thinking.



Topic C

Rounding Multi-Digit Whole Numbers

4.NBT.3

| | | |
|-------------------------------|---------|--|
| Focus Standard: | 4.NBT.3 | Use place value understanding to round multi-digit whole numbers to any place. |
| Instructional Days: | 4 | |
| Coherence -Links from: | G3–M2 | Place Value and Problem Solving with Units of Measure |
| -Links to: | G5–M1 | Place Value and Decimal Fractions |

In Topic C, students round to any place using the vertical number line and approximation. The vertical number line allows students to line up place values of the numbers they are comparing. In Grade 3, students rounded to the nearest 10 or 100 using place value understanding. Now, they extend this understanding rounding to the nearest thousand, ten thousand, and hundred thousand. Uniformity in the base ten system easily transfers understanding from the Grade 3 (3.NBT.1) to Grade 4 (4.NBT.3) standard.

Rounding to the leftmost unit is easiest for students, but Grade 4 students learn the advantages to rounding to any place value, which increases accuracy. Students move from dependency on the number line and learn to round a number to a particular unit. To round 34,108 to the nearest thousand, students find the nearest multiple, 34,000 or 35,000, by seeing if 34,108 is more than or less than halfway between the multiples. The final lesson of Topic C presents complex and real world examples of rounding, including instances where the number requires rounding down, but the context requires rounding up.

A Teaching Sequence Toward Mastery of Rounding Multi-Digit Whole Numbers

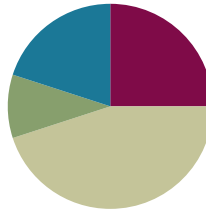
- Objective 1: Round multi-digit numbers to the thousands place using the vertical number line. (Lesson 7)**
- Objective 2: Round multi-digit numbers to any place using the vertical number line. (Lesson 8)**
- Objective 3: Use place value understanding to round multi-digit numbers to any place value. (Lesson 9)**
- Objective 4: Use place value understanding to round multi-digit numbers to any place value using real world applications. (Lesson 10)**

Lesson 7

Objective: Round multi-digit numbers to the thousands place using the vertical number line.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (15 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (27 minutes) |
| ■ Student Debrief | (12 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (15 minutes)

- Change Place Value **4.NBT.1** (5 minutes)
- Number Patterns **4.NBT.1** (5 minutes)
- Find the Midpoint **4.NBT.3** (5 minutes)

Change Place Value (5 minutes)

Materials: (S) Personal white board, unlabeled hundred thousands place value chart (Lesson 5 Template)

Note: This fluency activity reviews Lesson 6's content.

T: (Project place value chart. Write 3 hundred thousands, 5 ten thousands, 2 thousands, 1 hundred, 5 tens, and 4 ones.) On your personal white board, draw place value disks, and write the numbers beneath it.

S: (Draw disks and write 352,154.)

T: Show 100 more.

S: (Draw 1 more 100 disk, erase the number 1 in the hundreds place, and replace it with a 2 so that their boards now read 352,254.)

Possible further sequence: 10,000 less; 100,000 more; 1 less; and 10 more.

Repeat with the following: 7,385; 297,084; and 306,032.

Number Patterns (5 minutes)

Materials: (S) Personal white board

Note: This activity synthesizes skip-counting fluency with Lesson 6's content and applies it in a context that lays a foundation for rounding multi-digit numbers to the thousands place.

T: (Project 50,300; 60,300; 70,300; ____.) What is the place value of the digit that's changing?

S: Ten thousand.

T: Count with me saying the value of the digit I'm pointing to. (Point at the ten thousand digit as students count.)

S: 50,000; 60,000; 70,000.

T: On your personal board, write what number would come after 70,300.

S: (Write 80,300.)

Repeat for the following possible sequence, using place value disks if students are struggling:

| | | | |
|---------|---------|---------|-------|
| 92,010 | 82,010 | 72,010 | _____ |
| 135,004 | 136,004 | 137,004 | _____ |
| 832,743 | 832,643 | 832,543 | _____ |
| 271,543 | 281,543 | 291,543 | _____ |

Find the Midpoint (5 minutes)

Materials: (S) Personal white board

Note: Practicing this skill in isolation lays a foundation to conceptually understand rounding on a vertical number line and reviews Grade 3 skills in anticipation of this lesson.

Project a vertical number line with endpoints 10 and 20.

T: What's halfway between 10 and 20?

S: 15.

T: (Write 15 halfway between 10 and 20. Draw a second line with 1,000 and 2,000 as the endpoints.) How many hundreds are in 1,000?

S: 10 hundreds.

T: (Below 1,000, write 10 hundreds.) How many hundreds are in 2,000?

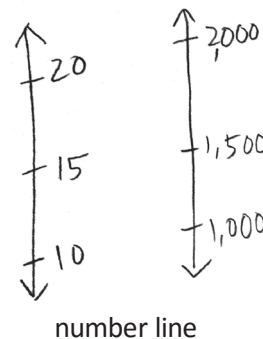
S: 20 hundreds.

T: (Write 20 hundreds below 2,000.) What's halfway between 10 hundreds and 20 hundreds?

S: 15 hundreds.

T: (Write 1,500 halfway between 1,000 and 2,000. Below 1,500, write 15 hundreds.) On your personal board, draw a vertical number line with two endpoints and a midpoint.

S: (Draw number line with two endpoints and a midpoint.)



MP.2

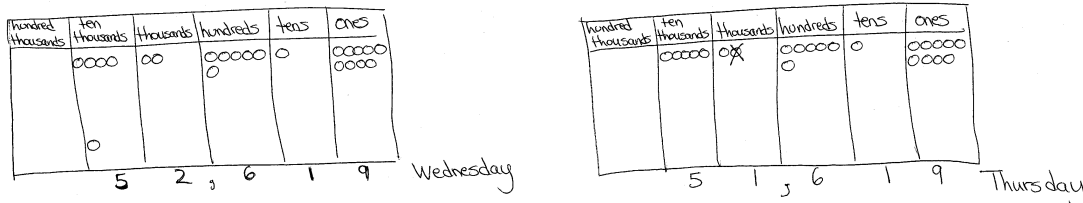
MP.2

- T: Label 31,000 and 32,000 as endpoints.
 S: (Label 31,000 and 32,000 as endpoints.)
 T: How many hundreds are in 31,000?
 S: 310 hundreds.
 T: How many hundreds are in 32,000?
 S: 320 hundreds.
 T: Identify the midpoint.
 S: (Write 31,500.)

Repeat the process and procedure to find the midpoint of 831,000 and 832,000; 63,000 and 64,000; 264,000 and 265,000; and 99,000 and 100,000.

Application Problem (6 minutes)

According to their pedometers, Mrs. Alsup's class took a total of 42,619 steps on Tuesday. On Wednesday, they took ten thousand more steps than they did on Tuesday. On Thursday, they took one thousand fewer steps than they did on Wednesday. How many steps did Mrs. Alsup's class take on Thursday?



Mrs. Alsup's class took 51,619 steps on Thursday.

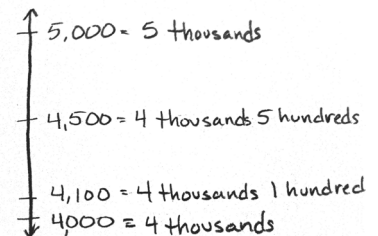
Note: This Application Problem builds on the concept of the previous lesson requiring students to find 1 thousand, 10 thousand, or 100 thousand more or less than a given number.

Concept Development (27 minutes)

Materials: (S) Personal white board

Problem 1: Use a vertical number line to round four-digit numbers to the nearest thousand.

- T: (Draw a vertical number line with 2 endpoints.) We are going to round 4,100 to the nearest thousand. How many thousands are in 4,100?
 S: 4 thousands.
 T: (Mark the lower endpoint with 4 thousands.) And 1 more thousand would be?
 S: 5 thousands.
 T: (Mark the upper endpoint with 5 thousands.) What's halfway between 4 thousands and 5 thousands?



- S: 4,500.
- T: (Label 4,500 on the number line.) Where should I label 4,100? Tell me where to stop. (Move your marker up the line.)
- S: Stop!
- T: (Label 4,100 on the number line.) Is 4,100 nearer to 4 thousands or 5 thousands?
- S: 4,100 is nearer to 4 thousands.
- T: True. We say 4,100 rounded to the nearest thousand is 4,000.
- T: (Label 4,700 on the number line.) What about 4,700?
- S: 4,700 is nearer to 5 thousands.
- T: Therefore, we say 4,700 rounded to the nearest thousand is 5,000.

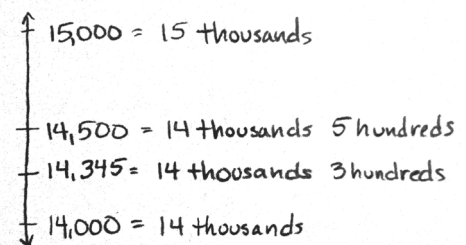
Problem 2: Use a vertical number line to round five- and six-digit numbers to the nearest thousand.

- T: Let's round 14,500 to the nearest thousand. How many thousands are there in 14,500?
- S: 14 thousands.
- T: What's 1 more thousand?
- S: 15 thousands.
- T: Designate the endpoints on your number line. What is halfway between 14,000 and 15,000?
- S: 14,500. Hey, that's the number that we are trying to round to the nearest thousand.
- T: True. 14,500 is right in the middle. It is the halfway point. It is not closer to either number. The rule is that we round up. 14,500 rounded to the nearest thousand is 15,000.
- T: With your partner, mark 14,990 on your number line, and round it to the nearest thousand.
- S: 14,990 is nearer to 15 thousands or 15,000.
- T: Mark 14,345 on your number line. Talk with your partner about how to round it to the nearest thousand.
- S: 14,345 is nearer to 14 thousands. → 14,345 is nearer to 14,000. → 14,345 rounded to the nearest thousand is 14,000.
- T: Is 14,345 greater than or less than the halfway point?
- S: Less than.
- T: We can look to see if 14,345 is closer to 14,000 or 15,000, and we can also look to see if it is greater than or less than the halfway point. If it is less than the halfway point, it is closer to 14,000.



**NOTES ON
MULTIPLE MEANS
OF REPRESENTATION:**

For those students who have trouble conceptualizing *halfway*, demonstrate *halfway* using students as models. Two students represent the thousands. A third student represents halfway. A fourth student represents the number being rounded. Discuss: Where do they belong? To whom are they nearer? To which number would they round?



Repeat using the numbers 215,711 and 214,569. Round to the nearest thousand, and name how many thousands are in each number.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (12 minutes)

Lesson Objective: Round multi-digit numbers to the thousands place using the vertical number line.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- Look at Problem 1 in the Problem Set. Compare how you rounded 6,700 and 16,401. Explain how your rounding to the nearest thousand differed even though both numbers have a 6 in the thousands place.
- What was your strategy for solving Problem 4? How did the vertical number line support your thinking?
- What makes 5 special in rounding?
- How does the number line help you round numbers? Is there another way you prefer? Why?
- What is the purpose of rounding?
- When might we use rounding or estimation?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name Jack Date _____

1. Round to the nearest thousand. Use the number line to model your thinking.

a. $6,700 \approx 7,000$

b. $9,340 \approx 9,000$

c. $16,401 \approx 16,000$

d. $39,545 \approx 40,000$

e. $399,499 \approx 399,000$

f. $840,007 \approx 840,000$

2. A pilot wanted to know about how many kilometers he flew on his last 3 flights. From NYC to London, he flew 5,572 km. Then, from London to Beijing, he flew 8,147 km. Finally, he flew 10,996 km from Beijing back to NYC. Round each number to the nearest thousand, and then find the sum of the rounded numbers to estimate about how many kilometers the pilot flew.

$$\begin{array}{r} 5,572 \approx 6,000 \\ 8,147 \approx 8,000 \\ 10,996 \approx 11,000 \\ \hline 25,000 \end{array}$$

The pilot flew about 25,000 miles.

3. Mrs. Smith's class is learning about healthy eating habits. The students learned that the average child should consume about 12,000 calories each week. Kerry consumed 12,748 calories last week. Tyler consumed 11,702 calories last week. Round to the nearest thousand to find who consumed closer to the recommended number of calories. Use pictures, numbers, or words to explain.

Kerry consumed closer to the recommended number of calories. When rounding to the nearest thousand, Kerry consumed closer to 13,000 calories. Tyler consumed closer to 12,000 calories.

4. For the 2013-2014 school year, the cost of tuition at Cornell University was \$43,000 when rounded to the nearest thousand. What is the greatest possible amount the tuition could be? What is the least possible amount the tuition could be?

The greatest possible amount the tuition could be is \$43,499. The least possible amount is \$42,500.

Name _____

Date _____

1. Round to the nearest thousand. Use the number line to model your thinking.

a. $6,700 \approx$ _____



b. $9,340 \approx$ _____



c. $16,401 \approx$ _____



d. $39,545 \approx$ _____



e. $399,499 \approx$ _____



f. $840,007 \approx$ _____



- A pilot wanted to know about how many kilometers he flew on his last 3 flights. From NYC to London, he flew 5,572 km. Then, from London to Beijing, he flew 8,147 km. Finally, he flew 10,996 km from Beijing back to NYC. Round each number to the nearest thousand, and then find the sum of the rounded numbers to estimate about how many kilometers the pilot flew.

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- For the 2013-2014 school year, the cost of tuition at Cornell University was \$43,000 when rounded to the nearest thousand. What is the greatest possible amount the tuition could be? What is the least possible amount the tuition could be?

Name _____

Date _____

1. Round to the nearest thousand. Use the number line to model your thinking.



a. $7,621 \approx$ _____



b. $12,502 \approx$ _____



c. $324,087 \approx$ _____

2. It takes 39,090 gallons of water to manufacture a new car. Sammy thinks that rounds up to about 40,000 gallons. Susie thinks it is about 39,000 gallons. Who rounded to the nearest thousand, Sammy or Susie? Use pictures, numbers, or words to explain.

Name _____

Date _____

1. Round to the nearest thousand. Use the number line to model your thinking.

a. $5,900 \approx$ _____



b. $4,180 \approx$ _____



c. $32,879 \approx$ _____



d. $78,600 \approx$ _____



e. $251,031 \approx$ _____



f. $699,900 \approx$ _____



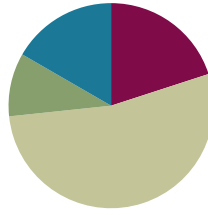
2. Steven put together 981 pieces of a puzzle. About how many pieces did he put together? Round to the nearest thousand. Use what you know about place value to explain your answer.
3. Louise’s family went on vacation to Disney World. Their vacation cost \$5,990. Sophia’s family went on vacation to Niagara Falls. Their vacation cost \$4,720. Both families budgeted about \$5,000 for their vacation. Whose family stayed closer to the budget? Round to the nearest thousand. Use what you know about place value to explain your answer.
4. Marsha’s brother wanted help with the first question on his homework. The question asked the students to round 128,902 to the nearest thousand and then to explain the answer. Marsha’s brother thought that the answer was 128,000. Was his answer correct? How do you know? Use pictures, numbers, or words to explain.

Lesson 8

Objectives: Round multi-digit numbers to any place using the vertical number line.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (32 minutes) |
| ■ Student Debrief | (10 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Sprint: Find the Midpoint **4.NBT.3** (9 minutes)
- Rename the Units **4.NBT.2** (3 minutes)

Sprint: Find the Midpoint (9 minutes)

Materials: (S) Find the Midpoint Sprint

Note: Practicing this skill in isolation lays a foundation to conceptually understand rounding on a vertical number line.

Rename the Units (3 minutes)

Materials: (S) Personal white board

Note: This fluency activity applies students' place value skills in a new context that helps them better access the lesson's content.

T: (Write 357,468.) Say the number.

S: 357,468.

T: (Write $357,468 = \underline{\quad}$ thousands 468 ones.) On your personal white boards, fill in the equation.

S: (Write $357,468 = 357$ thousands 468 ones.)

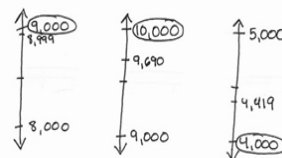
Repeat process for $357,468 = \underline{\quad}$ ten thousands 7,468 ones; $357,468 = \underline{\quad}$ hundreds 6 tens 8 ones; and $357,468 = \underline{\quad}$ tens 8 ones.

Application Problem (6 minutes)

Jose's parents bought a used car, a new motorcycle, and a used snowmobile. The car cost \$8,999. The motorcycle cost \$9,690. The snowmobile cost \$4,419. About how much money did they spend on the three items?

Note: This Application Problem builds on the content of previous lessons. Students are required to round and then to add base thousand units.

Car \$8,999 \approx \$9,000
 Motorcycle \$9,690 \approx \$10,000
 Snowmobile \$4,419 \approx \$4,000
 9 thousands + 10 thousands + 4 thousands = 23 thousands
 Jose's parents spent about \$23,000.

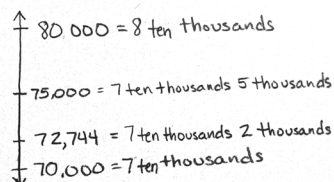


Concept Development (32 minutes)

Materials: (S) Personal white board

Problem 1: Use a vertical number line to round five- and six-digit numbers to the nearest ten thousand.

(Display a number line with endpoints 70,000 and 80,000.)



- T: We are going to round 72,744 to the nearest ten thousand. How many ten thousands are in 72,744?
- S: 7 ten thousands.
- T: (Mark the lower endpoint with 7 ten thousands.) And 1 more ten thousand would be...?
- S: 8 ten thousands.
- T: (Mark the upper endpoint with 8 ten thousands.) What's halfway between 7 ten thousands and 8 ten thousands?
- S: 7 ten thousands 5 thousands. \rightarrow 75,000.
- T: (Mark 75,000 on the number line.) Where should I label 72,744? Tell me where to stop. (Move your marker up the line.)
- S: Stop.
- T: (Mark 72,744 on the number line.)
- T: Is 72,744 nearer to 70,000 or 80,000?
- S: 72,744 is nearer to 70,000.



NOTES ON MULTIPLE MEANS OF REPRESENTATIONS:

An effective scaffold when working in the thousands period is to first work with an analogous number in the ones period. For example:

T: Let's round 72 to the nearest ten.

T: How many tens are in 72?

S: 7 tens.

T: What is 1 more ten?

S: 8 tens.

T: 7 tens and 8 tens are the endpoints of my number line.

T: What is the value of the halfway point?

S: 7 tens 5 ones. \rightarrow Seventy-five.

T: Tell me where to stop on my number line. (Start at 70 and move up.)

S: Stop!

T: Is 72 less than halfway or more than halfway to 8 tens or 80?

S: Less than halfway.

T: We say 72 rounded to the nearest ten is 70.

T: We use the exact same process when rounding 72 thousand to the nearest ten thousand.

T: We say 72,744 rounded to the nearest ten thousand is 70,000.

Repeat with 337,601 rounded to the nearest ten thousand.

Problem 2: Use a vertical number line to round six-digit numbers to the nearest hundred thousand.

T: (Draw a number line to round 749,085 to the nearest hundred thousand.) We are going to round 749,085 to the nearest hundred thousand. How many hundred thousands are in 749,085?

S: 7 hundred thousands.

T: What's 1 more hundred thousand?

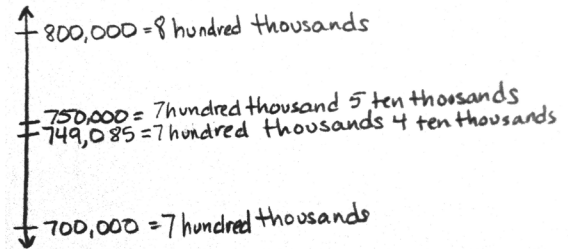
S: 8 hundred thousands.

T: Label your endpoints on the number line. What is halfway between 7 hundred thousands and 8 hundred thousands?

S: 7 hundred thousands 5 ten thousands. $\rightarrow 750,000$.

T: Designate the midpoint on the number line. With your partner, mark 749,085 on the number line, and round it to the nearest hundred thousand.

S: 749,085 is nearer to 7 hundred thousands. $\rightarrow 749,085$ is nearest to 700,000. $\rightarrow 749,085$ rounded to the nearest hundred thousand is 700,000.



Repeat with 908,899 rounded to the nearest hundred thousand.

Problem 3: Estimating with addition and subtraction.

T: (Write $505,341 + 193,841$.) Without finding the exact answer, I can estimate the answer by first rounding each addend to the nearest hundred thousand and then adding the rounded numbers.

T: Use a number line to round both numbers to the nearest hundred thousand.

S: (Round 505,341 to 500,000. Round 193,841 to 200,000.)

T: Now add $500,000 + 200,000$.

S: 700,000.

T: So, what's a good estimate for the sum of 505,341 and 193,841?

S: 700,000.

T: (Write $35,555 - 26,555$.) How can we use rounding to estimate the answer?

S: Let's round each number before we subtract.

T: Good idea. Discuss with your partner how you will round to estimate the difference.

S: I can round each number to the nearest ten thousand. That way I'll have mostly zeros in my numbers. $40,000$ minus $30,000$ is $10,000$. $\rightarrow 35,555$ minus $26,555$ is like 35 minus 26 , which is 9 . $35,000$ minus $26,000$ is $9,000$. \rightarrow It's more accurate to round up. $36,000$ minus $27,000$ is $9,000$. Hey, it's the same answer!



**NOTES ON
MULTIPLE MEANS
OF ENGAGEMENT:**

Make the lesson relevant to students' lives. Discuss everyday instances of estimation. Elicit examples of when a general idea about a sum or difference is necessary, rather than an exact answer. Ask, "When is it appropriate to estimate? When do we need an exact answer?"

MP.2

- T: What did you discover?
 S: It's easier to find an estimate rounded to the largest unit. → We found the same estimate even though you rounded up and I rounded down. → We got two different estimates!
 T: Which estimate do you suppose is closer to the actual difference?
 S: I think 9,000 is closer because we changed fewer numbers when we rounded.
 T: How might we find an estimate even closer to the actual difference?
 S: We could round to the nearest hundred or ten.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Round multi-digit numbers to any place value using the vertical number line.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- Compare Problem 1(b) and (c). How did you determine your endpoints for each number line?
- Tell your partner your steps for rounding a number. Which step is most difficult for you? Why?
- Look at Problem 5. How did your estimates compare? What did you notice as you solved?

Name Jack Date _____

Complete each statement by rounding the number to the given place value. Use the number line to show your work.

1. a. 53,000 rounded to the nearest ten thousand is 50,000.

b. 42,708 rounded to the nearest ten thousand is 40,000.

c. 406,823 rounded to the nearest ten thousand is 410,000.

2. a. 240,000 rounded to the nearest hundred thousand is 200,000.

b. 449,019 rounded to the nearest hundred thousand is 400,000.

c. 964,103 rounded to the nearest hundred thousand is 1,000,000.

3. 975,462 songs were downloaded in one day. Round this number to the nearest hundred thousand to estimate how many songs were downloaded in one day. Use a number line to show your work.

4. This number was rounded to the nearest ten thousand. List the possible digits that could go in the thousands place to make this statement correct. Use a number line to show your work.

13, 644 = 130,000

5. Estimate the difference by rounding each number to the given place value.

712,350 - 342,802

a. Round to the nearest ten thousands:

$$\begin{array}{r} 700 \text{ thousand} \\ - 340 \text{ thousand} \\ \hline 370 \text{ thousand} \end{array}$$

b. Round to the nearest hundred thousands:

$$\begin{array}{r} 700 \text{ thousand} \\ - 300 \text{ thousand} \\ \hline 400 \text{ thousand} \end{array}$$

- What are the benefits and drawbacks of rounding the same number to different units (as you did in Problem 5)?
- In what real life situation might you make an estimate like Problem 5?

Write and complete one of the following statements in your math journal:

- The purpose of rounding addends is _____.
- Rounding to the nearest _____ is best when _____.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

A

Number Correct: _____

Find the Midpoint

| | | | |
|-----|------|------|--|
| 1. | 0 | 10 | |
| 2. | 0 | 100 | |
| 3. | 0 | 1000 | |
| 4. | 10 | 20 | |
| 5. | 100 | 200 | |
| 6. | 1000 | 2000 | |
| 7. | 30 | 40 | |
| 8. | 300 | 400 | |
| 9. | 400 | 500 | |
| 10. | 20 | 30 | |
| 11. | 30 | 40 | |
| 12. | 40 | 50 | |
| 13. | 50 | 60 | |
| 14. | 500 | 600 | |
| 15. | 5000 | 6000 | |
| 16. | 200 | 300 | |
| 17. | 300 | 400 | |
| 18. | 700 | 800 | |
| 19. | 5700 | 5800 | |
| 20. | 70 | 80 | |
| 21. | 670 | 680 | |
| 22. | 6700 | 6800 | |

| | | | |
|-----|------|--------|--|
| 23. | 6000 | 7000 | |
| 24. | 600 | 700 | |
| 25. | 60 | 70 | |
| 26. | 260 | 270 | |
| 27. | 9260 | 9270 | |
| 28. | 80 | 90 | |
| 29. | 90 | 100 | |
| 30. | 990 | 1000 | |
| 31. | 9990 | 10,000 | |
| 32. | 440 | 450 | |
| 33. | 8300 | 8400 | |
| 34. | 680 | 690 | |
| 35. | 9400 | 9500 | |
| 36. | 3900 | 4000 | |
| 37. | 2450 | 2460 | |
| 38. | 7080 | 7090 | |
| 39. | 3200 | 3210 | |
| 40. | 8630 | 8640 | |
| 41. | 8190 | 8200 | |
| 42. | 2510 | 2520 | |
| 43. | 4890 | 4900 | |
| 44. | 6660 | 6670 | |

B

Number Correct: _____

Improvement: _____

Find the Midpoint

| | | | |
|-----|------|------|--|
| 1. | 10 | 20 | |
| 2. | 100 | 200 | |
| 3. | 1000 | 2000 | |
| 4. | 20 | 30 | |
| 5. | 200 | 300 | |
| 6. | 2000 | 3000 | |
| 7. | 40 | 50 | |
| 8. | 400 | 500 | |
| 9. | 500 | 600 | |
| 10. | 30 | 40 | |
| 11. | 40 | 50 | |
| 12. | 50 | 60 | |
| 13. | 60 | 70 | |
| 14. | 600 | 700 | |
| 15. | 6000 | 7000 | |
| 16. | 300 | 400 | |
| 17. | 400 | 500 | |
| 18. | 800 | 900 | |
| 19. | 5800 | 5900 | |
| 20. | 80 | 90 | |
| 21. | 680 | 690 | |
| 22. | 6800 | 6900 | |

| | | | |
|-----|------|--------|--|
| 23. | 7000 | 8000 | |
| 24. | 700 | 800 | |
| 25. | 70 | 80 | |
| 26. | 270 | 280 | |
| 27. | 9270 | 9280 | |
| 28. | 80 | 90 | |
| 29. | 90 | 100 | |
| 30. | 990 | 1000 | |
| 31. | 9990 | 10,000 | |
| 32. | 450 | 460 | |
| 33. | 8400 | 8500 | |
| 34. | 580 | 590 | |
| 35. | 9500 | 9600 | |
| 36. | 2900 | 3000 | |
| 37. | 3450 | 3460 | |
| 38. | 6080 | 6090 | |
| 39. | 4200 | 4210 | |
| 40. | 7630 | 7640 | |
| 41. | 7190 | 7200 | |
| 42. | 3510 | 3520 | |
| 43. | 5890 | 5900 | |
| 44. | 7770 | 7780 | |

Name _____

Date _____

Complete each statement by rounding the number to the given place value. Use the number line to show your work.

1. a. 53,000 rounded to the nearest ten thousand is _____.



2. a. 240,000 rounded to the nearest hundred thousand is _____.



- b. 42,708 rounded to the nearest ten thousand is _____.



- b. 449,019 rounded to the nearest hundred thousand is _____.



- c. 406,823 rounded to the nearest ten thousand is _____.



- c. 964,103 rounded to the nearest hundred thousand is _____.



3. 975,462 songs were downloaded in one day. Round this number to the nearest hundred thousand to estimate how many songs were downloaded in one day. Use a number line to show your work.

4. This number was rounded to the nearest ten thousand. List the possible digits that could go in the thousands place to make this statement correct. Use a number line to show your work.

$$13_ ,644 \approx 130,000$$

5. Estimate the difference by rounding each number to the given place value.

$$712,350 - 342,802$$

- a. Round to the nearest ten thousands.

- b. Round to the nearest hundred thousands.

Name _____

Date _____

1. Round to the nearest ten thousand. Use the number line to model your thinking.



a. $35,124 \approx$ _____



b. $981,657 \approx$ _____

2. Round to the nearest hundred thousand. Use the number line to model your thinking.



a. $89,678 \approx$ _____



b. $999,765 \approx$ _____

3. Estimate the sum by rounding each number to the nearest hundred thousand.

$257,098 + 548,765 \approx$ _____

Name _____

Date _____

Complete each statement by rounding the number to the given place value. Use the number line to show your work.

1. a. 67,000 rounded to the nearest ten thousand is _____.



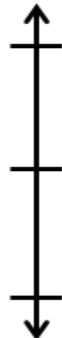
2. a. 867,000 rounded to the nearest hundred thousand is _____.



- b. 51,988 rounded to the nearest ten thousand is _____.



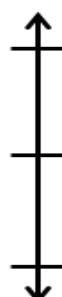
- b. 767,074 rounded to the nearest hundred thousand is _____.



- c. 105,159 rounded to the nearest ten thousand is _____.



- c. 629,999 rounded to the nearest hundred thousand is _____.



3. 491,852 people went to the water park in the month of July. Round this number to the nearest hundred thousand to estimate how many people went to the park. Use a number line to show your work.

4. This number was rounded to the nearest hundred thousand. List the possible digits that could go in the ten thousands place to make this statement correct. Use a number line to show your work.

$$1_9,644 \approx 100,000$$

5. Estimate the sum by rounding each number to the given place value.

$$164,215 + 216,088$$

- a. Round to the nearest ten thousand.

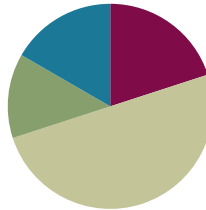
- b. Round to the nearest hundred thousand.

Lesson 9

Objective: Use place value understanding to round multi-digit numbers to any place value.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (8 minutes) |
| ■ Concept Development | (30 minutes) |
| ■ Student Debrief | (10 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Multiply by Ten **4.NBT.1** (5 minutes)
- Round to Different Place Values **4.NBT.3** (7 minutes)

Multiply by Ten (5 minutes)

Materials: (S) Personal white board

Note: This fluency activity deepens the students' foundation of multiplying by ten.

T: (Write $10 \times 10 = \underline{\quad}$.) Say the multiplication sentence.

S: $10 \times 10 = 100$.

T: (Write $10 \times \underline{\quad}$ ten = 100.) On your personal white boards, fill in the blank.

S: (Write 10×1 ten = 100.)

T: (Write $\underline{\quad}$ ten \times $\underline{\quad}$ ten = 100.) On your boards, fill in the blanks.

S: (Write 1 ten \times 1 ten = 100.)

T: (Write $\underline{\quad}$ ten \times $\underline{\quad}$ ten = $\underline{\quad}$ hundred.) On your boards, fill in the blanks.

S: (Write 1 ten \times 1 ten = 1 hundred.)

Repeat process for possible sequence: 1 ten \times 20 = $\underline{\quad}$, 1 ten \times 40 = $\underline{\quad}$ hundreds, 1 ten \times $\underline{\quad}$ = 700, and 4 tens \times 1 ten = $\underline{\quad}$ hundreds.

Note: The use of the digit or a unit is intentional. It builds understanding of multiplying by different units (6 ones times 1 ten equals 6 tens, so 6 tens times 1 ten equals 6 hundreds, not 6 tens).

Round to Different Place Values (7 minutes)

Materials: (S) Personal white board

Note: This fluency activity reviews Lesson 8's objective and lays a foundation for today's lesson.

- T: (Write 63,941.) Say the number.
 S: 63,941.
 T: Round 63,941 to the nearest ten thousand. Between what 2 ten thousands is 63,941?
 S: 6 ten thousands and 7 ten thousands.
 T: On your boards, draw a vertical number line with 60,000 and 70,000 as endpoints.
 S: (Draw a vertical number line with 60,000 and 70,000 as the endpoints.)
 T: What's halfway between 60,000 and 70,000?
 S: 65,000.
 T: Label 65,000 as the midpoint on your number line. Label 63,941 on your number line.
 S: (Label 63,941 below 65,000 on their number lines.)
 T: (Write $63,941 \approx \underline{\hspace{1cm}}$.) On your boards, fill in the blank, rounding 63,941 to the nearest ten thousand.
 S: (Write $63,941 \approx 60,000$.)

Repeat process for 63,941 rounded to the nearest thousand; 47,261 rounded to the nearest ten thousand; 47,261 rounded to the nearest thousand; 618,409 rounded to the nearest hundred thousand; 618,409 rounded to the nearest ten thousand; and 618,904 rounded to the nearest thousand.

Application Problem (8 minutes)

34,123 people attended a basketball game. 28,310 people attended a football game. About how many more people attended the basketball game than the football game? Round to the nearest ten thousand to find the answer. Does your answer make sense? What might be a better way to compare attendance?

Note: The Application Problem builds on the concept learned in the previous lesson (**4.NBT.3**) and on **3.NBT.2**. Students are required to round and then to subtract using base thousand units. Students have not practiced an algorithm for subtracting with five digits. Due to the rounded numbers, you may show subtraction using unit form as an alternative method (34 thousand – 28 thousand, instead of $34,000 - 28,000$).

$34,123 \approx 30,000$ $28,310 \approx 30,000$ $\begin{array}{r} 30,000 \\ - 30,000 \\ \hline 0 \end{array}$

My answer does not make sense because my answer was zero. It doesn't make sense because more people attended the basketball game than the football game. It might be better to round to the nearest thousand.

$34,123 \approx 34,000$ $28,310 \approx 28,000$

34 thousands - 28 thousands = 6 thousands
 About 6,000 more people attended the basketball game than the football game.

Concept Development (30 minutes)

Materials: (S) Personal white board

Problem 1: Rounding to the nearest thousand without using a number line.

T: (Write $4,333 \approx \underline{\quad}$.) Round to the nearest thousand. Between what two thousands is 4,333?

S: 4 thousands and 5 thousands.

T: What is halfway between 4,000 and 5,000?

S: 4,500.

T: Is 4,333 less than or more than halfway?

S: Less than.

T: So 4,333 is nearer to 4,000.

T: (Write $18,753 \approx \underline{\quad}$.) Round to the nearest thousand. Tell your partner between what two thousands 18,753 is located.

S: 18 thousands and 19 thousands.

T: What is halfway between 18 thousands and 19 thousands?

S: 18,500.

T: Round 18,753 to the nearest thousand. Tell your partner if 18,753 is more than or less than halfway.

S: 18,753 is more than halfway. 18,753 is nearer to 19,000. \rightarrow 18,753 rounded to the nearest thousand is 19,000.

$$4,333 \approx \underline{\quad ? \quad}$$



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Students who have difficulty visualizing 4,333 as having 4 thousands 3 hundreds could benefit from writing the number on their place value chart. In doing so, they will be able to see that 4,333 has 43 hundreds. This same strategy could also be used for other numbers.

Repeat with 346,560 rounded to the nearest thousand.

Problem 2: Rounding to the nearest ten thousand or hundred thousand without using a vertical line.

T: (Write $65,600 \approx \underline{\quad}$.) Round to the nearest ten thousand. Between what two ten thousands is 65,600?

S: 6 ten thousands and 7 ten thousands.

T: What is halfway between 60,000 and 70,000?

S: 65,000.

T: Is 65,600 less than or more than halfway?

S: 65,600 is more than halfway.

T: Tell your partner what 65,600 is when rounded to the nearest ten thousand.

S: 65,600 rounded to the nearest ten thousand is 70,000.

Repeat with 548,253 rounded to the nearest ten thousand.

- T: (Write $676,000 \approx \underline{\hspace{1cm}}$.) Round 676,000 to the nearest hundred thousand. First tell your partner what your endpoints will be.
- S: 600,000 and 700,000.
- T: Determine the halfway point.
- S: 650,000.
- T: Is 676,000 greater than or less than the halfway point?
- S: Greater than.
- T: Tell your partner what 676,000 is when rounded to the nearest hundred thousand.
- S: 676,000 rounded to the nearest hundred thousand is 700,000.
- T: (Write $203,301 \approx \underline{\hspace{1cm}}$.) Work with your partner to round 203,301 to the nearest hundred thousand.
- T: Explain to your partner how we use the midpoint to round without a number line.
- S: We can't look at a number line, so we have to use mental math to find our endpoints and halfway point. \rightarrow If we know the midpoint, we can see if the number is greater than or less than the midpoint. \rightarrow When rounding, the midpoint helps determine which endpoint the rounded number is closer to.

Problem 3: Rounding to any value without using a number line.

- T: (Write $147,591 \approx \underline{\hspace{1cm}}$.) Whisper read this number to your partner in standard form. Now, round 147,591 to the nearest hundred thousand.
- S: 100,000.
- T: Excellent. (Write $147,591 \approx 100,000$. Point to 100,000.) 100,000 has zero ones in the ones place, zero tens in the tens place, zero hundreds in the hundreds place, zero thousands in the thousands place, and zero ten thousands in the ten thousands place. I could add, subtract, multiply, or divide with this rounded number much easier than with 147,591. True? But, what if I wanted a more accurate estimate? Give me a number closer to 147,591 that has (point) a zero in the ones, tens, hundreds, and thousands.
- S: 150,000.
- T: Why not 140,000?
- S: 147,591 is closer to 150,000 because it is greater than the halfway point 145,000.
- T: Great. 147,591 rounded to the nearest ten thousand is 150,000. Now let's round 147,591 to the nearest thousand.
- S: 148,000.

$$\begin{aligned} 147,591 &\approx 100,000 \\ 147,591 &\approx 150,000 \\ 147,591 &\approx 148,000 \\ 147,591 &\approx 147,600 \\ 147,591 &\approx 147,590 \end{aligned}$$



**NOTES ON
MULTIPLE MEANS
OF ENGAGEMENT:**

Challenge students who are above grade level to look at the many ways that they rounded the number 147,591 to different place values. Have them discuss with a partner what they notice about the rounded numbers. Students should notice that when rounding to the hundred thousands, the answer is 100,000, but when rounding to all of the other places, the answers are closer to 150,000. Have them discuss what this can teach them about rounding.

MP.3

- T: Work with your partner to round 147,591 to the nearest hundred and then the nearest ten.
- S: 147,591 rounded to the nearest hundred is 147,600. 147,591 rounded to the nearest ten is 147,590.
- T: Compare estimates of 147,591 after rounding to different units. What do you notice? When might it be better to round to a larger unit? When might it be better to round to a smaller unit?
- S: (Discuss.)

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Use place value understanding to round multi-digit numbers to any place value.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- Explain the reasoning behind your answer for Problem 2(e) and Problem 3(e).
- In Problem 2(e), you and your partner probably wrote different numbers that rounded to 30,000. Explain why your numbers were different. What is the smallest possible number that could round to 30,000 when rounded to the nearest ten

Name Jack Date _____

1. Round to the nearest thousand.

a. $5,300 = 5,000$ b. $4,589 = 5,000$

c. $42,099 = 42,000$ d. $801,504 = 802,000$

e. Explain how you found your answer for Part (d).
For letter d I looked at the thousands place which was a 1. Then I looked to the hundreds place and saw that it was five hundred so I knew to round the thousands place up to 2 thousand.

2. Round to the nearest ten thousand.

a. $26,000 = 30,000$ b. $34,920 = 30,000$

c. $789,091 = 790,000$ d. $706,286 = 710,000$

e. Explain why two problems have the same answer. Write another number that has the same answer when rounded to the nearest ten thousand.
The problems have the same answer because 26,000 can be rounded up to 30,000 and 34,920 can be rounded down to 30,000. Another number could be 29,999.

3. Round to the nearest hundred thousand.

a. $840,000 = 800,000$ b. $850,471 = 900,000$

c. $761,004 = 800,000$ d. $991,965 = 1,000,000$

e. Explain why two problems have the same answer. Write another number that has the same answer when rounded to the nearest hundred thousand.
Two problems are the same because 840,000 is rounded down to 800,000 and 761,004 is rounded up to 800,000. Another number could be 801,111.

4. Solve the following problems using pictures, numbers, or words.

a. The 2012 Super Bowl had an attendance of just 68,658 people. If the headline in the newspaper the next day read "About 70,000 People Attend Super Bowl," how did the newspaper round to estimate the total number of people in attendance?

The newspaper rounded to the nearest ten thousand to estimate the total number of people in attendance.

$$\begin{array}{r} 70,000 \\ \uparrow \\ 68,658 \\ \downarrow \\ 65,000 \end{array}$$

b. The 2011 Super Bowl had an attendance of 103,219 people. If the headline in the newspaper the next day read "About 200,000 People Attend Super Bowl," is the newspaper's estimate reasonable? Use rounding to explain your answer.

The newspaper's estimate is not reasonable because 103,219 does not round to 200,000. 103,219 rounds to 100,000 when rounding to the nearest hundred thousand.

$$\begin{array}{r} 200,000 \\ \uparrow \\ 150,000 \\ \uparrow \\ 103,219 \\ \downarrow \\ 100,000 \end{array}$$

c. According to the problems above, about how many more people attended the Super Bowl in 2011 than in 2012? Round each number to the largest place value before giving the estimated answer.

$$\begin{array}{r} 2012) \quad 68,658 \approx 70,000 \\ 2011) \quad 103,219 \approx 100,000 \\ \hline 100,000 \quad 200 \text{ thousand} \\ - 70,000 \quad \rightarrow 70 \text{ thousand} \\ \hline 30,000 \quad 30 \text{ thousand} \end{array}$$

About 30,000 more people attended the Super Bowl in 2011 than in 2012.

thousand? What is the largest possible number that could round to 30,000 when rounded to the nearest ten thousand? Explain your reasoning. (Use Problem 3(e) for further discussion.)

- Was there any difficulty in solving Problem 3(d)? Explain your strategy when solving this problem.
- In Problem 4(b), the newspaper rounded to the nearest hundred thousand inappropriately. What unit should the newspaper have rounded to, and why?
- How is rounding without a number line easier? How is it more challenging?
- How does knowing how to round mentally assist you in everyday life?
- What strategy do you use when observing a number to be rounded?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____

Date _____

1. Round to the nearest thousand.

a. $5,300 \approx$ _____

b. $4,589 \approx$ _____

c. $42,099 \approx$ _____

d. $801,504 \approx$ _____

e. Explain how you found your answer for Part (d).

2. Round to the nearest ten thousand.

a. $26,000 \approx$ _____

b. $34,920 \approx$ _____

c. $789,091 \approx$ _____

d. $706,286 \approx$ _____

e. Explain why two problems have the same answer. Write another number that has the same answer when rounded to the nearest ten thousand.

3. Round to the nearest hundred thousand.

a. $840,000 \approx$ _____

b. $850,471 \approx$ _____

c. $761,004 \approx$ _____

d. $991,965 \approx$ _____

e. Explain why two problems have the same answer. Write another number that has the same answer when rounded to the nearest hundred thousand.

Name _____

Date _____

1. Round 765,903 to the given place value:

Thousand _____

Ten thousand _____

Hundred thousand _____

2. There are 16,850 Star coffee shops around the world. Round the number of shops to the nearest thousand and ten thousand. Which answer is more accurate? Explain your thinking using pictures, numbers, or words.

Name _____

Date _____

1. Round to the nearest thousand.

a. $6,842 \approx$ _____

b. $2,722 \approx$ _____

c. $16,051 \approx$ _____

d. $706,421 \approx$ _____

e. Explain how you found your answer for Part (d).

2. Round to the nearest ten thousand.

a. $88,999 \approx$ _____

b. $85,001 \approx$ _____

c. $789,091 \approx$ _____

d. $905,154 \approx$ _____

e. Explain why two problems have the same answer. Write another number that has the same answer when rounded to the nearest ten thousand.

3. Round to the nearest hundred thousand.

a. $89,659 \approx$ _____

b. $751,447 \approx$ _____

c. $617,889 \approx$ _____

d. $817,245 \approx$ _____

e. Explain why two problems have the same answer. Write another number that has the same answer when rounded to the nearest hundred thousand.

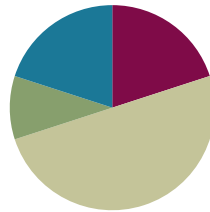
4. Solve the following problems using pictures, numbers, or words.
- a. At President Obama’s inauguration in 2013, the newspaper headlines stated there were about 800,000 people in attendance. If the newspaper rounded to the nearest hundred thousand, what is the largest number and smallest number of people who could have been there?
- b. At President Bush’s inauguration in 2005, the newspaper headlines stated there were about 400,000 people in attendance. If the newspaper rounded to the nearest ten thousand, what is the largest number and smallest number of people who could have been there?
- c. At President Lincoln’s inauguration in 1861, the newspaper headlines stated there were about 30,000 people in attendance. If the newspaper rounded to the nearest thousand, what is the largest number and smallest number of people who could have been there?

Lesson 10

Objective: Use place value understanding to round multi-digit numbers to any place value using real world applications.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (30 minutes) |
| ■ Student Debrief | (12 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Sprint: Round to the Nearest 10,000 **4.NBT.3** (9 minutes)
- Multiply by 10 **4.NBT.1** (3 minutes)

Sprint: Round to the Nearest 10,000 (9 minutes)

Materials: (S) Round to the nearest 10,000 Sprint

Note: This fluency activity reviews Lesson 9's content and work toward automatizing rounding skills.

Multiply by 10 (3 minutes)

Materials: (S) Personal white board

Note: This fluency activity deepens student understanding of base ten units.

T: (Write $10 \times 10 = \underline{\quad}$.) Say the multiplication sentence.

S: $10 \times 10 = 100$.

T: (Write $\underline{\quad}$ ten $\times 10 = 100$.) On your personal white boards, fill in the blank.

S: (Write $1 \text{ ten} \times 10 = 100$.)

T: (Write $\underline{\quad}$ ten $\times \underline{\quad}$ ten $= 100$.) On your boards, fill in the blanks.

S: (Write $1 \text{ ten} \times 1 \text{ ten} = 100$.)

T: (Write $\underline{\quad}$ ten $\times \underline{\quad}$ ten $= \underline{\quad}$ hundred.) On your boards, fill in the blanks.

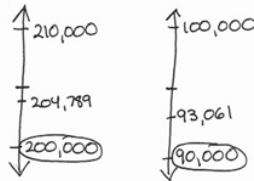
S: (Write $1 \text{ ten} \times 1 \text{ ten} = 1 \text{ hundred}$.)

Repeat using the following sequence: $1 \text{ ten} \times 50 = \underline{\quad}$, $1 \text{ ten} \times 80 = \underline{\quad}$ hundreds, $1 \text{ ten} \times \underline{\quad} = 600$, and $3 \text{ tens} \times 1 \text{ ten} = \underline{\quad}$ hundreds.

Note: Watch for students who say $3 \text{ tens} \times 4 \text{ tens}$ is 12 tens rather than 12 hundreds.

Application Problem (6 minutes)

The post office sold 204,789 stamps last week and 93,061 stamps this week. About how many more stamps did the post office sell last week than this week? Explain how you got your answer.



$$204,789 \approx 200,000$$

$$93,061 \approx 90,000$$

200 thousands - 90 thousands = 110 thousands
 The post office sold about 110,000 more stamps last week than this week. I got my answer by rounding to the nearest ten thousand and then subtracting.

Note: This Application Problem builds on the concept of the previous lesson (rounding multi-digit numbers to any place value) and creates a bridge to this lesson's concept (rounding using real world applications).

Concept Development (30 minutes)

Materials: (S) Personal white board

Problem 1: Round one number to multiple units.

T: Write $935,292 \approx \underline{\hspace{2cm}}$. Read it to your partner, and round to the nearest hundred thousand.

S: 900,000.

T: It is 900,000 when we round to the largest unit. What's the next largest unit we might round to?

S: Ten thousands.

T: Round to the ten thousands. Then, round to the thousands.

S: 940,000. 935,000.

T: What changes about the numbers when rounding to smaller and smaller units? Discuss with your partner.

S: When you round to the largest unit, every other place will have a zero. → Rounding to the largest unit gives you the easiest number to add, subtract, multiply, or divide. → As you round to smaller units, there are not as many zeros in the number. → Rounding to smaller units gives an estimate that is closer to the actual value of the number.

$$935,292 \approx 900,000$$

$$935,292 \approx 940,000$$

$$935,292 \approx 935,000$$

Problem 2: Determine the best estimate to solve a word problem.

Display: In the year 2012, there were 935,292 visitors to the White House.

T: Let's read together. Assume that each visitor is given a White House map. Now, use this information to predict the number of White House maps needed for visitors in 2013. Discuss with your partner how you made your estimate.

S: I predict 940,000 maps are needed. I rounded to the nearest ten thousands place in order to make sure every visitor has a map. It is better to have more maps than not enough maps. → I predict more people may visit the White House in 2013, so I rounded to the nearest ten thousand—940,000—the only estimate that is greater than the actual number.

MP.3

Display: In the year 2011, there were 998,250 visitors to the White House.

T: Discuss with your partner how these data may change your estimate.

S: These data show the number of visitors decreased from 2011 to 2012. It may be wiser to predict 935,000 or 900,000 maps needed for 2013.

T: How can you determine the best estimate in a situation?

S: I can notice patterns or find data that might inform my estimate.

Problem 3: Choose a unit of rounding to solve a word problem.

Display: 2,837 students attend Lincoln Elementary school.

T: Discuss with your partner how you would estimate the number of chairs needed in the school.

S: I would round to the nearest thousand for an estimate of 3,000 chairs needed. If I rounded to the nearest hundred—2,800—some students may not have a seat. → I disagree. 3,000 is almost 200 too many. I would round to the nearest hundred because some students might be absent.

T: Compare the effect of rounding to the largest unit in this problem and Problem 2.

S: In Problem 2, rounding to the largest unit resulted in a number less than the actual number. By contrast, when we rounded to the largest unit in Problem 3, our estimate was greater.

T: What can you conclude?

S: Rounding to the largest unit may not always be a reliable estimate.

→ I will choose the unit based on the situation and what is most reasonable.



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

For English language learners, define unfamiliar words and experiences, such as the *White House*. Give an alternative example using a more familiar tourist attraction, perhaps from their cultural experience.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Challenge students working above grade level to think of at least two situations similar to that of Problem 3, where choosing the unit to which to round is important to the outcome of the problem. Have them share and discuss.

$$2,837 \approx 3,000$$

$$2,837 \approx 2,800$$

$$2,837 \approx 2,840$$

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (12 minutes)

Lesson Objective: Use place value understanding to round multi-digit numbers to any place value using real world applications.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- In Problem 3, why didn't rounding to the nearest hundred work? Would rounding to the nearest thousand have worked better? What does this show you about rounding?
- When estimating, how do you choose to which unit you will round? Would it have been more difficult to solve Problem 5 if you rounded both numbers to the hundreds? Why or why not?
- In Problem 5, how does rounding one number up and one number down affect the answer? The plane can actually make between 8 and 9 trips. How might you revise the units to which you round to estimate this answer more accurately?
- Notice, in Problem 5, that 65,000 rounded to 70,000 and that 7,460 rounded to 7,000. What is the relationship between 7,000 and 70,000? How does this relationship make it easier to determine the number of trips?
- In Problem 1, how do your estimates compare?

Name Jack Date _____

1. Round 543,982 to the nearest

a. thousand: 544,000

b. ten thousand: 540,000

c. hundred thousand: 500,000

2. Complete each statement by rounding the number to the given place value.

a. 2,841 rounded to the nearest hundred is 2,800.

b. 32,851 rounded to the nearest hundred is 32,900.

c. 132,891 rounded to the nearest hundred is 132,900.

d. 6,299 rounded to the nearest thousand is 6,000.

e. 36,599 rounded to the nearest thousand is 37,000.

f. 100,699 rounded to the nearest thousand is 101,000.

g. 40,984 rounded to the nearest ten thousand is 40,000.

h. 54,984 rounded to the nearest ten thousand is 50,000.

i. 997,010 rounded to the nearest ten thousand is 1,000,000.

j. 360,034 rounded to the nearest hundred thousand is 400,000.

k. 436,709 rounded to the nearest hundred thousand is 400,000.

l. 852,442 rounded to the nearest hundred thousand is 900,000.

3. Empire Elementary School needs to purchase water bottles for field day. There are 2,142 students. Principal Vadar rounded to the nearest hundred to estimate how many water bottles to order. Will there be enough water bottles for everyone? Explain.

$2,142 \approx 2,100$

There will not be enough water bottles because 2,142 rounded to the nearest hundred is 2,100. If Principal Vadar orders 2,100, there will be 42 students without water.

4. Opening day at the New York State Fair in 2012 had an attendance of 46,753. Decide which place value to round 46,753 to if you were writing a newspaper article. Round the number and explain why it is an appropriate unit to round the attendance to.

I would round 46,753 to the ten thousands place to get 50,000. For a newspaper article, saying approximately 50,000 were in attendance is a nice round number that is pretty close to the actual number.

5. A jet airplane holds about 65,000 gallons of gas. It uses about 7,460 gallons when flying between New York City and Los Angeles. Round each number to the largest place value. Then find about how many trips the plane can take between cities before running out of fuel.

$65,000 \approx 70,000$

$7,460 \approx 7,000$

The plane can take about 10 trips between cities before running out of fuel.

- How do you choose a best estimate? What is the advantage of rounding to smaller and larger units?
- Why might you round up, even though the numbers tell you to round down?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

A

Number Correct: _____

Round to the Nearest 10,000

| | | |
|-----|-----------|--|
| 1. | 21,000 ≈ | |
| 2. | 31,000 ≈ | |
| 3. | 41,000 ≈ | |
| 4. | 541,000 ≈ | |
| 5. | 49,000 ≈ | |
| 6. | 59,000 ≈ | |
| 7. | 69,000 ≈ | |
| 8. | 369,000 ≈ | |
| 9. | 62,000 ≈ | |
| 10. | 712,000 ≈ | |
| 11. | 28,000 ≈ | |
| 12. | 37,000 ≈ | |
| 13. | 137,000 ≈ | |
| 14. | 44,000 ≈ | |
| 15. | 56,000 ≈ | |
| 16. | 456,000 ≈ | |
| 17. | 15,000 ≈ | |
| 18. | 25,000 ≈ | |
| 19. | 35,000 ≈ | |
| 20. | 235,000 ≈ | |
| 21. | 75,000 ≈ | |
| 22. | 175,000 ≈ | |

| | | |
|-----|-----------|--|
| 23. | 185,000 ≈ | |
| 24. | 85,000 ≈ | |
| 25. | 95,000 ≈ | |
| 26. | 97,000 ≈ | |
| 27. | 98,000 ≈ | |
| 28. | 198,000 ≈ | |
| 29. | 798,000 ≈ | |
| 30. | 31,200 ≈ | |
| 31. | 49,300 ≈ | |
| 32. | 649,300 ≈ | |
| 33. | 64,520 ≈ | |
| 34. | 164,520 ≈ | |
| 35. | 17,742 ≈ | |
| 36. | 917,742 ≈ | |
| 37. | 38,396 ≈ | |
| 38. | 64,501 ≈ | |
| 39. | 703,280 ≈ | |
| 40. | 239,500 ≈ | |
| 41. | 708,170 ≈ | |
| 42. | 188,631 ≈ | |
| 43. | 777,499 ≈ | |
| 44. | 444,919 ≈ | |

B

Number Correct: _____

Improvement: _____

Round to the Nearest 10,000

| | | |
|-----|-----------|--|
| 1. | 11,000 ≈ | |
| 2. | 21,000 ≈ | |
| 3. | 31,000 ≈ | |
| 4. | 531,000 ≈ | |
| 5. | 39,000 ≈ | |
| 6. | 49,000 ≈ | |
| 7. | 59,000 ≈ | |
| 8. | 359,000 ≈ | |
| 9. | 52,000 ≈ | |
| 10. | 612,000 ≈ | |
| 11. | 18,000 ≈ | |
| 12. | 27,000 ≈ | |
| 13. | 127,000 ≈ | |
| 14. | 34,000 ≈ | |
| 15. | 46,000 ≈ | |
| 16. | 346,000 ≈ | |
| 17. | 25,000 ≈ | |
| 18. | 35,000 ≈ | |
| 19. | 45,000 ≈ | |
| 20. | 245,000 ≈ | |
| 21. | 65,000 ≈ | |
| 22. | 165,000 ≈ | |

| | | |
|-----|-----------|--|
| 23. | 185,000 ≈ | |
| 24. | 85,000 ≈ | |
| 25. | 95,000 ≈ | |
| 26. | 96,000 ≈ | |
| 27. | 99,000 ≈ | |
| 28. | 199,000 ≈ | |
| 29. | 799,000 ≈ | |
| 30. | 21,200 ≈ | |
| 31. | 39,300 ≈ | |
| 32. | 639,300 ≈ | |
| 33. | 54,520 ≈ | |
| 34. | 154,520 ≈ | |
| 35. | 27,742 ≈ | |
| 36. | 927,742 ≈ | |
| 37. | 28,396 ≈ | |
| 38. | 54,501 ≈ | |
| 39. | 603,280 ≈ | |
| 40. | 139,500 ≈ | |
| 41. | 608,170 ≈ | |
| 42. | 177,631 ≈ | |
| 43. | 888,499 ≈ | |
| 44. | 444,909 ≈ | |

Name _____

Date _____

1. Round 543,982 to the nearest

- a. thousand: _____.
- b. ten thousand: _____.
- c. hundred thousand: _____.

2. Complete each statement by rounding the number to the given place value.

- a. 2,841 rounded to the nearest hundred is _____.
- b. 32,851 rounded to the nearest hundred is _____.
- c. 132,891 rounded to the nearest hundred is _____.
- d. 6,299 rounded to the nearest thousand is _____.
- e. 36,599 rounded to the nearest thousand is _____.
- f. 100,699 rounded to the nearest thousand is _____.
- g. 40,984 rounded to the nearest ten thousand is _____.
- h. 54,984 rounded to the nearest ten thousand is _____.
- i. 997,010 rounded to the nearest ten thousand is _____.
- j. 360,034 rounded to the nearest hundred thousand is _____.
- k. 436,709 rounded to the nearest hundred thousand is _____.
- l. 852,442 rounded to the nearest hundred thousand is _____.

Name _____

Date _____

1. There are 598,500 Apple employees in the United States.
 - a. Round the number of employees to the given place value.

thousand: _____

ten thousand: _____

hundred thousand: _____

- b. Explain why two of your answers are the same.

2. A company developed a student survey so that students could share their thoughts about school. In 2011, 78,234 students across the United States were administered the survey. In 2012, the company planned to administer the survey to 10 times as many students as were surveyed in 2011. About how many surveys should the company have printed in 2012? Explain how you found your answer.

Name _____

Date _____

1. Round 845,001 to the nearest

a. thousand: _____.

b. ten thousand: _____.

c. hundred thousand: _____.

2. Complete each statement by rounding the number to the given place value.

a. 783 rounded to the nearest hundred is _____.

b. 12,781 rounded to the nearest hundred is _____.

c. 951,194 rounded to the nearest hundred is _____.

d. 1,258 rounded to the nearest thousand is _____.

e. 65,124 rounded to the nearest thousand is _____.

f. 99,451 rounded to the nearest thousand is _____.

g. 60,488 rounded to the nearest ten thousand is _____.

h. 80,801 rounded to the nearest ten thousand is _____.

i. 897,100 rounded to the nearest ten thousand is _____.

j. 880,005 rounded to the nearest hundred thousand is _____.

k. 545,999 rounded to the nearest hundred thousand is _____.

l. 689,114 rounded to the nearest hundred thousand is _____.

3. Solve the following problems using pictures, numbers, or words.
- In the 2011 New York City Marathon, 29,867 men finished the race, and 16,928 women finished the race. Each finisher was given a t-shirt. About how many men's shirts were given away? About how many women's shirts were given away? Explain how you found your answers.
 - In the 2010 New York City Marathon, 42,429 people finished the race and received a medal. Before the race, the medals had to be ordered. If you were the person in charge of ordering the medals and estimated how many to order by rounding, would you have ordered enough medals? Explain your thinking.
 - In 2010, 28,357 of the finishers were men, and 14,072 of the finishers were women. About how many more men finished the race than women? To determine your answer, did you round to the nearest ten thousand or thousand? Explain.

Name _____

Date _____

1. a. Arrange the following numbers in order from least to greatest:

504,054

4,450

505,045

44,500

- b. Use the words *ten times* to tell how you ordered the two smallest numbers using words, pictures, or numbers.

2. Compare using $>$, $<$, or $=$. Write your answer inside the circle.

a. 1 hundred thousand 10,000

b. 200 thousands 4 hundreds 204,000

c. 7 hundreds + 4 thousands + 27 ones 6 thousands + 4 hundreds

d. 1,000,000 10 hundred thousands

3. The football stadium at Louisiana State University (LSU) has a seating capacity of 92,542.
- a. According to the 2010 census, the population of San Jose, CA, was approximately ten times the amount of people that LSU's stadium can seat. What was the population of San Jose in 2010?
- b. Write the seating capacity of the LSU stadium in words and in expanded form.
- c. Draw two separate number lines to round the LSU stadium's seating capacity to the nearest ten thousand and to the nearest thousand.

- d. Compare the stadium's seating rounded to the nearest ten thousand and the seating rounded to the nearest thousand using $>$, $<$, or $=$.
- e. Which estimate (rounding to the nearest ten thousand or nearest thousand) is more accurate? Use words and numbers to explain.

**Mid-Module Assessment Task
Standards Addressed**

Topics A–C

Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
- 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

Evaluating Student Learning Outcomes

A Progression Toward Mastery chart is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

| A Progression Toward Mastery | | | | |
|---|---|---|---|--|
| Assessment Task Item and Standards Assessed | STEP 1 Little evidence of reasoning without a correct answer. (1 Point) | STEP 2 Evidence of some reasoning without a correct answer. (2 Points) | STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points) | STEP 4 Evidence of solid reasoning with a correct answer. (4 Points) |
| 1 4.NBT.1 | The student arranged two numbers and provided no clear explanation for Part (b). | The student arranged two numbers in order or arranged the least and greatest numbers correctly. The student provided some explanation of <i>ten times</i> . | The student arranged three or four numbers correctly but was unable to articulate the relationship of the two smallest numbers using the words <i>ten times</i> . | The student correctly: <ul style="list-style-type: none"> ▪ Arranged the numbers in the following order: 4,450; 44,500; 504,054; 505,045. ▪ Used the words <i>ten times</i> to describe the relationship between 4,450 and 44,500. |



A Progression Toward Mastery

| | | | | |
|---|---|---|--|---|
| <p style="text-align: center;">2</p> <p style="text-align: center;">4.NBT.2</p> | The student correctly answered one problem. | The student correctly answered two problems. | The student correctly answered three problems. | <p>The student correctly answered all four problems:</p> <p>a. ></p> <p>b. <</p> <p>c. <</p> <p>d. =</p> |
| <p style="text-align: center;">3</p> <p style="text-align: center;">4.NBT.1 4.NBT.2 4.NBT.3</p> | The student correctly answered one part or was able to answer some parts with partial accuracy. | The student correctly answered two of the five parts. | The student correctly answered three or four of the five parts but was unable to reason in Part (e). | <p>The student correctly answered all five problems:</p> <p>a. 925,420</p> <p>b. $90,000 + 2,000 + 500 + 40 + 2$. Ninety-two thousand, five hundred forty-two.</p> <p>c. Draws two number lines showing the number rounded to 90,000 and 93,000.</p> <p>d. $90,000 < 93,000$</p> <p>e. Explains rounding to the nearest thousand is more accurate because rounding to a smaller unit gives a more accurate estimate, so the difference will be closer to the exact number.</p> |

Name Jack

Date _____

1.

- a. Arrange the following numbers in order from least to greatest.

504,054 4,450 505,045 44,500
 4,450 44,500 504,054 505,045

- b. Use the words "ten times" to tell how you ordered the two smallest numbers using words, pictures and numbers.

44,500 is ten times 4,450 so it comes after 4,450 when going from smallest to greatest.

| TTh | Th | H | T | O |
|-----|----|---|---|---|
| 4 | 4 | 5 | 0 | 0 |
| 4 | 4 | 5 | 0 | 0 |

Because 44,500 is ten times 4,450, the digits shift left one place value.

2. Compare using
- $>$
- ,
- $<$
- , or
- $=$
- . Write your answer inside the circle.

a. 1 hundred thousand $>$ 10,000
 100,000

b. 200 thousands 4 hundreds $<$ 204,000
 200,400

c. 7 hundreds + 4 thousands + 2 ones $<$ 6 thousands + 4 hundreds
 4,727 6,400

d. 1,000,000 $=$ 10 hundred thousands

3. The football stadium at Louisiana State University (LSU) has a seating capacity of 92,542.

- a. According to the 2010 census, the population of San Jose, CA was approximately ten times the amount of people that LSU's stadium can seat. What was the population of San Jose in 2010?

| $100,000$ | $10,000$ | $1,000$ | 100 | 10 | 1 | 0 |
|-----------|----------|---------|-------|------|-----|-----|
| | 9 | 2 | 5 | 4 | 2 | 0 |
| 9 | 2 | 5 | 4 | 2 | 0 | |

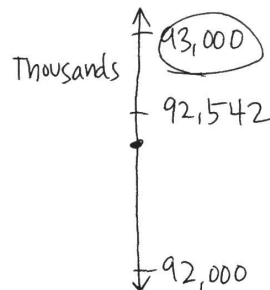
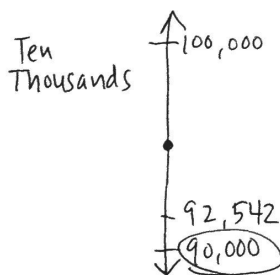
The population of San Jose is 925,420. because that is ten times 92,542.

- b. Write the seating capacity of the LSU stadium in words and in expanded form.

$$90,000 + 2,000 + 500 + 40 + 2$$

Ninety-two thousand five hundred forty-two.

- c. Draw two separate number lines to round the LSU stadium's seating capacity to the nearest ten thousand and to the nearest thousand.



- d. Compare the stadium's seating rounded to the nearest ten thousand and the seating rounded to the nearest thousand using $>$, $<$, or $=$.

$$90,000 < 93,000$$

- e. Which estimate (rounding to the nearest ten thousand or nearest thousand) is more accurate? Use words and numbers to explain.

Rounding to the nearest thousands is more accurate because the actual number, 92,542, is closer to 93,000 than 90,000.

Rounding to a smaller place value is more accurate because it will be closer to the actual number. That's why for this problem, rounding to the thousands gave me an estimate closer to the actual number than rounding to the ten thousands.



Topic D

Multi-Digit Whole Number Addition

4.OA.3, 4.NBT.4, 4.NBT.1, 4.NBT.2

| | | |
|-------------------------------|---------|---|
| Focus Standards: | 4.OA.3 | Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| | 4.NBT.4 | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| Instructional Days: | 2 | |
| Coherence -Links from: | G3–M2 | Place Value and Problem Solving with Units of Measure |
| -Links to: | G5–M1 | Place Value and Decimal Fractions |

Moving away from special strategies for addition, students develop fluency with the standard addition algorithm (**4.NBT.4**). Students compose larger units to add like base ten units, such as composing 10 hundreds to make 1 thousand and working across the numbers unit by unit (ones with ones, thousands with thousands). Recording of regrouping occurs on the line under the addends as shown to the right. For example, in the ones column, students do not record the 0 in the ones column and the 1 above the tens column, instead students record 10, writing the 1 under the tens column and then a 0 in the ones column. They practice and apply the algorithm within the context of word problems and assess the reasonableness of their answers using rounding (**4.OA.3**). When using tape diagrams to model word problems, students use a variable to represent the unknown quantity.

$$\begin{array}{r}
 755,206 \\
 + 89,814 \\
 \hline
 845,020
 \end{array}$$

A Teaching Sequence Toward Mastery of Multi-Digit Whole Number Addition

Objective 1: Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using tape diagrams. (Lesson 11)

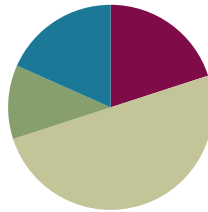
Objective 2: Solve multi-step word problems using the standard addition algorithm modeled with tape diagrams, and assess the reasonableness of answers using rounding. (Lesson 12)

Lesson 11

Objective: Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using tape diagrams.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (7 minutes) |
| ■ Concept Development | (30 minutes) |
| ■ Student Debrief | (11 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Round to Different Place Values **4.NBT.3** (5 minutes)
- Multiply by 10 **3.NBT.3** (4 minutes)
- Add Common Units **3.NBT.2** (3 minutes)

Round to Different Place Values (5 minutes)

Materials: (S) Personal white board

Note: This fluency activity reviews rounding skills that are building toward mastery.

- T: (Write 3,941.) Say the number. We are going to round this number to the nearest thousand.
- T: How many thousands are in 3,941?
- S: 3 thousands.
- T: (Label the lower endpoint of a vertical number line with 3,000.) And 1 more thousand is...?
- S: 4 thousands.
- T: (Mark the upper endpoint with 4,000.) Draw the same number line.
- S: (Draw number line.)
- T: What is halfway between 3,000 and 4,000?
- S: 3,500.
- T: Label 3,500 on your number line as I do the same. Now, label 3,941 on your number line.
- S: (Label 3,500 and 3,941.)
- T: Is 3,941 nearer to 3,000 or 4,000?

T: (Write $3,941 \approx \underline{\hspace{1cm}}$.) Write your answer on your personal white board.

S: (Write $3,941 \approx 4,000$.)

Repeat the process for 3,941 rounded to the nearest hundred; 74,621 rounded to the nearest ten thousand and nearest thousand; and 681,904 rounded to the nearest hundred thousand, nearest ten thousand, and nearest thousand.

Multiply by 10 (4 minutes)

Materials: (S) Personal white board

Note: This fluency activity deepens student understanding of base ten units.

T: (Write $10 \times \underline{\hspace{1cm}} = 100$.) Say the multiplication sentence.

S: $10 \times 10 = 100$.

T: (Write $10 \times 1 \text{ ten} = \underline{\hspace{1cm}}$.) On your personal white boards, fill in the blank.

S: (Write $10 \times 1 \text{ ten} = 10 \text{ tens}$.)

T: (Write $10 \text{ tens} = \underline{\hspace{1cm}}$ hundred.) On your personal white boards, fill in the blank.

T: (Write $\underline{\hspace{1cm}} \text{ ten} \times \underline{\hspace{1cm}} \text{ ten} = 1 \text{ hundred}$.) On your boards, fill in the blanks.

S: (Write $1 \text{ ten} \times 1 \text{ ten} = 1 \text{ hundred}$.)

Repeat the process for the following possible sequence: $1 \text{ ten} \times 60 = \underline{\hspace{1cm}}$, $1 \text{ ten} \times 30 = \underline{\hspace{1cm}}$ hundreds, $1 \text{ ten} \times \underline{\hspace{1cm}} = 900$, and $7 \text{ tens} \times 1 \text{ ten} = \underline{\hspace{1cm}}$ hundreds.

Note: Watch for students who say $3 \text{ tens} \times 4 \text{ tens}$ is 12 tens rather than 12 hundreds.

Add Common Units (3 minutes)

Materials: (S) Personal white board

Note: This mental math fluency activity prepares students for understanding the importance of the algorithm.

T: (Project 303.) Say the number in unit form.

S: 3 hundreds 3 ones.

T: (Write $303 + 202 = \underline{\hspace{1cm}}$.) Say the addition sentence, and answer in unit form.

S: 3 hundreds 3 ones + 2 hundreds 2 ones = 5 hundreds 5 ones.

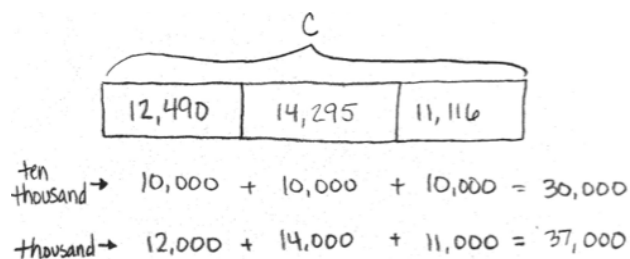
T: Write the addition sentence on your personal white boards.

S: (Write $303 + 202 = 505$.)

Repeat the process and sequence for $505 + 404$; $5,005 + 5,004$; $7,007 + 4,004$; and $8,008 + 5,005$.

Application Problem (7 minutes)

Meredith kept track of the calories she consumed for three weeks. The first week, she consumed 12,490 calories, the second week 14,295 calories, and the third week 11,116 calories. About how many calories did Meredith consume altogether? Which of these estimates will produce a more accurate answer: rounding to the nearest thousand or rounding to the nearest ten thousand? Explain.



My 2 estimates are so far apart! But rounding to a smaller unit will always make the estimate closer to the actual answer. So Meredith consumed about 37,000 calories.



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

For the Application Problem, students working below grade level may need further guidance in putting together three addends. Help them to break it down by putting two addends together and then adding the third addend to the total. Use manipulatives to demonstrate.

Note: This problem reviews rounding from Lesson 10 and can be used as an extension after the Student Debrief to support the objective of this lesson.

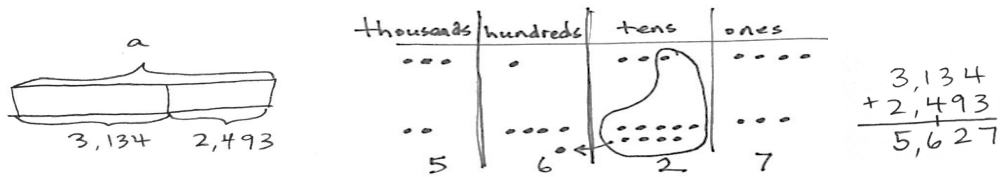
Concept Development (30 minutes)

Materials: (T) Millions place value chart (Template) (S) Personal white board, millions place value chart (Template)

Note: Using the template provided within this lesson in upcoming lessons provides students with space to draw a tape diagram and record an addition or a subtraction problem below the place value chart. Alternatively, the unlabeled millions place value chart template from Lesson 2 could be used along with paper and pencil.

Problem 1: Add, renaming once, using place value disks in a place value chart.

- T: (Project vertically: $3,134 + 2,493$.) Say this problem with me.
 S: Three thousand, one hundred thirty-four plus two thousand, four hundred ninety-three.
 T: Draw a tape diagram to represent this problem. What are the two parts that make up the whole?
 S: 3,134 and 2,493.
 T: Record that in the tape diagram.
 T: What is the unknown?
 S: In this case, the unknown is the whole.

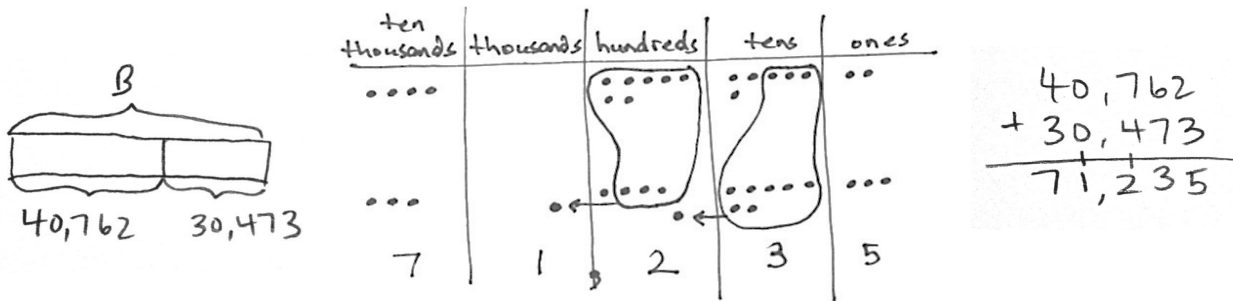


MP.1

- T: Show the whole above the tape diagram using a bracket and label the unknown quantity with an a . When a letter represents an unknown number, we call that letter a **variable**.
- T: (Draw place value disks on the place value chart to represent the first part, 3,134.) Now, it is your turn. When you are done, add 2,493 by drawing more disks on your place value chart.
- T: (Point to the problem.) 4 ones plus 3 ones equals?
- S: 7 ones. (Count 7 ones in the chart, and record 7 ones in the problem.)
- T: (Point to the problem.) 3 tens plus 9 tens equals?
- S: 12 tens. (Count 12 tens in the chart.)
- T: We can bundle 10 tens as 1 hundred. (Circle 10 tens disks, draw an arrow to the hundreds place, and draw the 1 hundred disk to show the regrouping.)
- T: We can represent this in writing. (Write 12 tens as 1 hundred, crossing the line, and 2 tens in the tens column so that you are writing 12 and not 2 and 1 as separate numbers. Refer to the visual above.)
- T: (Point to the problem.) 1 hundred plus 4 hundreds plus 1 hundred equals?
- S: 6 hundreds. (Count 6 hundreds in the chart, and record 6 hundreds in the problem.)
- T: (Point to the problem.) 3 thousands plus 2 thousands equals?
- S: 5 thousands. (Count 5 thousands in the chart, and record 5 thousands in the problem.)
- T: Say the equation with me: 3,134 plus 2,493 equals 5,627. Label the whole in the tape diagram, above the bracket, with $a = 5,627$.

Problem 2: Add, renaming in multiple units, using the standard algorithm and the place value chart.

- T: (Project vertically: $40,762 + 30,473$.) With your partner, draw a tape diagram to model this problem, labeling the two known parts and the unknown whole, using the variable B to represent the whole. (Circulate and assist students.)
- T: With your partner, write the problem, and draw disks for the first addend in your chart. Then, draw disks for the second addend.
- T: (Point to the problem.) 2 ones plus 3 ones equals?
- S: 5 ones. (Count the disks to confirm 5 ones, and write 5 in the ones column.)
- T: 6 tens plus 7 tens equals?



- S: 13 tens. → We can group 10 tens to make 1 hundred. → We do not write two digits in one column. We can change 10 tens for 1 hundred leaving us with 3 tens.
- T: (Regroup the disks.) Watch me as I record the larger unit using the addition problem. (First, record the 1 on the line in the hundreds place, and then record the 3 in the tens so that you are writing 13, not 3 then 1.)
- T: 7 hundreds plus 4 hundreds plus 1 hundred equals 12 hundreds. Discuss with your partner how to record this. (Continue adding, regrouping, and recording across other units.)
- T: Say the equation with me. $40,762 + 30,473 = 71,235$. Label the whole in the tape diagram with 71,235, and write $B = 71,235$.

Problem 3: Add, renaming multiple units using the standard algorithm.

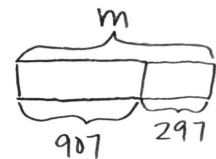
- T: (Project: $207,426 + 128,744$.) Draw a tape diagram to model this problem. Record the numbers on your personal white board.
- T: With your partner, add units right to left, regrouping when necessary using the standard algorithm.
- S: $207,426 + 128,744 = 336,170$.

$$\begin{array}{r} 207,426 \\ + 128,744 \\ \hline 336,170 \end{array}$$

Problem 4: Solve a one-step word problem using the standard algorithm modeled with a tape diagram.

The Lane family took a road trip. During the first week, they drove 907 miles. The second week they drove the same amount as the first week plus an additional 297 miles. How many miles did they drive during the second week?

- T: What information do we know?
- S: We know they drove 907 miles the first week.
We also know they drove 297 miles more during the second week than the first week.
- T: What is the unknown information?
- S: We do not know the total miles they drove in the second week.
- T: Draw a tape diagram to represent the amount of miles in the first week, 907 miles. Since the Lane family drove an additional 297 miles in the second week, extend the bar for 297 more miles. What does the tape diagram represent?



- S: The number of miles they drove in the second week.
- T: Use a bracket and label the unknown with the variable m for miles.
- T: How do we solve for m ?
- S: $907 + 297 = m$.
- T: (Check student work to see they are recording the regrouping of 10 of a smaller unit for 1 larger unit.)
- T: Solve. What is m ?
- S: $m = 1,204$. (Write $m = 1,204$.)
- T: Write a statement that tells your answer.
- S: (Write: The Lane family drove 1,204 miles during the second week.)

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (11 minutes)

Lesson Objective: Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using tape diagrams.

Invite students to review their solutions for the Problem Set and the totality of the lesson experience. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set.

Any combination of the questions below may be used to lead the discussion.

- When we are writing a sentence to express our answer, what part of the original problem helps us to tell our answer using the correct words and context?



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

English language learners benefit from further explanation of the word problem. Have a conversation around the following: “What do we do if we do not understand a word in the problem? What thinking can we use to figure out the answer anyway?” In this case, students do not need to know what a road trip is in order to solve. Discuss, “How is the tape diagram helpful to us?” It may be helpful to use the RDW approach: Read important information. Draw a picture. Write an equation to solve. Write the answer as a statement.

Name Jack Date _____

1. Solve the addition problems below using the standard algorithm.

a.
$$\begin{array}{r} 6,311 \\ + 268 \\ \hline 6,579 \end{array}$$

b.
$$\begin{array}{r} 6,311 \\ + 1,268 \\ \hline 7,579 \end{array}$$

c.
$$\begin{array}{r} 6,314 \\ + 1,268 \\ \hline 7,582 \end{array}$$

d.
$$\begin{array}{r} 6,314 \\ + 2,493 \\ \hline 8,807 \end{array}$$

e.
$$\begin{array}{r} 8,314 \\ + 2,493 \\ \hline 10,807 \end{array}$$

f.
$$\begin{array}{r} 12,378 \\ + 5,463 \\ \hline 17,841 \end{array}$$

g.
$$\begin{array}{r} 52,098 \\ + 6,048 \\ \hline 58,146 \end{array}$$

h.
$$\begin{array}{r} 34,698 \\ + 71,840 \\ \hline 106,538 \end{array}$$

i.
$$\begin{array}{r} 54,811 \\ + 35,645 \\ \hline 90,456 \end{array}$$

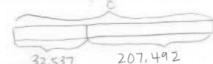
j.
$$\begin{array}{r} 527 \\ + 275 \\ + 752 \\ \hline 1,554 \end{array}$$

k.
$$\begin{array}{r} 38,193 \\ + 6,376 \\ + 241,457 \\ \hline 286,026 \end{array}$$

- What purpose does a tape diagram have? How does it support your work?
- What does a **variable**, like the letter *C* in Problem 2, help us do when drawing a tape diagram?
- I see different types of tape diagrams drawn for Problem 3. Some drew one bar with two parts. Some drew one bar for each addend and put the bracket for the whole on the right side of both bars. Will these diagrams result in different answers? Explain.
- In Problem 1, what did you notice was similar and different about the addends and the sums for Parts (a), (b), and (c)?
- If you have 2 addends, can you ever have enough ones to make 2 tens or enough tens to make 2 hundreds or enough hundreds to make 2 thousands? Try it out with your partner. What if you have 3 addends?
- In Problem 1(j), each addend used the numbers 2, 5, and 7 once. I do not see those digits in the sum. Why?
- How is recording the regrouped number in the next column when using the standard algorithm related to bundling disks?
- Have students revisit the Application Problem and solve for the actual amount of calories consumed. Which unit, when rounding, provided an estimate closer to the actual value?

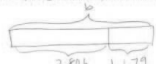
Directions: Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

2. In September, Liberty Elementary School collected 32,537 cans for a fundraiser. In October, they collected 207,492 cans. How many cans were collected during September and October?

$$\begin{array}{r} 32,537 \\ + 207,492 \\ \hline 240,029 \end{array}$$


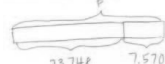
 240,029 cans were collected during September and October.

3. A baseball stadium sold some burgers. 2,806 were cheeseburgers. 1,679 burgers didn't have cheese. How many burgers did they sell in all?

$$\begin{array}{r} 2,806 \\ + 1,679 \\ \hline 4,485 \end{array}$$


 4,485 burgers were sold.

4. On Saturday night, 23,748 people attended the concert. On Sunday, 7,570 more people attended the concert than on Saturday. How many people attended the concert on Sunday?

$$\begin{array}{r} 23,748 \\ + 7,570 \\ \hline 31,318 \end{array}$$


 31,318 people attended the concert on Sunday.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____

Date _____

1. Solve the addition problems below using the standard algorithm.

a.
$$\begin{array}{r} 6,311 \\ + 268 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 6,311 \\ + 1,268 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 6,314 \\ + 1,268 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 6,314 \\ + 2,493 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 8,314 \\ + 2,493 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 12,378 \\ + 5,463 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 52,098 \\ + 6,048 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 34,698 \\ + 71,840 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 544,811 \\ + 356,445 \\ \hline \end{array}$$

j. $527 + 275 + 752$

k. $38,193 + 6,376 + 241,457$

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

- In September, Liberty Elementary School collected 32,537 cans for a fundraiser. In October, they collected 207,492 cans. How many cans were collected during September and October?
- A baseball stadium sold some burgers. 2,806 were cheeseburgers. 1,679 burgers didn't have cheese. How many burgers did they sell in all?
- On Saturday night, 23,748 people attended the concert. On Sunday, 7,570 more people attended the concert than on Saturday. How many people attended the concert on Sunday?

Name _____

Date _____

1. Solve the addition problems below using the standard algorithm.

a.
$$\begin{array}{r} 23,607 \\ + 2,307 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 3,948 \\ + 278 \\ \hline \end{array}$$

c. $5,983 + 2,097$

2. The office supply closet had 25,473 large paper clips, 13,648 medium paper clips, and 15,306 small paper clips. How many paper clips were in the closet?

Name _____

Date _____

1. Solve the addition problems below using the standard algorithm.

a.
$$\begin{array}{r} 7,909 \\ + 1,044 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 27,909 \\ + 9,740 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 827,909 \\ + 42,989 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 289,205 \\ + 11,845 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 547,982 \\ + 114,849 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 258,983 \\ + 121,897 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 83,906 \\ + 35,808 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 289,999 \\ + 91,849 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 754,900 \\ + 245,100 \\ \hline \end{array}$$

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

2. At the zoo, Brooke learned that one of the rhinos weighs 4,897 pounds, one of the giraffes weighs 2,667 pounds, one of the African elephants weighs 12,456 pounds, and one of the Komodo dragons weighs 123 pounds.

a. What is the combined weight of the zoo's African elephant and the giraffe?

b. What is the combined weight of the zoo's African elephant and the rhino?

c. What is the combined weight of the zoo's African elephant, the rhino, and the giraffe?

d. What is the combined weight of the zoo's Komodo dragon and the rhino?

| millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|----------|-------------------|---------------|-----------|----------|------|------|
| | | | | | | |

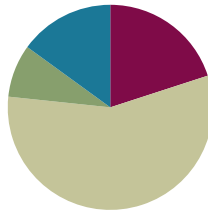
millions place value chart

Lesson 12

Objective: Solve multi-step word problems using the standard addition algorithm modeled with tape diagrams, and assess the reasonableness of answers using rounding.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (5 minutes) |
| ■ Concept Development | (34 minutes) |
| ■ Student Debrief | (9 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Round to Different Place Values **4.NBT.3** (6 minutes)
- Find the Sum **4.NBT.4** (6 minutes)

Round to Different Place Values (6 minutes)

Materials: (S) Personal white board

Note: This fluency activity reviews rounding skills that are building towards mastery.

- T: (Project 726,354.) Say the number.
 S: Seven hundred twenty-six thousand, three hundred fifty-four.
 T: What digit is in the hundred thousands place?
 S: 7.
 T: What is the value of the digit 7?
 S: 700,000.
 T: On your personal white boards, round the number to the nearest hundred thousand.
 S: (Write $726,354 \approx 700,000$.)

Repeat the process, rounding 726,354 to the nearest ten thousand, thousand, hundred, and ten. Follow the same process and sequence for 496,517.

Find the Sum (6 minutes)

Materials: (S) Personal white board

Note: This fluency activity prepares students for understanding the importance of the algorithm.

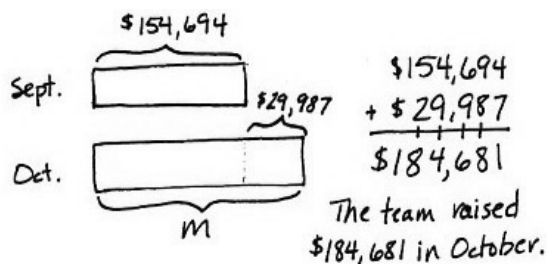
T: (Write $417 + 232 = \underline{\quad}$.) Solve by writing horizontally or vertically.

S: (Write $417 + 232 = 649$.)

Repeat the process and sequence for $7,073 + 2,312$; $13,705 + 4,412$; $3,949 + 451$; $538 + 385 + 853$; and $23,944 + 6,056 + 159,368$.

Application Problem (5 minutes)

The basketball team raised a total of \$154,694 in September and \$29,987 more in October than in September. How much money did they raise in October? Draw a tape diagram, and write your answer in a complete sentence.



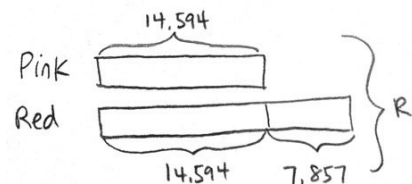
Note: This is a comparative word problem that reviews the addition algorithm practiced in the last lesson.

Concept Development (34 minutes)

Materials: (S) Personal white board

Problem 1: Solve a multi-step word problem using a tape diagram.

The city flower shop sold 14,594 pink roses on Valentine's Day. They sold 7,857 more red roses than pink roses. How many pink and red roses did the city flower shop sell altogether on Valentine's Day? Use a tape diagram to show the work.

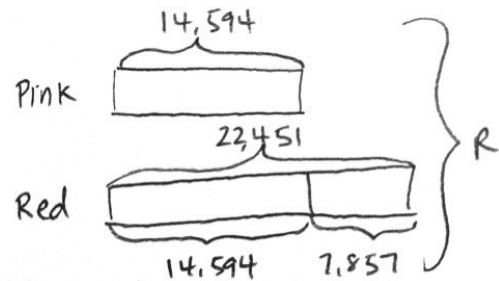
**NOTES ON MULTIPLE MEANS OF REPRESENTATION:**

Students working below grade level may have difficulty conceptualizing word problems. Use smaller numbers or familiar contexts for problems. Have students make sense of the problem, and direct them through the process of creating a tape diagram.

“The pizza shop sold five pepperoni pizzas on Friday. They sold ten more sausage pizzas than pepperoni pizzas. How many pizzas did they sell?”

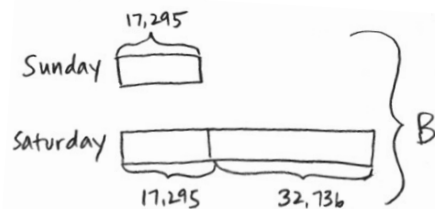
Have a discussion about the two unknowns in the problem and about which unknown needs to be solved first. Students may draw a picture to help them solve. Then, relate the problem to that with bigger numbers and numbers that involve regrouping. Relay the message that it is the same process. The difference is that the numbers are bigger.

- T: Read the problem with me. What information do we know?
- S: We know they sold 14,594 pink roses.
- T: To model this, let's draw one tape to represent the pink roses. Do we know how many red roses were sold?
- S: No, but we know that there were 7,857 more red roses sold than pink roses.
- T: A second tape can represent the number of red roses sold. (Model on the tape diagram.)
- T: What is the problem asking us to find?
- S: The total number of roses.
- T: We can draw a bracket to the side of both tapes. Let's label it R for pink and red roses.
- T: First, solve to find how many red roses were sold.
- S: (Solve $14,594 + 7,857 = 22,451$.)
- T: What does the bottom tape represent?
- S: The bottom tape represents the number of red roses, 22,451.
- T: (Bracket and label 22,451 to show the total number of red roses.) Now, we need to find the total number of roses sold. How do we solve for R ?
- S: Add the totals for both tapes together. $14,594 + 22,451 = R$.
- T: Solve with me. What does R equal?
- S: R equals 37,045.
- T: (Write $R = 37,045$.) Let's write a statement of the answer.
- S: (Write: The city flower shop sold 37,045 pink and red roses on Valentine's Day.)



Problem 2: Solve a two-step word problem using a tape diagram, and assess the reasonableness of the answer.

On Saturday, 32,736 more bus tickets were sold than on Sunday. On Sunday, only 17,295 tickets were sold. How many people bought bus tickets over the weekend? Use a tape diagram to show the work.



- T: Tell your partner what information we know.
- S: We know how many people bought bus tickets on Sunday, 17,295. We also know how many more people bought tickets on Saturday. But we do not know the total number of people that bought tickets on Saturday.

- T: Let's draw a tape for Sunday's ticket sales and label it. How can we represent Saturday's ticket sales?
- S: Draw a tape the same length as Sunday's, and extend it further for 32,736 more tickets.
- T: What does the problem ask us to solve for?
- S: The number of people that bought tickets over the weekend.
- T: With your partner, finish drawing a tape diagram to model this problem. Use B to represent the total number of tickets bought over the weekend.
- T: Before we solve, estimate to get a general sense of what our answer will be. Round each number to the nearest ten thousand.
- S: (Write $20,000 + 20,000 + 30,000 = 70,000$.) About 70,000 tickets were sold over the weekend.
- T: Now, solve with your partner to find the actual number of tickets sold over the weekend.
- S: (Solve.)
- S: B equals 67,326.
- T: (Write $B = 67,326$.)
- T: Now, let's look back at the estimate we got earlier and compare with our actual answer. Is 67,326 close to 70,000?
- S: Yes, 67,326 rounded to the nearest ten thousand is 70,000.
- T: Our answer is reasonable.
- T: Write a statement of the answer.
- S: (Write: There were 67,326 people who bought bus tickets over the weekend.)

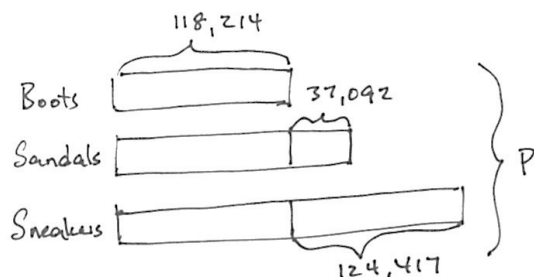


**NOTES ON
MULTIPLE MEANS
OF REPRESENTATION:**

English language learners may need direction in creating their answer in the form of a sentence. Direct them to look back at the question and then to verbally answer the question using some of the words in the question. Direct them to be sure to provide a label for their numerical answer.

Problem 3: Solve a multi-step word problem using a tape diagram, and assess reasonableness.

Last year, Big Bill's Department Store sold many pairs of footwear. 118,214 pairs of boots were sold, 37,092 more pairs of sandals than pairs of boots were sold, and 124,417 more pairs of sneakers than pairs of boots were sold. How many pairs of footwear were sold last year?



$$\begin{array}{r}
 118,214 \\
 + 37,092 \\
 \hline
 \text{Sandals} = 155,306
 \end{array}
 \quad
 \begin{array}{r}
 118,214 \\
 + 124,417 \\
 \hline
 \text{sneakers} = 242,631
 \end{array}
 \quad
 \begin{array}{r}
 155,306 \\
 242,631 \\
 + 118,214 \\
 \hline
 516,151
 \end{array}$$

516,151 pairs of footwear were sold last year.

- T: Discuss with your partner the information we have and the unknown information we want to find.
- S: (Discuss.)

- T: With your partner, draw a tape diagram to model this problem. How do you solve for P ?
- S: The tape shows me I could add the number of pairs of boots 3 times, and then add 37,092 and 124,417. → You could find the number of pairs of sandals, find the number of pairs of sneakers, and then add those totals to the number of pairs of boots.

Have students then round each addend to get an estimated answer, calculate precisely, and compare to see if their answers are reasonable.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (9 minutes)

Lesson Objective: Solve multi-step word problems using the standard addition algorithm modeled with tape diagrams, and assess the reasonableness of answers using rounding.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Name Jack Date _____

Directions: Estimate and then solve each problem. Model the problem with a tape diagram. Explain if your answer is reasonable.

1. For the bake sale, Connie baked 144 cookies. Esther baked 49 more cookies than Connie.

a. About how many cookies did Connie and Esther bake? Estimate by rounding each number to the nearest ten before adding.

Connie $\overbrace{144}^{140}$ }
 Esther $\overbrace{49}^{50}$ }
 }

$$\begin{array}{r} 140 \\ + 50 \\ \hline 330 \end{array}$$
 Connie and Esther baked about 330 cookies.

b. Exactly how many cookies did Connie and Esther bake?

$$\begin{array}{r} 144 \\ 144 \\ + 49 \\ \hline 337 \end{array}$$
 Connie and Esther baked exactly 337 cookies.

c. Is your answer reasonable? Compare your estimate from (a) to your answer from (b). Write a sentence to explain your reasoning.

Yes, my answer is reasonable. In (a), I estimated the answer by rounding each number to the nearest ten before adding. My estimate was 330 cookies. When I added the actual amounts, my answer was 337 cookies. 337 is very close to 330.

2. Raffle tickets were sold for a school fundraiser to parents, teachers, and students. 563 tickets were sold to teachers. 888 more tickets were sold to students than to teachers. 904 tickets were sold to parents.

a. About how many tickets were sold to parents, teachers, and students? Round each number to the nearest hundred to find your estimate.

Teachers $\overbrace{563}^{600}$ }
 Students $\overbrace{888}^{900}$ }
 Parents $\overbrace{904}^{900}$ }
 }

$$\begin{array}{r} 600 \\ 900 \\ + 900 \\ \hline 3000 \end{array}$$
 About 3,000 tickets were sold to parents, teachers, and students.

b. Exactly how many tickets were sold to parents, teachers, and students?

$$\begin{array}{r} 563 \\ 563 \\ 888 \\ + 904 \\ \hline 2918 \end{array}$$
 Exactly 2,918 tickets were sold to parents, teachers, and students.

c. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

My answer for (b) is reasonable. My estimated total was 3,000. The actual total was 2,918. 2,918 is close to 3,000.

3. From 2010 to 2011, the population of Queens increased by 16,075. Brooklyn's population increased by 11,870 more than the population increase of Queens.

a. Estimate the total combined population increase of Queens and Brooklyn from 2010 to 2011. (Round the addends to estimate.)

Queens $\overbrace{16,075}^{16,000}$ }
 Brooklyn $\overbrace{11,870}^{12,000}$ }
 }

$$\begin{array}{r} 16,000 \\ 12,000 \\ + 16,000 \\ \hline 44,000 \end{array}$$
 The total combined population increase of Queens and Brooklyn from 2010 to 2011 was about 44,000.

Any combination of the questions below may be used to lead the discussion.

- Explain why we should test to see if our answers are reasonable. (Show an example of one of the above Concept Development problems solved incorrectly to show how checking the reasonableness of an answer is important.)
- When might you need to use an estimate in real life?
- Let's check the reasonableness of our answer in the Application Problem.
 - Round to the nearest ten thousand.
 - Note that rounding to the ten thousands brings our estimate closer to the actual answer than if we were to round to the nearest hundred thousand.
 - Discuss the margin of error that occurs in estimating answers and how this relates to the place value to which you round.
- In Problem 1, how would your estimate be affected if you rounded all numbers to the nearest hundred?
- What are the next steps if your estimate is not near the actual answer? Consider the example we discussed earlier where the problem was solved incorrectly. Because we had estimated an answer, we knew that our solution was not reasonable.

b. Find the actual total combined population increase of Queens and Brooklyn from 2010 to 2011.

$$\begin{array}{r} 16,075 \\ 16,075 \\ + 11,870 \\ \hline 44,020 \end{array}$$

The actual total combined population increase of Queens and Brooklyn from 2010 to 2011 was 44,020.

c. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

My answer is reasonable. My estimate for the total combined population increase was 44,000. The actual total was 44,020. 44,020 is close to 44,000.

4. During National Recycling Month, Mr. Yardley's class spent 4 weeks collecting empty cans to recycle.

| Week | Number of Cans Collected |
|------|--------------------------|
| 1 | 10,827 |
| 2 | |
| 3 | 10,522 |
| 4 | 20,011 |

At the end of 4 weeks, Mr. Yardley's class collected 53,443 cans.

a. During Week 2, the class collected 1,256 more cans than they did during Week 1. Find the total number of cans Mr. Yardley's class collected in 4 weeks.

Week 1: 10,827
 Week 2: 12,083
 Week 3: 10,522
 Week 4: 20,011

$$\begin{array}{r} 10,827 \\ + 1,256 \\ \hline 12,083 \\ \text{(week 2)} \\ + 20,011 \\ \hline 53,443 \end{array}$$

b. Assess the reasonableness of your answer in (a) by estimating the total number of cans collected.

| | | |
|-------------------------|------------|--|
| $10,827 \approx 11,000$ | $11,000$ | My answer for (a) is reasonable. My estimate was 54,000 and the actual total was 53,443. The actual answer is close to the estimate. |
| $12,083 \approx 12,000$ | $12,000$ | |
| $10,522 \approx 11,000$ | $11,000$ | |
| $20,011 \approx 20,000$ | $20,000$ | |
| | $+ 54,000$ | |

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____

Date _____

Estimate and then solve each problem. Model the problem with a tape diagram. Explain if your answer is reasonable.

1. For the bake sale, Connie baked 144 cookies. Esther baked 49 more cookies than Connie.
 - a. About how many cookies did Connie and Esther bake? Estimate by rounding each number to the nearest ten before adding.

- b. Exactly how many cookies did Connie and Esther bake?

- c. Is your answer reasonable? Compare your estimate from (a) to your answer from (b). Write a sentence to explain your reasoning.

2. Raffle tickets were sold for a school fundraiser to parents, teachers, and students. 563 tickets were sold to teachers. 888 more tickets were sold to students than to teachers. 904 tickets were sold to parents.
 - a. About how many tickets were sold to parents, teachers, and students? Round each number to the nearest hundred to find your estimate.
 - b. Exactly how many tickets were sold to parents, teachers, and students?
 - c. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

4. During National Recycling Month, Mr. Yardley's class spent 4 weeks collecting empty cans to recycle.

| Week | Number of Cans Collected |
|------|--------------------------|
| 1 | 10,827 |
| 2 | |
| 3 | 10,522 |
| 4 | 20,011 |

- a. During Week 2, the class collected 1,256 more cans than they did during Week 1. Find the total number of cans Mr. Yardley's class collected in 4 weeks.

- b. Assess the reasonableness of your answer in (a) by estimating the total number of cans collected.

Name _____

Date _____

Model the problem with a tape diagram. Solve and write your answer as a statement.

In January, Scott earned \$8,999. In February, he earned \$2,387 more than in January. In March, Scott earned the same amount as in February. How much did Scott earn altogether during those three months? Is your answer reasonable? Explain.

Name _____

Date _____

Estimate and then solve each problem. Model the problem with a tape diagram. Explain if your answer is reasonable.

1. There were 3,905 more hits on the school's website in January than February. February had 9,854 hits. How many hits did the school's website have during both months?
 - a. About how many hits did the website have during January and February?

- b. Exactly how many hits did the website have during January and February?

- c. Is your answer reasonable? Compare your estimate from (a) to your answer from (b). Write a sentence to explain your reasoning.

2. On Sunday, 77,098 fans attended a New York Jets game. The same day, 3,397 more fans attended a New York Giants game than attended the Jets game. Altogether, how many fans attended the games?
- What was the actual number of fans who attended the games?
 - Is your answer reasonable? Round each number to the nearest thousand to find an estimate of how many fans attended the games.

3. Last year on Ted's farm, his four cows produced the following number of liters of milk:

| Cow | Liters of Milk Produced |
|-----------|-------------------------|
| Daisy | 5,098 |
| Betsy | |
| Mary | 9,980 |
| Buttercup | 7,087 |

- a. Betsy produced 986 more liters of milk than Buttercup. How many liters of milk did all 4 cows produce?

- b. Is your answer reasonable? Explain.



Topic E

Multi-Digit Whole Number Subtraction

4.OA.3, 4.NBT.4, 4.NBT.1, 4.NBT.2

| | | |
|-------------------------------|---------|---|
| Focus Standards: | 4.OA.3 | Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| | 4.NBT.4 | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| Instructional Days: | 4 | |
| Coherence -Links from: | G3–M2 | Place Value and Problem Solving with Units of Measure |
| -Links to: | G5–M1 | Place Value and Decimal Fractions |

Following the introduction of the standard algorithm for addition in Topic D, the standard algorithm for subtraction replaces special strategies for subtraction in Topic E. Moving slowly from smaller to larger minuends, students practice decomposing larger units into smaller units. First, only one decomposition is introduced, where one zero may appear in the minuend. As in Grades 2 and 3, students continue to decompose all necessary digits before performing the algorithm, allowing subtraction from left to right, or, as taught in the lessons, from right to left. Students use the algorithm to subtract numbers from 1 million allowing for multiple decompositions (**4.NBT.4**). The topic concludes with practicing the standard algorithm for subtraction in the context of two-step word problems where students have to assess the reasonableness of their answers by rounding (**4.OA.3**). When using tape diagrams to model word problems, students use a variable to represent the unknown quantity.

$$\begin{array}{r}
 3 \text{ } \overset{11}{\cancel{10}} \text{ } 9 \\
 420,064 \\
 - 56,328 \\
 \hline
 363,733
 \end{array}$$

A Teaching Sequence Toward Mastery of Multi-Digit Whole Number Subtraction

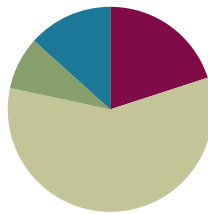
- Objective 1:** Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams. (Lesson 13)
- Objective 2:** Use place value understanding to decompose to smaller units up to three times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams. (Lesson 14)
- Objective 3:** Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams. (Lesson 15)
- Objective 4:** Solve two-step word problems using the standard subtraction algorithm fluently modeled with tape diagrams, and assess the reasonableness of answers using rounding. (Lesson 16)

Lesson 13

Objective: Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (5 minutes) |
| ■ Concept Development | (35 minutes) |
| ■ Student Debrief | (8 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Find the Sum **4.NBT.4** (6 minutes)
- Subtract Common Units **4.NBT.3** (6 minutes)

Find the Sum (6 minutes)

Materials: (S) Personal white board

Note: This math fluency activity prepares students for understanding the importance of the addition algorithm.

T: (Write $316 + 473 = \underline{\quad}$.) Solve by writing an addition sentence horizontally or vertically.

S: (Write $316 + 473 = 789$.)

Repeat the process and sequence for $6,065 + 3,731$; $13,806 + 4,393$; $5,928 + 124$; and $629 + 296 + 962$.

Subtract Common Units (6 minutes)

Materials: (S) Personal white board

Note: This mental math fluency activity prepares students for understanding the importance of the subtraction algorithm.

T: (Project 707.) Say the number in unit form.

S: 7 hundreds 7 ones.

T: (Write $707 - 202 = \underline{\quad}$.) Say the subtraction sentence and answer in unit form.

S: 7 hundreds 7 ones – 2 hundreds 2 ones = 5 hundreds 5 ones.

T: Write the subtraction sentence on your personal white boards.

S: (Write $707 - 202 = 505$.)

Repeat the process and sequence for $909 - 404$; $9,009 - 5,005$; $11,011 - 4,004$; and $13,013 - 8,008$.

Application Problem (5 minutes)

Jennifer texted 5,849 times in January. In February, she texted 1,263 more times than in January. What was the total number of texts that Jennifer sent in the two months combined? Explain how to know if the answer is reasonable.

January $\overbrace{\hspace{2cm}}^{5,849}$

February $\underbrace{\hspace{2cm}}_{1,263}$ } A

$$\begin{array}{r} 5,849 \\ + 1,263 \\ \hline 7,112 \end{array} \quad \begin{array}{r} 7,112 \\ + 5,849 \\ \hline 12,961 \end{array}$$

January $\approx 6,000$ } 13,000
 February $\approx 7,000$ }

My answer is reasonable because if I round January and February, I get 13,000. 12,961 rounded is 13,000, so my answer is reasonable.

Jennifer sent 12,961 texts in January and February.

Note: This Application Problem reviews content from the previous lesson of a multi-step addition problem.

Concept Development (35 minutes)

Materials: (T) Millions place value chart (Lesson 11 Template) (S) Personal white board, millions place value chart (Lesson 11 Template)

Problem 1: Use a place value chart and place value disks to model subtracting alongside the algorithm, regrouping 1 hundred into 10 tens.

Display $4,259 - 2,171$ vertically on the board.

T: Say this problem with me. (Read problem together.)

T: Watch as I draw a tape diagram to represent this problem. What is the whole?

S: 4,259.

T: We record that above the tape as the whole and record the known part of 2,171 under the tape. It is your turn to draw a tape diagram. Mark the unknown part of the diagram with the variable A.

T: Model the whole, 4,259, using place value disks on your place value chart.

T: Do we model the part we are subtracting?

S: No, just the whole.

T: First, let's determine if we are ready to subtract. We look across the top number, from right to left, to see if there are enough units in each column. Let's look at the ones column. Are there enough ones in the top number to subtract the ones in the bottom number? (Point to the 9 and the 1 in the problem.)

S: Yes, 9 is greater than 1.

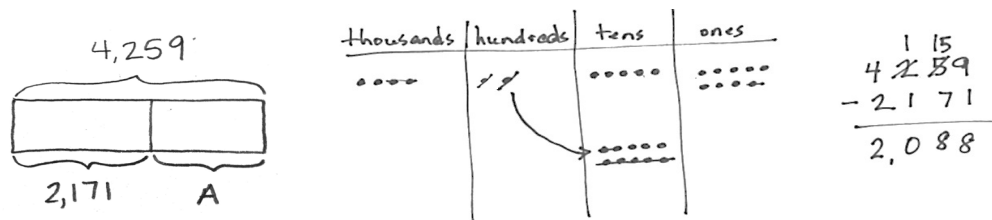
T: That means we are ready to subtract in the ones column. Let's look at the tens column. Are there enough tens in the top number to subtract the tens in the bottom number?

S: No, 5 is less than 7.

T: (Show regrouping on the place value chart.) We ungroup or unbundle 1 unit from the hundreds to make 10 tens. I now have 1 hundred and 15 tens. Let's rename and represent the change in writing using the algorithm. (Cross out the hundreds and tens to rename them in the problem.)

T: Show the change with your disks. (Cross off 1 hundred, and change it for 10 tens as shown below.)

MP.6



T: Are there enough hundreds in the top number to subtract the hundreds in the bottom number?

S: Yes, 1 is equal to 1.

T: Are there enough thousands in the top number to subtract the thousands in the bottom number?

S: Yes, 4 is greater than 2.

T: Are we ready to subtract?

S: Yes, we are ready to subtract.

T: (Point to the problem.) 9 ones minus 1 one?

S: 8 ones.

T: (Cross off 1 disk; write an 8 in the problem.)

T: 15 tens minus 7 tens?

S: 8 tens.

T: (Cross off 7 disks; write an 8 in the problem.)

Continue subtracting through the hundreds and thousands.

T: Say the number sentence.

S: $4,259 - 2,171 = 2,088$.

T: The value of the A in our tape diagram is 2,088. We write $A = 2,088$ below the tape diagram. What can be added to 2,171 to result in the sum of 4,259?

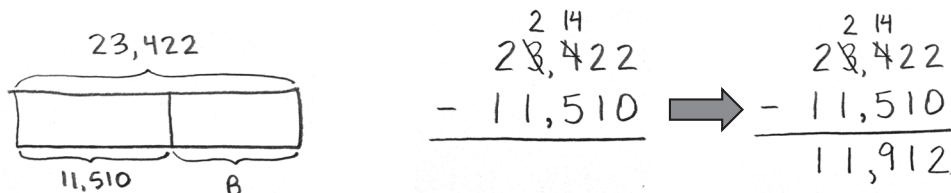
S: 2,088.

Repeat the process for $6,314 - 3,133$.

Problem 2: Regroup 1 thousand into 10 hundreds using the subtraction algorithm.

Display $23,422 - 11,510$ vertically on the board.

- T: With your partner, read this problem and draw a tape diagram. Label the whole, the known part, and use the variable B for the unknown part.
- T: Record the problem on your personal white board.
- T: Look across the digits. Are we ready to subtract?
- S: No.
- T: Are there enough ones in the top number to subtract the ones in the bottom number? (Point to the 2 and the 0.)
- S: Yes, 2 is greater than 0.
- T: Are there enough tens in the top number to subtract the tens in the bottom number?
- S: Yes, 2 is greater than 1.
- T: Are there enough hundreds in the top number to subtract the hundreds in the bottom number?
- S: No, 4 is less than 5.
- T: Tell your partner how to make enough hundreds to subtract.
- S: I unbundle 1 thousand to make 10 hundreds. I now have 2 thousands and 14 hundreds. → I change 1 thousand for 10 hundreds. → I rename 34 hundreds as 20 hundreds and 14 hundreds.
- T: Watch as I record that. Now it is your turn.



Repeat questioning for the thousands and ten thousands columns.

- T: Are we ready to subtract?
- S: Yes, we are ready to subtract.
- T: 2 ones minus 0 ones?
- S: 2 ones. (Record 2 in the ones column.)

Continue subtracting across the number from right to left, always naming the units.

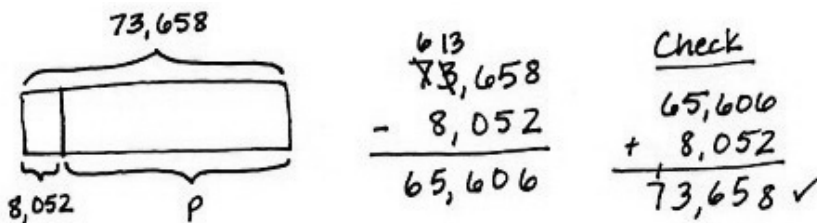
- T: Tell your partner what must be added to 11,510 to result in the sum of 23,422.
- T: How do we check a subtraction problem?
- S: We can add the difference to the part we knew at first to see if the sum we get equals the whole.
- T: Please add 11,912 and 11,510. What sum do you get?
- S: 23,422, so our answer to the subtraction problem is correct.
- T: Label your tape diagram as $B = 11,912$.

Repeat for $29,014 - 7,503$.

Problem 3: Solve a subtraction word problem, regrouping 1 ten thousand into 10 thousands.

The paper mill produced 73,658 boxes of paper. 8,052 boxes have been sold. How many boxes remain?

- T: Draw a tape diagram to represent the boxes of paper produced and sold. I will use the letter P to represent the boxes of paper remaining. Record the subtraction problem. Check to see that you lined up all units.
- T: Am I ready to subtract?
- S: No.
- T: Work with your partner, asking if there are enough units in each column to subtract. Regroup when needed. Then ask, "Am I ready to subtract?" before you begin subtracting. Use the standard algorithm. (Students work.)
- S: $73,658 - 8,052 = 65,606$.
- T: The value of P is 65,606. In a statement, tell your partner how many boxes remain.
- S: 65,606 boxes remain.
- T: To check and see if your answer is correct, add the two values of the tape, 8,052 and your answer of 65,606, to see if the sum is the value of the tape, 73,658.
- S: (Add to find that the sum matches the value of the tape.)



**NOTES ON
MULTIPLE MEANS
OF ENGAGEMENT:**

Ask students to look at the numbers in the subtraction problem and to think about how the numbers are related. Ask them how they might use their discovery to check to see if their answer is correct. Use the tape diagram to show if 8,052 was subtracted from 73,658 to find the unknown part of the tape diagram, the value of the unknown, 65,606, can be added to the known part of the tape diagram, 8,052. If the sum is the value of the whole tape diagram, the answer is correct.

Repeat with the following: The library has 50,819 books. 4,506 are checked out. How many books remain in the library?

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (8 minutes)

Lesson Objective: Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- Compare your answers for Problem 1(a) and (b). How are your answers the same when the problems are different?
- Why do the days and months matter when solving Problem 3?
- Compare Problem 1(a) and (f). Does having a larger whole in 1(a) give an answer greater than or less than 1(f)?
- In Problem 4, you used subtraction, but I can say, "I can add 52,411 to 15,614 to result in the sum of 68,025." How can we add and subtract using the same problem?
- Why do we ask, "Are we ready to subtract?"

Name Jack Date _____

1. Use the standard algorithm to solve the following subtraction problems.

a.
$$\begin{array}{r} 7,525 \\ -3,802 \\ \hline 4,023 \end{array}$$

b.
$$\begin{array}{r} 1,7525 \\ -13,502 \\ \hline 4,023 \end{array}$$

c.
$$\begin{array}{r} 6,618 \\ -4,417 \\ \hline 2,208 \end{array}$$

d.
$$\begin{array}{r} 4,825 \\ -435 \\ \hline 4,190 \end{array}$$

e.
$$\begin{array}{r} 6,460 \\ -470 \\ \hline 6,030 \end{array}$$

f.
$$\begin{array}{r} 5,625 \\ -3,502 \\ \hline 2,523 \end{array}$$

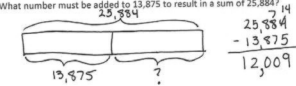
g.
$$\begin{array}{r} 1,336,400 \\ -1,463,000 \\ \hline 9,010 \end{array}$$

h.
$$\begin{array}{r} 484,925 \\ -204,815 \\ \hline 227,110 \end{array}$$

i.
$$\begin{array}{r} 289,925 \\ -123,705 \\ \hline 98,220 \end{array}$$

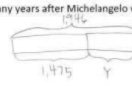
Directions: Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement. Check your answers.

2. What number must be added to 13,875 to result in a sum of 25,884?



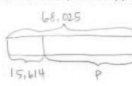
12,009 must be added to 13,875 to result in a sum of 25,884.

3. Artist Michelangelo was born on March 6, 1475. Author Mem Fox was born on March 6, 1946. How many years after Michelangelo was born was Mem born?



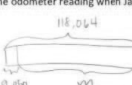
Mem was born 471 years after Michelangelo.

4. During the month of March, 68,025 pounds of king crab were caught. If 15,614 pounds were caught in the first week of March, how many pounds were caught in the rest of the month?



52,411 pounds of king crabs were caught in the rest of the month.

5. James bought a used car. After driving exactly 9,050 miles, the odometer read 118,064 miles. What was the odometer reading when James bought the car?



The odometer read 109,014 when James bought the car.

- After we get our top number ready to subtract, do we have to subtract in order from right to left?
- When do we need to unbundle to subtract?
- What are the benefits to modeling subtraction using place value disks?
- Why must the units line up when subtracting? How might our answer change if the digits were not aligned?
- What happens when there is a zero in the top number of a subtraction problem?
- What happens when there is a zero in the bottom number of a subtraction problem?
- When you are completing word problems, how can you tell that you need to subtract?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____

Date _____

1. Use the standard algorithm to solve the following subtraction problems.

$$\begin{array}{r} 7,525 \\ -3,502 \\ \hline \end{array}$$

$$\begin{array}{r} 17,525 \\ -13,502 \\ \hline \end{array}$$

$$\begin{array}{r} 6,625 \\ -4,417 \\ \hline \end{array}$$

$$\begin{array}{r} 4,625 \\ -435 \\ \hline \end{array}$$

$$\begin{array}{r} 6,500 \\ -470 \\ \hline \end{array}$$

$$\begin{array}{r} 6,025 \\ -3,502 \\ \hline \end{array}$$

$$\begin{array}{r} 23,640 \\ -14,630 \\ \hline \end{array}$$

$$\begin{array}{r} 431,925 \\ -204,815 \\ \hline \end{array}$$

$$\begin{array}{r} 219,925 \\ -121,705 \\ \hline \end{array}$$

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement. Check your answers.

2. What number must be added to 13,875 to result in a sum of 25,884?

3. Artist Michelangelo was born on March 6, 1475. Author Mem Fox was born on March 6, 1946. How many years after Michelangelo was born was Fox born?
4. During the month of March, 68,025 pounds of king crab were caught. If 15,614 pounds were caught in the first week of March, how many pounds were caught in the rest of the month?
5. James bought a used car. After driving exactly 9,050 miles, the odometer read 118,064 miles. What was the odometer reading when James bought the car?

Name _____

Date _____

1. Use the standard algorithm to solve the following subtraction problems.

a.
$$\begin{array}{r} 8,512 \\ - 2,501 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 18,042 \\ - 4,122 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 8,072 \\ - 1,561 \\ \hline \end{array}$$

Draw a tape diagram to represent the following problem. Use numbers to solve. Write your answer as a statement. Check your answer.

2. What number must be added to 1,575 to result in a sum of 8,625?

Name _____

Date _____

1. Use the standard algorithm to solve the following subtraction problems.

a.
$$\begin{array}{r} 2,431 \\ - 341 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 422,431 \\ - 14,321 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 422,431 \\ - 92,420 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 422,431 \\ - 392,420 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 982,430 \\ - 92,300 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 243,089 \\ - 137,079 \\ \hline \end{array}$$

g. $2,431 - 920 =$

h. $892,431 - 520,800 =$

2. What number must be added to 14,056 to result in a sum of 38,773?

Draw a tape diagram to model each problem. Use numbers to solve, and write your answers as a statement. Check your answers.

3. An elementary school collected 1,705 bottles for a recycling program. A high school also collected some bottles. Both schools collected 3,627 bottles combined. How many bottles did the high school collect?

4. A computer shop sold \$356,291 worth of computers and accessories. It sold \$43,720 worth of accessories. How much did the computer shop sell in computers?

5. The population of a city is 538,381. In that population, 148,170 are children.
- How many adults live in the city?

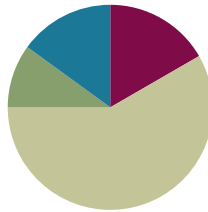
- 186,101 of the adults are males. How many adults are female?

Lesson 14

Objective: Use place value understanding to decompose to smaller units up to three times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (10 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (35 minutes) |
| ■ Student Debrief | (9 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (10 minutes)

- Base Ten Thousand Units **4.NBT.2** (2 minutes)
- Find the Difference **4.NBT.4** (4 minutes)
- Convert Units **4.MD.1** (4 minutes)

Base Ten Thousand Units (2 minutes)

Materials: (S) Personal white board

Note: This fluency activity helps students work towards mastery of understanding base ten units.

T: (Project 8 ten thousands = ____.) Write the number in standard form.

S: 80,000.

Continue with the following possible sequence: 9 ten thousands, 10 ten thousands, 13 ten thousands, 19 ten thousands, 20 ten thousands, 30 ten thousands, 70 ten thousands, 71 ten thousands, 90 ten thousands, and 100 ten thousands.

Find the Difference (4 minutes)

Materials: (S) Personal white board

Note: This math fluency activity prepares students for understanding the importance of the subtraction algorithm.

T: (Write $735 - 203 = \underline{\quad}$.) Write a subtraction sentence horizontally or vertically.

S: (Write $735 - 203 = 532$.)

Repeat process and sequence for $7,045 - 4,003$; $845 - 18$; $5,725 - 915$; and $34,736 - 2,806$.

Convert Units (4 minutes)

Note: Reviewing the relationship between meters and centimeters learned in Grade 3 helps prepare students to solve problems with metric measurement and to understand metric measurement's relationship to place value.

T: (Write $1 \text{ m} = \underline{\quad} \text{ cm}$.) How many centimeters are in a meter?

S: $1 \text{ m} = 100 \text{ cm}$.

Repeat the process for 2 m, 3 m, 8 m, 8 m 50 cm, 7 m 50 cm, and 4 m 25 cm.

T: (Write $100 \text{ cm} = \underline{\quad} \text{ m}$.) Say the answer.

S: $100 \text{ cm} = 1 \text{ m}$.

T: (Write $150 \text{ cm} = \underline{\quad} \text{ m } \underline{\quad} \text{ cm}$.) Say the answer.

S: $150 \text{ cm} = 1 \text{ m } 50 \text{ cm}$.

Repeat the process for 250 cm, 350 cm, 950 cm, and 725 cm.

Application Problem (6 minutes)

In one year, the animal shelter bought 25,460 pounds of dog food. That amount was 10 times the amount of cat food purchased in the month of July. How much cat food was purchased in July?

Extension: If the cats ate 1,462 pounds of the cat food, how much cat food was left?

25,460 is 10 times as many as 2,546.

2,546 pounds of cat food was purchased in the month of July.

Extension:

$$\begin{array}{r} 2,546 \\ - 1,462 \\ \hline 1,084 \end{array}$$

1,084 pounds of cat food was left.

Note: This Application Problem incorporates prior knowledge of 10 times as many with the objective of decomposing to smaller units in order to subtract.

Concept Development (35 minutes)

Materials: (S) Personal white board

Problem 1: Subtract, decomposing twice.

Write $22,397 - 3,745$ vertically on the board.

T: Let's read this subtraction problem together. Watch as I draw a tape diagram labeling the whole, the known part, and the unknown part using a variable, A . Now, it is your turn.

T: Record the problem on your personal white board.

T: Look across the digits. Am I ready to subtract?

S: No.

T: We look across the top number to see if I have enough units in each column. Are there enough ones in the top number to subtract the ones in the bottom number?

S: Yes, 7 ones is greater than 5 ones.

T: Are there enough tens in the top number to subtract the tens in the bottom number?

S: Yes, 9 tens is greater than 4 tens.

T: Are there enough hundreds in the top number to subtract the hundreds in the bottom number?

S: No, 3 hundreds is less than 7 hundreds. We can unbundle 1 thousand as 10 hundreds to make 1 thousand and 13 hundreds. I can subtract the hundreds column now.

T: Watch as I record that. Now, it is your turn to record the change.

T: Are there enough thousands in the top number to subtract the thousands in the bottom number?

S: No, 1 thousand is less than 3 thousands. We can unbundle 1 ten thousand to 10 thousands to make 1 ten thousand and 11 thousands. I can subtract in the thousands column now.

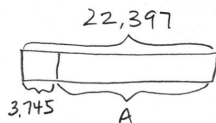
T: Watch as I record. Now, it is your turn to record the change.

T: Are there enough ten thousands in the top number to subtract the ten thousands in the bottom number?

S: Yes.

T: Are we ready to subtract?

S: Yes, we are ready to subtract.



$$\begin{array}{r} \overset{11}{\cancel{22}}, \overset{13}{397} \\ - 3,745 \\ \hline \end{array} \rightarrow \begin{array}{r} \overset{11}{\cancel{22}}, \overset{13}{397} \\ - 3,745 \\ \hline 18,652 \end{array}$$

T: 7 ones minus 5 ones?

S: 2 ones. (Record 2 in the ones column.)

Continue subtracting across the problem, always naming the units.

T: Say the equation with me.

S: $22,397$ minus $3,745$ equals $18,652$.

- T: Check your answer using addition.
 S: Our answer is correct because 18,652 plus 3,745 equals 22,397.
 T: What is the value of A in the tape diagram?
 S: A equals 18,652.

Problem 2: Subtract, decomposing three times.

Write $210,290 - 45,720$ vertically on the board.

- T: With your partner, draw a tape diagram to represent the whole, the known part, and the unknown part.
 T: Record the subtraction problem on your board.
 T: Look across the digits. Are we ready to subtract?
 S: No.
 T: Look across the top number's digits to see if we have enough units in each column. Are there enough ones in the top number to subtract the ones in the bottom number? (Point to the zeros in the ones column.)
 S: Yes, 0 equals 0.
 T: We are ready to subtract in the ones column. Are there enough tens in the top number to subtract the tens in the bottom number?
 S: Yes, 9 is greater than 2.
 T: We are ready to subtract in the tens column. Are there enough hundreds in the top number to subtract the hundreds in the bottom number?
 S: No, 2 hundreds is less than 7 hundreds.
 T: There are no thousands to unbundle, so we look to the ten thousands. We can unbundle 1 ten thousand to 10 thousands. Unbundle 10 thousands to make 9 thousands and 12 hundreds. Now we can subtract the hundreds column.

Repeat questioning for the thousands, ten thousands, and hundred thousands place, recording the renaming of units in the problem.

- T: Are we ready to subtract?
 S: Yes, we are ready to subtract.
 T: 0 ones minus 0 ones?
 S: 0 ones.
 T: 9 tens minus 2 tens?
 S: 7 tens.

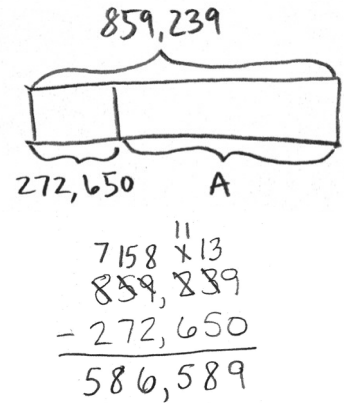
Have partners continue using the algorithm, reminding them to work right to left, always naming the units.

- T: Read the equation to your partner and complete your tape diagram by labeling the variable.
 S: $210,290$ minus $45,720$ is $164,570$. ($A = 164,570$.)

Problem 3: Use the subtraction algorithm to solve a word problem, modeled with a tape diagram, decomposing units 3 times.

Bryce needed to purchase a large order of computer supplies for his company. He was allowed to spend \$859,239 on computers. However, he ended up only spending \$272,650. How much money was left?

- T: Read the problem with me. Tell your partner the information we know.
- S: We know he can spend \$859,239, and we know he only spent \$272,650.
- T: Draw a tape diagram to represent the information in the problem. Label the whole, the known part, and the unknown part using a variable.
- T: Tell me the problem we must solve, and write it on your board.
- S: $\$859,239 - \$272,650$.
- T: Work with your partner to move across the digits. Are there enough in each column to subtract? Regroup when needed. Then ask, "Are we ready to subtract?" before you begin subtracting. Use the standard algorithm.
- S: $\$859,239 - \$272,650 = \$586,589$.
- T: Say your answer as a statement.
- S: \$586,589 was left.



Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (9 minutes)

Lesson Objective: Use place value understanding to decompose to smaller units up to three times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Name Jack Date _____

1. Use the standard algorithm to solve the following subtraction problems.

| | | |
|---|---|---|
| a. $\begin{array}{r} 2,460 \\ -1,370 \\ \hline 1,090 \end{array}$ | b. $\begin{array}{r} 2,460 \\ -1,470 \\ \hline 990 \end{array}$ | c. $\begin{array}{r} 97,684 \\ -49,700 \\ \hline 47,984 \end{array}$ |
| d. $\begin{array}{r} 2,460 \\ -1,472 \\ \hline 988 \end{array}$ | e. $\begin{array}{r} 124,306 \\ -31,117 \\ \hline 93,189 \end{array}$ | f. $\begin{array}{r} 97,684 \\ -4,705 \\ \hline 92,979 \end{array}$ |
| g. $\begin{array}{r} 124,000 \\ -121,117 \\ \hline 2,883 \end{array}$ | h. $\begin{array}{r} 97,684 \\ -47,705 \\ \hline 49,979 \end{array}$ | i. $\begin{array}{r} 124,000 \\ -31,117 \\ \hline 92,883 \end{array}$ |

Directions: Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement. Check your answers.

2. There are 86,400 seconds in one day. If Mr. Liegel is at work for 28,800 seconds a day, how many seconds a day is he away from work?

$$\begin{array}{r} 86,400 \\ -28,800 \\ \hline 57,600 \end{array}$$

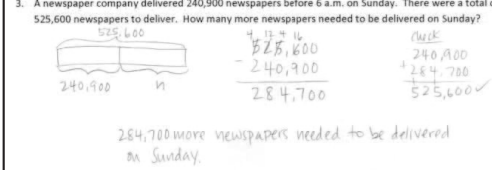
Mr. Liegel is away from work 57,600 seconds.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

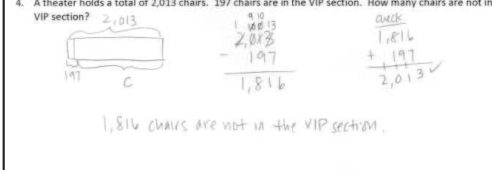
- What pattern did you notice between Problem 1(a) and (b)?
- Explain to your partner how to solve Problem 1(e). How can you make more ones when there are not any tens from which to regroup?
- How was setting up the problem to complete Problem 4 different from setting up the other problems? What did you need to be sure to do? Why?
- How is the complexity of this lesson different from the complexity of Lesson 13?
- In which column can you begin subtracting when you are ready to subtract? (Any column.)
- You are using a variable, or a letter, to represent the unknown in each tape diagram. Tell your partner how you determine what variable to use and how it helps you to solve the problem.
- How can you check a subtraction problem?

3. A newspaper company delivered 240,900 newspapers before 6 a.m. on Sunday. There were a total of 525,600 newspapers to deliver. How many more newspapers needed to be delivered on Sunday?



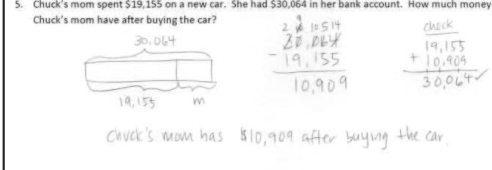
284,700 more newspapers needed to be delivered on Sunday.

4. A theater holds a total of 2,013 chairs. 197 chairs are in the VIP section. How many chairs are not in the VIP section?



1,816 chairs are not in the VIP section.

5. Chuck's mom spent \$19,155 on a new car. She had \$30,064 in her bank account. How much money does Chuck's mom have after buying the car?



Chuck's mom has \$10,909 after buying the car.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____

Date _____

1. Use the standard algorithm to solve the following subtraction problems.

$$\begin{array}{r} \text{a.} \quad 2,460 \\ -1,370 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 2,460 \\ -1,470 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c.} \quad 97,684 \\ -49,700 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 2,460 \\ -1,472 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 124,306 \\ -31,117 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 97,684 \\ -4,705 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 124,006 \\ -121,117 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 97,684 \\ -47,705 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i.} \quad 124,060 \\ -31,117 \\ \hline \end{array}$$

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement. Check your answers.

2. There are 86,400 seconds in one day. If Mr. Liegel is at work for 28,800 seconds a day, how many seconds a day is he away from work?

3. A newspaper company delivered 240,900 newspapers before 6 a.m. on Sunday. There were a total of 525,600 newspapers to deliver. How many more newspapers needed to be delivered on Sunday?
4. A theater holds a total of 2,013 chairs. 197 chairs are in the VIP section. How many chairs are not in the VIP section?
5. Chuck’s mom spent \$19,155 on a new car. She had \$30,064 in her bank account. How much money does Chuck’s mom have after buying the car?

Name _____

Date _____

Use the standard algorithm to solve the following subtraction problems.

1.
$$\begin{array}{r} 19,350 \\ - 5,761 \\ \hline \end{array}$$

2. $32,010 - 2,546$

Draw a tape diagram to represent the following problem. Use numbers to solve, and write your answer as a statement. Check your answer.

3. A doughnut shop sold 1,232 doughnuts in one day. If they sold 876 doughnuts in the morning, how many doughnuts were sold during the rest of the day?

Name _____

Date _____

1. Use the standard algorithm to solve the following subtraction problems.

a.
$$\begin{array}{r} 71,989 \\ - 21,492 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 371,989 \\ - 96,492 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 371,089 \\ - 25,192 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 879,989 \\ - 721,492 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 879,009 \\ - 788,492 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 879,989 \\ - 21,070 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 879,000 \\ - 21,989 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 279,389 \\ - 191,492 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 500,989 \\ - 242,000 \\ \hline \end{array}$$

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement. Check your answers.

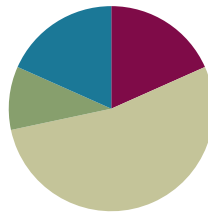
- Jason ordered 239,021 pounds of flour to be used in his 25 bakeries. The company delivering the flour showed up with 451,202 pounds. How many extra pounds of flour were delivered?
- In May, the New York Public Library had 124,061 books checked out. Of those books, 31,117 were mystery books. How many of the books checked out were not mystery books?
- A Class A dump truck can haul 239,000 pounds of dirt. A Class C dump truck can haul 600,200 pounds of dirt. How many more pounds can a Class C truck haul than a Class A truck?

Lesson 15

Objective: Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (11 minutes) |
| ■ Application Problem | (6 minutes) |
| ■ Concept Development | (32 minutes) |
| ■ Student Debrief | (11 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (11 minutes)

- Place Value **4.NBT.2** (3 minutes)
- Find the Difference **4.NBT.4** (4 minutes)
- Convert Units **4.MD.1** (4 minutes)

Place Value (3 minutes)

Materials: (T) Personal white board

Note: Practicing these skills in isolation helps lay a foundation for conceptually understanding this lesson's content.

- T: (Write 4,598.) Say the number.
 S: 4,598.
 T: What digit is in the tens place?
 S: 9.
 T: (Underline 9.) What is the value of the 9?
 S: 90.
 T: State the value of the digit 4.
 S: 4,000.
 T: 5?
 S: 500.

Repeat using the following possible sequence: 69,708; 398,504; and 853,967.

Find the Difference (4 minutes)

Materials: (S) Personal white board

Note: This math fluency activity prepares students for understanding the importance of the subtraction algorithm.

T: (Write $846 - 304 = \underline{\quad}$.) Write a subtraction sentence horizontally or vertically.

S: (Write $846 - 304 = 542$.)

Repeat process and sequence for $8,056 - 5,004$; $935 - 17$; $4,625 - 815$; and $45,836 - 2,906$.

Convert Units (4 minutes)

Note: This material is a review of Grade 2 and Grade 3 and helps prepare students to solve problems with meters and centimeters in Grade 4, Module 2, Topic A.

Materials: (S) Personal white board

T: Count by 20 centimeters. When you get to 100 centimeters, say 1 meter. When you get to 200 centimeters, say 2 meters.

S: 20 cm, 40 cm, 60 cm, 80 cm, 1 m, 120 cm, 140 cm, 160 cm, 180 cm, 2 m.

Repeat process, this time pulling out the meter (e.g., 1 m 20 cm, 1 m 40 cm).

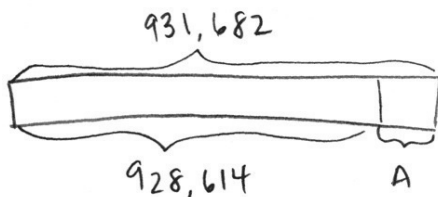
T: (Write $130 \text{ cm} = \underline{\quad} \text{ m } \underline{\quad} \text{ cm}$.) On your personal white boards, fill in the blanks.

S: (Write $130 \text{ cm} = 1 \text{ m } 30 \text{ cm}$.)

Repeat process for 103 cm, 175 cm, 345 cm, and 708 cm for composing to meters.

Application Problem (6 minutes)

When the amusement park opened, the number on the counter at the gate read 928,614. At the end of the day, the counter read 931,682. How many people went through the gate that day?



$$\begin{array}{r}
 2 \text{ } 11 \quad 7 \text{ } 12 \\
 931,682 \\
 -928,614 \\
 \hline
 3,068
 \end{array}$$

3,068 people went through the gate that day.

Note: At times, students are asked to use a specific strategy, and at other times, their independent work is observed. This question engages students in MP.5 by leaving open the solution path.

Concept Development (32 minutes)

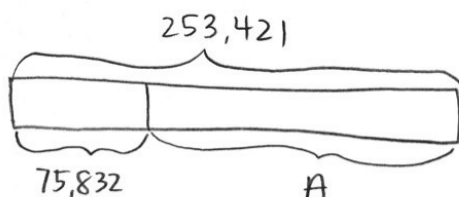
Materials: (T) Millions place value chart (Lesson 11) (S) Personal white board, millions place value chart (Lesson 11 Template)

Problem 1: Regroup units 5 times to subtract.

Write $253,421 - 75,832$ vertically on the board.

T: Say this problem with me.

T: Work with your partner to draw a tape diagram representing this problem.



$$\begin{array}{r}
 \overset{14}{1} \overset{12}{4} \overset{13}{2} \overset{11}{8} \overset{11}{2} \overset{11}{1} \\
 253,421 \\
 - 75,832 \\
 \hline
 177,589
 \end{array}$$

T: What is the whole amount?

S: 253,421.

T: What is the part?

S: 75,832.

T: Look across the top number, 253,421, to see if we have enough units in each column to subtract 75,832. Are we ready to subtract?

S: No.

T: Are there enough ones in the top number to subtract the ones in the bottom number? (Point to the 1 and 2 in the ones column.)

S: No, 1 one is less than 2 ones.

T: What should we do?

S: Change 1 ten for 10 ones. That means you have 1 ten and 11 ones.

T: Are there enough tens in the top number to subtract the tens in the bottom number? (Point to tens column.)

S: No, 1 ten is less than 3 tens.

T: What should we do?

S: Change 1 hundred for 10 tens. You have 3 hundreds and 11 tens.

T: The tens column is ready to subtract.

Have partners continue questioning if there are enough units to subtract in each column, regrouping where needed.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

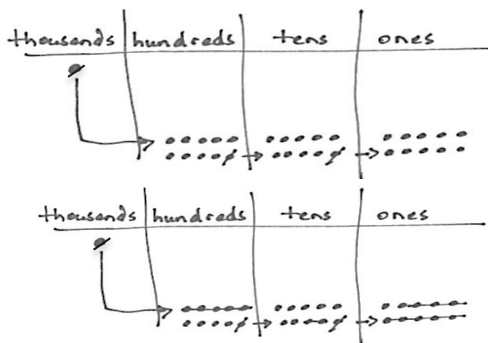
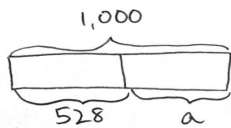
Students of all abilities will benefit from using addition to check subtraction. Students should see that if the sum does not match the whole, the subtraction (or calculation) is faulty. They must subtract again and then check with addition. Challenge students to think about how they use this check strategy in everyday life. We use it all of the time when we add up to another number.

- T: Are we ready to subtract?
 S: Yes, we are ready to subtract.
 T: Go ahead and subtract. State the difference to your partner. Label the unknown part in your tape diagram.
 S: The difference between 253,421 and 75,832 is 177,589. (Label $A = 177,589$.)
 T: Add the difference to the part you knew to see if your answer is correct.
 S: It is. The sum of the parts is 253,421.

Problem 2: Decompose numbers from 1 thousand and 1 million into smaller units to subtract, modeled with place value disks.

Write $1,000 - 528$ vertically on the board.

- T: With your partner, read this problem, and draw a tape diagram. Label what you know and the unknown.



$$\begin{array}{r} \overset{9}{0} \overset{9}{10} \overset{9}{10} \overset{10}{10} \\ \times \cancel{0} \cancel{0} \cancel{0} \\ - \quad 528 \\ \hline \end{array}$$

↓

$$\begin{array}{r} \overset{9}{0} \overset{9}{10} \overset{9}{10} \overset{10}{10} \\ \times \cancel{0} \cancel{0} \cancel{0} \\ - \quad 528 \\ \hline 472 \end{array}$$

MP.6

- T: Record the problem on your personal white board.
 T: Look across the units in the top number. Are we ready to subtract?
 S: No.
 T: Are there enough ones in the top number to subtract the ones in the bottom number? (Point to 0 and 8 in the ones column.)
 S: No. 0 ones is less than 8 ones.
 T: I need to ungroup 1 unit from the tens. What do you notice?
 S: There are no tens to ungroup.
 T: We can look to the hundreds. (There are no hundreds to ungroup either.)
 T: In order to get 10 ones, we need to regroup 1 thousand. Watch as I represent the ungrouping in my subtraction problem. (Model using place value disks and, rename units in the problem simultaneously.) Now it is your turn.



**NOTES ON
 MULTIPLE MEANS
 OF ACTION AND
 EXPRESSION:**

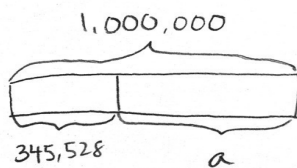
Encourage students who notice a pattern of repeated nines when subtracting across multiple zeros to express this pattern in writing. Allow students to identify why this happens using manipulatives or in writing. Allow students to slowly transition into recording this particular unbundling across zeros as nines as they become fluent with using the algorithm.

- T: Are we ready to subtract?
 S: Yes, we are ready to subtract.
 T: Solve for 9 hundreds 9 tens 10 ones minus 5 hundreds 2 tens 8 ones.
 S: $1,000 - 528$ is 472.
 T: Check our answer.
 S: The sum of 472 and 528 is 1,000.

$$\begin{array}{r} 0\ 9\ 9\ 10 \\ \cancel{1}\ \cancel{0}\ \cancel{0}\ \cancel{0} \\ -\ 5\ 2\ 8 \\ \hline 4\ 7\ 2 \end{array}$$

Write $1,000,000 - 345,528$ vertically on the board.

- T: Read this problem, and draw a tape diagram to represent the subtraction problem.
 T: Record the subtraction problem on your board.



$$\begin{array}{r} 0\ 9\ 9\ 9\ 9\ 9 \\ \cancel{1}\ \cancel{0}\ \cancel{0}\ \cancel{0}\ \cancel{0}\ \cancel{0} \\ -\ 3\ 4\ 5,\ 5\ 2\ 8 \\ \hline 6\ 5\ 4,\ 4\ 7\ 2 \end{array}$$

or

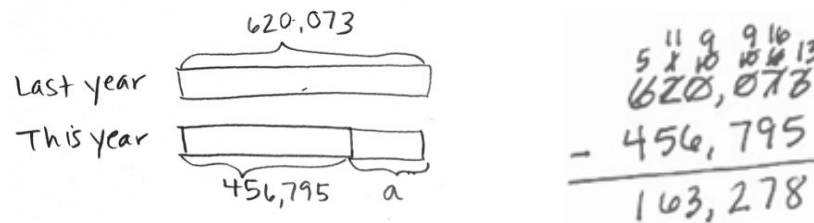
$$\begin{array}{r} 0\ 9\ 9\ 9\ 9\ 10 \\ \cancel{1}\ \cancel{0}\ \cancel{0}\ \cancel{0}\ \cancel{0}\ \cancel{0} \\ -\ 3\ 4\ 5,\ 5\ 2\ 8 \\ \hline 6\ 5\ 4,\ 4\ 7\ 2 \end{array}$$

- T: What do you notice when you look across the top number?
 S: There are a lot more zeros. → We will have to regroup 6 times. → We are not ready to subtract. We will have to regroup 1 million to solve the problem.
 T: Work with your partner to get 1,000,000 ready to subtract. Rename your units in the subtraction problem.
 S: 9 hundred thousands 9 ten thousands 9 thousands 9 hundreds 9 tens 10 ones. We are ready to subtract.
 S: $1,000,000$ minus $345,528$ equals $654,472$.
 T: To check your answer, add the parts to see if you get the correct whole amount.
 S: We did! We got one million when we added the parts.

Problem 3: Solve a word problem, decomposing units multiple times.

Last year, there were 620,073 people in attendance at a local parade. This year, there were 456,795 people in attendance. How many more people were in attendance last year?

- T: Read with me.
 T: Represent this information in a tape diagram.
 T: Work with your partner to write a subtraction problem using the information in the tape diagram.
 T: Look across the units in the top number. Are you ready to subtract?
 S: No, I do not have enough ones in the top number. I need to unbundle 1 ten to make 10 ones. Then I have 6 tens and 13 ones.
 T: Continue to check if you are ready to subtract in each column. When you are ready to subtract, solve.
 S: $620,073$ minus $456,795$ equals $163,278$. There were 163,278 more people in attendance last year.



Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (11 minutes)

Lesson Objective: Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- Problems 1(e) and (f) were similar. Did anyone notice a pattern that could be used to solve these problems?
- How did your tape diagrams differ in Problems 2, 3, and 4?
- How do you know when you are ready to subtract across the problem?
- How can you check your answer when subtracting?
- Is there a number that you can subtract from 1,000,000 without decomposing across to the ones (other than 1,000,000)? 100,000? 10,000?

Name Jack Date _____

1. Directions: Use the standard subtraction algorithm to solve the problems below.

a.
$$\begin{array}{r} 9\ 10\ 15 \\ 102,680 \\ -91,680 \\ \hline 9,980 \end{array}$$

b.
$$\begin{array}{r} 9\ 10\ 15 \\ 202,680 \\ -9,980 \\ \hline 91,680 \end{array}$$

c.
$$\begin{array}{r} 13\ 15\ 50 \\ 242,561 \\ -44,202 \\ \hline 197,659 \end{array}$$

d.
$$\begin{array}{r} 13\ 15\ 50 \\ 242,562 \\ -74,987 \\ \hline 167,574 \end{array}$$

e.
$$\begin{array}{r} 5\ 9\ 9 \\ 1,000,000 \\ -592,000 \\ \hline 408,000 \end{array}$$

f.
$$\begin{array}{r} 5\ 9\ 9 \\ 2,000,000 \\ -592,500 \\ \hline 407,500 \end{array}$$

g.
$$\begin{array}{r} 5\ 9\ 9 \\ 800,658 \\ -592,569 \\ \hline 8,089 \end{array}$$

h.
$$\begin{array}{r} 5\ 9\ 9 \\ 600,000 \\ -592,569 \\ \hline 7,431 \end{array}$$

- How can decomposing multiple times be challenging?
- How does the tape diagram help you determine which operation to use to find the answer?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Use tape diagrams and the standard algorithm to solve the problems below. Check your answers.

2. David is flying from Hong Kong to Buenos Aires. The total flight distance is 11,472 miles. If the plane has 7,793 miles left to travel, how far has it already traveled?

$$\begin{array}{r} 11,472 \\ - 7,793 \\ \hline 3,679 \end{array}$$

The plane has already traveled 3,679 miles.

3. Tank A holds 678,500 gallons of water. Tank B holds 905,867 gallons of water. How much less water does Tank A hold than Tank B?

$$\begin{array}{r} 905,867 \\ - 678,500 \\ \hline 227,367 \end{array}$$

Tank A holds 227,367 less gallons of water than Tank B.

4. Mark had \$25,081 in his bank account on Thursday. On Friday, he added his paycheck to the bank account, and he then had \$26,010 in the account. What was the amount of Mark's paycheck?

$$\begin{array}{r} 26,010 \\ - 25,081 \\ \hline 929 \end{array}$$

Mark's paycheck was for \$929.

Name _____

Date _____

1. Use the standard subtraction algorithm to solve the problems below.

$$\begin{array}{r} \text{a.} \quad 1\ 0\ 1, \ 6\ 6\ 0 \\ - \quad 9\ 1, \ 6\ 8\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 1\ 0\ 1, \ 6\ 6\ 0 \\ - \quad 9, \ 9\ 8\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c.} \quad 2\ 4\ 2, \ 5\ 6\ 1 \\ - \quad 4\ 4, \ 7\ 0\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 2\ 4\ 2, \ 5\ 6\ 1 \\ - \quad 7\ 4, \ 9\ 8\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 1, \ 0\ 0\ 0, \ 0\ 0\ 0 \\ - \quad 5\ 9\ 2, \ 0\ 0\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 1, \ 0\ 0\ 0, \ 0\ 0\ 0 \\ - \quad 5\ 9\ 2, \ 5\ 0\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 6\ 0\ 0, \ 6\ 5\ 8 \\ - \quad 5\ 9\ 2, \ 5\ 6\ 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 6\ 0\ 0, \ 0\ 0\ 0 \\ - \quad 5\ 9\ 2, \ 5\ 6\ 9 \\ \hline \end{array}$$

Name _____

Date _____

Draw a tape diagram to model each problem and solve.

1. $956,204 - 780,169 =$ _____

2. A construction company was building a stone wall on Main Street. 100,000 stones were delivered to the site. On Monday, they used 15,631 stones. How many stones remain for the rest of the week? Write your answer as a statement.

Name _____

Date _____

1. Use the standard subtraction algorithm to solve the problems below.

a.
$$\begin{array}{r} 9,656 \\ - \quad 838 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 59,656 \\ - \quad 5,880 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 759,656 \\ - \quad 579,989 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 294,150 \\ - \quad 166,370 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 294,150 \\ - \quad 239,089 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 294,150 \\ - \quad 96,400 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 800,500 \\ - \quad 79,989 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 800,500 \\ - \quad 45,500 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 800,500 \\ - \quad 276,664 \\ \hline \end{array}$$

Use tape diagrams and the standard algorithm to solve the problems below. Check your answers.

2. A fishing boat was out to sea for 6 months and traveled a total of 8,578 miles. In the first month, the boat traveled 659 miles. How many miles did the fishing boat travel during the remaining 5 months?

3. A national monument had 160,747 visitors during the first week of September. A total of 759,656 people visited the monument in September. How many people visited the monument in September after the first week?

4. Shadow Software Company earned a total of \$800,000 selling programs during the year 2012. \$125,300 of that amount was used to pay expenses of the company. How much profit did Shadow Software Company make in the year 2012?

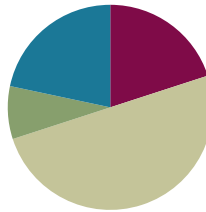
5. At the local aquarium, Bubba the Seal ate 25,634 grams of fish during the week. If, on the first day of the week, he ate 6,987 grams of fish, how many grams of fish did he eat during the remainder of the week?

Lesson 16

Objective: Solve two-step word problems using the standard subtraction algorithm fluently modeled with tape diagrams, and assess the reasonableness of answers using rounding.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (5 minutes) |
| ■ Concept Development | (30 minutes) |
| ■ Student Debrief | (13 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Sprint: Convert Meters and Centimeters to Centimeters **4.MD.1** (8 minutes)
- Compare Numbers **4.NBT.2** (4 minutes)

Sprint: Convert Meters and Centimeters to Centimeters (8 minutes)

Materials: (S) Convert Meters and Centimeters to Centimeters Sprint

Note: Reviewing unit conversions that were learned in Grade 3 helps to prepare students to solve problems with meters and centimeters in Module 2, Topic A.

Compare Numbers (4 minutes)

Materials: (S) Personal white board

Note: Reviewing this concept helps students work toward mastery of comparing numbers.

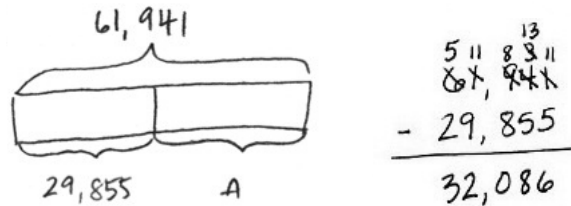
T: (Project 342,006 _____ 94,983.) On your personal white boards, compare the numbers by writing the greater than, less than, or equal symbol.

S: (Write $342,006 > 94,893$.)

Repeat with the following possible sequence: 7 thousands 5 hundreds 8 tens _____ 6 ten thousands 5 hundreds 8 ones, and 9 hundred thousands 8 thousands 9 hundreds 3 tens _____ 807,820.

Application Problem (5 minutes)

For the weekend basketball playoffs, a total of 61,941 tickets were sold. 29,855 tickets were sold for Saturday's games. The rest of the tickets were sold for Sunday's games. How many tickets were sold for Sunday's games?



32,086 tickets were sold for Sunday's games.

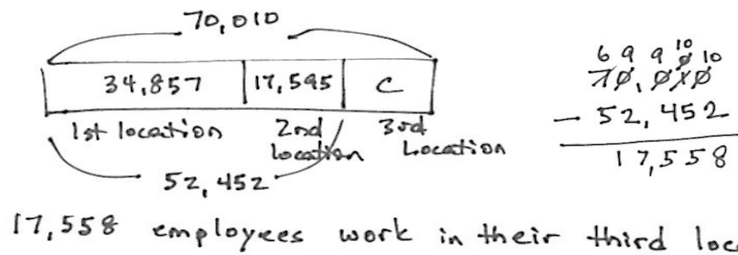
Note: This Application Problem reviews content from the prior lesson of using the subtraction algorithm with multiple regroupings.

Concept Development (30 minutes)

Materials: (S) Personal white board

Problem 1: Solve a two-step word problem, modeled with a tape diagram, assessing reasonableness of the answer using rounding.

A company has 3 locations with 70,010 employees altogether. The first location has 34,857 employees. The second location has 17,595 employees. How many employees work in the third location?



17,558 employees work in their third location.

- T: Read with me. Take 2 minutes to draw and label a tape diagram. (Circulate and encourage the students: "Can you draw something?" "What can you draw?")
- T: (After 2 minutes.) Tell your partner what you understand and what you still do not understand.
- S: We know the total number of employees and the employees at the first and second locations. We do not know how many employees are at the third location.

- T: Use your tape diagram to estimate the number of employees at the third location. Explain your reasoning to your partner.
- S: I rounded the number of employees. $30,000 + 20,000 = 50,000$, and I know that the total number of employees is about 70,000. That means that there would be about 20,000 employees at the third location.
- T: Now, find the precise answer. Work with your partner to do so. (Give students time to work.)
- T: Label the unknown part on your diagram, and make a statement of the solution.
- S: There are 17,558 employees at the third location.
- T: Is your answer reasonable?
- S: Yes, because 17,558 rounded to the nearest ten thousand is 20,000, and that was our estimate.



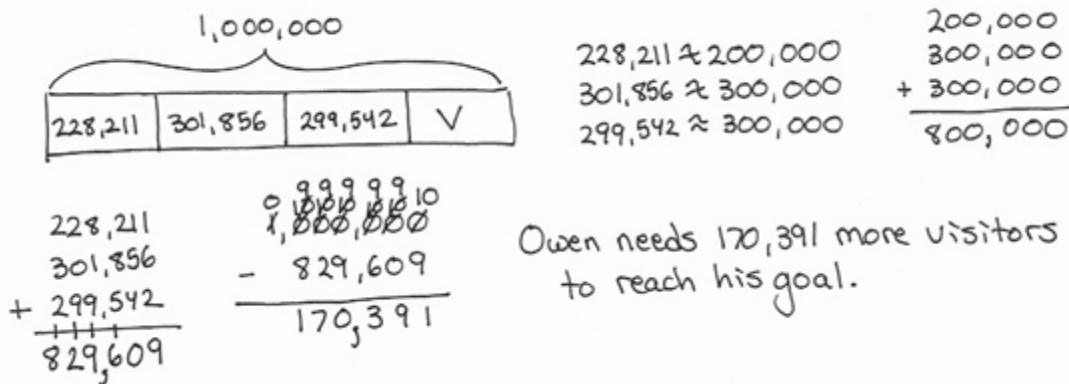
**NOTES ON
MULTIPLE MEANS
OF ACTION
AND EXPRESSION:**

Students working below grade level may not consider whether their answer makes sense. Guide students to choose the sensible operation and check their answers. Encourage students to reread the problem after solving and to ask themselves, “Does my answer make sense?” If not, ask, “What else can I try?”

Problem 2: Solve two-step word problems, modeled with a tape diagram, assessing reasonableness of the answer using rounding.

Owen’s goal is to have 1 million people visit his new website within the first four months of it being launched. Below is a chart showing the number of visitors each month. How many more visitors does he need in Month 4 to reach his goal?

| Month | Month 1 | Month 2 | Month 3 | Month 4 |
|----------|---------|---------|---------|---------|
| Visitors | 228,211 | 301,856 | 299,542 | |



- T: With your partner, draw a tape diagram. Tell your partner your strategy for solving this problem.
- S: We can find the sum of the number of visitors during the first 3 months. Then, we subtract that from 1 million to find how many more visitors are needed to reach his goal.
- T: Make an estimate for the number of visitors in Month 4. Explain your reasoning to your partner.

- S: I can round to the nearest hundred thousand and estimate. Owen will need about 200,000 visitors to reach his goal. → I rounded to the nearest ten thousand to get a closer estimate of 170,000 visitors.
- T: Find the total for the first 3 months. What is the precise sum?
- S: 829,609.
- T: Compare the actual and estimated solutions. Is your answer reasonable?
- S: Yes, because our estimate of 200,000 is near 170,391. → Rounded to the nearest hundred thousand, 170,391 is 200,000. → 170,391 rounded to the nearest ten thousand is 170,000, which was also our estimate, so our solution is reasonable.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Challenge students working above grade level to expand their thinking and to figure out another way to solve the two-step problem. Is there another strategy that would work?

Problem 3: Solve a two-step, compare with smaller unknown word problem.

There were 12,345 people at a concert on Saturday night. On Sunday night, there were 1,795 fewer people at the concert than on Saturday night. How many people attended the concert on both nights?

The student work shows a tape diagram for Saturday with 12,345 people and a blank box for Sunday. A bracket labeled 'P' spans both boxes, with 1,795 written below the Sunday box. To the right, a subtraction problem is shown: $12,345 - 1,795 = 10,550$. Above the subtraction, the digits 1, 2, and 4 are written above the 2, 3, and 4 of 12,345 respectively. Below the subtraction, the result 10,550 is written. To the right of this is an addition problem: $12,345 + 10,550 = 22,895$.

22,895 people attended the concert on both nights.

- T: For 2 minutes, with your partner, draw a tape diagram. (Circulate and encourage students as they work. You might choose to call two pairs of students to draw on the board while others work at their seats. Have the pairs then present their diagrams to the class.)
- T: Now how can you calculate to solve the problem?
- S: We can find the number of people on Sunday night, and then add that number to the people on Saturday night.
- T: Make an estimate of the solution. Explain your reasoning to your partner.
- S: Rounding to the nearest thousand, the number of people on Saturday night was about 12,000. The number of people fewer on Sunday night can be rounded to 2,000, so the estimate for the number of people on Sunday is 10,000. $12,000 + 10,000$ is 22,000.
- T: Find the exact number of people who attended the concert on both nights. What is the exact sum?
- S: 22,895.

- T: Compare the actual and estimated solutions. Is your answer reasonable?
- S: Yes, because 22,895 is near our estimate of 22,000.
- T: Be sure to write a statement of your solution.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (13 minutes)

Lesson Objective: Solve two-step word problems using the standard subtraction algorithm fluently modeled with tape diagrams, and assess the reasonableness of answers using rounding.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- How did your estimate help you determine that your exact answer was reasonable in Problem 1?
- In Problem 2, how close was your actual answer to your estimate?
- Why was the estimate so much smaller than the exact answer in Problem 2?
- In Problem 3, to which place did you round? Why?

Name: Jack Date: _____

Directions: Estimate first and then solve each problem. Model the problem with a tape diagram. Explain if your answer is reasonable.

1. On Monday, a farmer sold 25,196 pounds of potatoes. On Tuesday, he sold 18,023 pounds. On Wednesday, he sold some more potatoes. In all, he sold 62,409 pounds of potatoes.

a. About how many pounds of potatoes did the farmer sell on Wednesday? Estimate by rounding each value to the nearest thousand, and then compute.

Monday 25,196 ≈ 25,000
 Tuesday 18,023 ≈ 18,000
 Total 62,409 ≈ 62,000

25,000 + 18,000 = 43,000
 62,000 - 43,000 = 19,000

The farmer sold about 19,000 pounds of potatoes on Wednesday.

b. Find the precise number of pounds of potatoes sold on Wednesday.

25,196 + 18,023 = 43,219
 62,409 - 43,219 = 19,190

The farmer sold 19,190 pounds of potatoes on Wednesday.

c. Is your precise answer reasonable? Compare your estimate from (a) to your answer from (b). Write a sentence to explain your reasoning.

Yes, my answer of 19,190 is reasonable, 19,190 rounded to the nearest thousand is 19,000 which was my estimate.

2. A gas station had two pumps. Pump A dispensed 241,752 gallons. Pump B dispensed 113,916 more gallons than Pump A.

a. About how many gallons did both pumps dispense? Estimate by rounding each value to the nearest hundred thousand and then compute.

241,752 ≈ 200,000
 113,916 ≈ 100,000

Pump A 200,000
 Pump B 200,000 + 100,000 = 300,000
 Both pumps dispensed about 500,000 gallons.

b. Exactly how many gallons did both pumps dispense?

241,752 + 113,916 = 355,668

Both pumps dispensed 597,470 gallons.

c. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

My answer of 597,470 gallons is a little far from my estimate of 500,000, but I know if I rounded to a smaller unit, my estimate would be more exact and nearer to the actual answer. If I rounded to the ten-thousands, I would get 240,000 + (240,000 + 110,000) = 590,000 which is very close to 597,470.

3. Martin's car had 86,456 miles on it. Of that distance, Martin's wife drove 24,901 miles, and his son drove 7,997 miles. Martin drove the rest.

a. About how many miles did Martin drive? Round each value to estimate.

86,456 ≈ 80,000
 24,901 ≈ 25,000
 7,997 ≈ 8,000

25,000 + 8,000 = 33,000
 80,000 - 33,000 = 47,000

Martin drove about 47,000 miles.

b. Exactly how many miles did Martin drive?

86,456 - 24,901 - 7,997 = 53,558

Martin drove 53,558 miles.

c. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

My answer of 53,558 miles is reasonable because it is close to my estimate of 53,000.

- How did your tape diagram help you solve Problem 5?
- How do you determine what place value to round to when finding an estimate?
- What is the benefit of checking the reasonableness of your answer?
- Describe the difference between rounding and estimating.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

4. A class read 3,452 pages the first week and 4,090 more pages in the second week than in the first week. How many pages had they read by the end of the second week? Is your answer reasonable? Explain how you know using estimation.

$$\begin{array}{r} 3,452 \approx 3,000 \\ 4,090 \approx 4,000 \\ \hline 7,000 \text{ (2nd week)} \end{array}$$

$$\begin{array}{r} 3,000 \\ + 4,000 \\ \hline 7,000 \end{array}$$

The class read about 10,000 pages by the end of the second week.

$$\begin{array}{r} 3,452 \\ + 4,090 \\ \hline 7,542 \end{array}$$

The class read 10,994 pages by the end of the second week.

My answer is reasonable because my estimate was 10,000 which is very close to 10,994.

5. A cargo plane weighed 500,000 pounds. After the first load was taken off, the airplane weighed 437,981 pounds. Then 16,478 more pounds were taken off. What was the total number of pounds of cargo removed from the plane? Is your answer reasonable? Explain.

$$\begin{array}{r} 500,000 \\ - 437,981 \\ \hline 62,019 \end{array}$$

$$\begin{array}{r} 437,981 \approx 440,000 \\ 16,478 \approx 16,000 \\ \hline 456,479 \end{array}$$

$$\begin{array}{r} 440,000 \\ - 16,000 \\ \hline 424,000 \end{array}$$

About 76,000 pounds were removed from the plane.

$$\begin{array}{r} 62,019 \\ + 16,478 \\ \hline 78,497 \end{array}$$

78,497 pounds of cargo were removed from the plane. My answer is reasonable because it is very close to my estimate of 76,000.

A

Number Correct: _____

Convert Meters and Centimeters to Centimeters

| | | |
|-----|-------------|----|
| 1. | 2 m = | cm |
| 2. | 3 m = | cm |
| 3. | 4 m = | cm |
| 4. | 9 m = | cm |
| 5. | 1 m = | cm |
| 6. | 7 m = | cm |
| 7. | 5 m = | cm |
| 8. | 8 m = | cm |
| 9. | 6 m = | cm |
| 10. | 1 m 20 cm = | cm |
| 11. | 1 m 30 cm = | cm |
| 12. | 1 m 40 cm = | cm |
| 13. | 1 m 90 cm = | cm |
| 14. | 1 m 95 cm = | cm |
| 15. | 1 m 85 cm = | cm |
| 16. | 1 m 84 cm = | cm |
| 17. | 1 m 73 cm = | cm |
| 18. | 1 m 62 cm = | cm |
| 19. | 2 m 62 cm = | cm |
| 20. | 7 m 62 cm = | cm |
| 21. | 5 m 27 cm = | cm |
| 22. | 3 m 87 cm = | cm |

| | | |
|-----|--------------|----|
| 23. | 1 m 2 cm = | cm |
| 24. | 1 m 3 cm = | cm |
| 25. | 1 m 4 cm = | cm |
| 26. | 1 m 7 cm = | cm |
| 27. | 2 m 7 cm = | cm |
| 28. | 3 m 7 cm = | cm |
| 29. | 8 m 7 cm = | cm |
| 30. | 8 m 4 cm = | cm |
| 31. | 4 m 9 cm = | cm |
| 32. | 6 m 8 cm = | cm |
| 33. | 9 m 3 cm = | cm |
| 34. | 2 m 60 cm = | cm |
| 35. | 3 m 75 cm = | cm |
| 36. | 6 m 33 cm = | cm |
| 37. | 8 m 9 cm = | cm |
| 38. | 4 m 70 cm = | cm |
| 39. | 7 m 35 cm = | cm |
| 40. | 4 m 17 cm = | cm |
| 41. | 6 m 4 cm = | cm |
| 42. | 10 m 4 cm = | cm |
| 43. | 10 m 40 cm = | cm |
| 44. | 11 m 84 cm = | cm |

B

Number Correct: _____

Improvement: _____

Convert Meters and Centimeters to Centimeters

| | | |
|-----|-------------|----|
| 1. | 1 m = | cm |
| 2. | 2 m = | cm |
| 3. | 3 m = | cm |
| 4. | 7 m = | cm |
| 5. | 5 m = | cm |
| 6. | 9 m = | cm |
| 7. | 4 m = | cm |
| 8. | 8 m = | cm |
| 9. | 6 m = | cm |
| 10. | 1 m 10 cm = | cm |
| 11. | 1 m 20 cm = | cm |
| 12. | 1 m 30 cm = | cm |
| 13. | 1 m 70 cm = | cm |
| 14. | 1 m 75 cm = | cm |
| 15. | 1 m 65 cm = | cm |
| 16. | 1 m 64 cm = | cm |
| 17. | 1 m 53 cm = | cm |
| 18. | 1 m 42 cm = | cm |
| 19. | 2 m 42 cm = | cm |
| 20. | 8 m 42 cm = | cm |
| 21. | 5 m 29 cm = | cm |
| 22. | 3 m 89 cm = | cm |

| | | |
|-----|--------------|----|
| 23. | 1 m 1 cm = | cm |
| 24. | 1 m 2 cm = | cm |
| 25. | 1 m 3 cm = | cm |
| 26. | 1 m 9 cm = | cm |
| 27. | 2 m 9 cm = | cm |
| 28. | 3 m 9 cm = | cm |
| 29. | 7 m 9 cm = | cm |
| 30. | 7 m 4 cm = | cm |
| 31. | 4 m 8 cm = | cm |
| 32. | 6 m 3 cm = | cm |
| 33. | 9 m 5 cm = | cm |
| 34. | 2 m 50 cm = | cm |
| 35. | 3 m 85 cm = | cm |
| 36. | 6 m 31 cm = | cm |
| 37. | 6 m 7 cm = | cm |
| 38. | 4 m 60 cm = | cm |
| 39. | 7 m 25 cm = | cm |
| 40. | 4 m 13 cm = | cm |
| 41. | 6 m 2 cm = | cm |
| 42. | 10 m 3 cm = | cm |
| 43. | 10 m 30 cm = | cm |
| 44. | 11 m 48 cm = | cm |

3. Martin's car had 86,456 miles on it. Of that distance, Martin's wife drove 24,901 miles, and his son drove 7,997 miles. Martin drove the rest.
- About how many miles did Martin drive? Round each value to estimate.
 - Exactly how many miles did Martin drive?
 - Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

4. A class read 3,452 pages the first week and 4,090 more pages in the second week than in the first week. How many pages had they read by the end of the second week? Is your answer reasonable? Explain how you know using estimation.
5. A cargo plane weighed 500,000 pounds. After the first load was taken off, the airplane weighed 437,981 pounds. Then 16,478 more pounds were taken off. What was the total number of pounds of cargo removed from the plane? Is your answer reasonable? Explain.

Name _____

Date _____

Quarterback Brett Favre passed for 71,838 yards between the years 1991 and 2011. His all-time high was 4,413 passing yards in one year. In his second highest year, he threw 4,212 passing yards.

1. About how many passing yards did he throw in the remaining years? Estimate by rounding each value to the nearest thousand and then compute.

2. Exactly how many passing yards did he throw in the remaining years?

3. Assess the reasonableness of your answer in (b). Use your estimate from (a) to explain.

2. During the first quarter of the year, 351,875 people downloaded an app for their smartphones. During the second quarter of the year, 101,949 fewer people downloaded the app than during the first quarter. How many downloads occurred during the two quarters of the year?
- Round each number to the nearest hundred thousand to estimate how many downloads occurred during the first two quarters of the year.
 - Determine exactly how many downloads occurred during the first two quarters of the year.
 - Determine if your answer is reasonable. Explain.

3. A local store was having a two-week Back to School sale. They started the sale with 36,390 notebooks. During the first week of the sale, 7,424 notebooks were sold. During the second week of the sale, 8,967 notebooks were sold. How many notebooks were left at the end of the two weeks? Is your answer reasonable?



Topic F

Addition and Subtraction Word Problems

4.OA.3, 4.NBT.1, 4.NBT.2, 4.NBT.4

| | | |
|-------------------------------|--------|---|
| Focus Standard: | 4.OA.3 | Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| Instructional Days: | 3 | |
| Coherence -Links from: | G3–M2 | Place Value and Problem Solving with Units of Measure |
| -Links to: | G5–M1 | Place Value and Decimal Fractions |

Module 1 culminates with multi-step addition and subtraction word problems in Topic F (**4.OA.3**). In these lessons, the format for the Concept Development is different from the traditional vignette. Instead of following instruction, the Problem Set facilitates the problems and discussion of the Concept Development.

Throughout the module, tape diagrams are used to model word problems, and students continue to use tape diagrams to solve *additive comparative* word problems. Students also continue using a variable to represent an unknown quantity.

To culminate the module, students are given tape diagrams or equations and are encouraged to use creativity and the mathematics learned during this module to write their own word problems to solve using place value understanding and the algorithms for addition and subtraction. The module facilitates deeper comprehension and supports determining the reasonableness of an answer. Solving multi-step word problems using multiplication and division is addressed in later modules.

A Teaching Sequence Toward Mastery of Addition and Subtraction Word Problems

Objective 1: Solve *additive compare* word problems modeled with tape diagrams.
(Lesson 17)

Objective 2: Solve multi-step word problems modeled with tape diagrams, and assess the reasonableness of answers using rounding.
(Lesson 18)

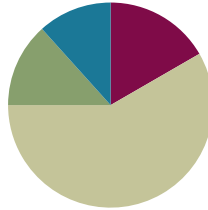
Objective 3: Create and solve multi-step word problems from given tape diagrams and equations.
(Lesson 19)

Lesson 17

Objective: Solve *additive compare* word problems modeled with tape diagrams.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (10 minutes) |
| ■ Application Problem | (8 minutes) |
| ■ Concept Development | (35 minutes) |
| ■ Student Debrief | (7 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (10 minutes)

- Change Place Value **4.NBT.2** (5 minutes)
- Convert Units **4.MD.1** (5 minutes)

Change Place Value (5 minutes)

Materials: (S) Personal white board, labeled millions place value chart (Lesson 11 Template)

Note: This fluency activity helps students work toward mastery of using place value skills to add and subtract different units.

T: (Project the place value chart to the millions place. Write 4 hundred thousands, 6 ten thousands, 3 thousands, 2 hundreds, 6 tens, 5 ones.) On your personal white board, write the number.

S: (Write 463,265.)

T: Show 100 more.

S: (Write 463,365.)

Possible further sequence: 10,000 less, 100,000 more, 1 less, and 10 more.

T: (Write $400 + 90 + 3 = \underline{\quad}$.) On your place value chart, write the number.

Possible further sequence: $7,000 + 300 + 80 + 5$; $20,000 + 700,000 + 5 + 80$; $30,000 + 600,000 + 3 + 20$.

Convert Units (5 minutes)

Note: This fluency activity strengthens understanding of the relationship between kilograms and grams learned in Grade 3 and prepares students to use this relationship to solve problems in Module 2, Topic A. Use a number bond to support understanding the relationship of grams and kilograms.

T: (Write $1 \text{ kg} = \underline{\quad} \text{ g}$.) How many grams are in 1 kilogram?

S: $1 \text{ kg} = 1,000 \text{ g}$.

Repeat the process for 2 kg, 3 kg, 8 kg, 8 kg 500 g, 7 kg 500 g, and 4 kg 250 g.

T: (Write $1,000\text{ g} = \underline{\hspace{1cm}}\text{ kg}$.) Say the answer.

S: 1,000 grams equals 1 kilogram.

T: (Write $1,500\text{ g} = \underline{\hspace{1cm}}\text{ kg } \underline{\hspace{1cm}}\text{ g}$.) Say the answer.

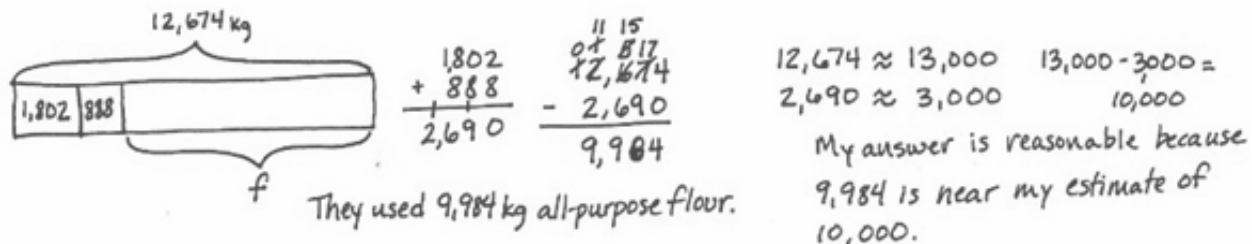
S: 1,500 grams equals 1 kilogram 500 grams.

Repeat the process for 2,500 g, 3,500 g, 9,500 g, and 7,250 g.

$$\begin{array}{r} 1,500\text{g} \\ \wedge \\ 1,000\text{g} \quad 500\text{g} \end{array}$$

Application Problem (8 minutes)

A bakery used 12,674 kg of flour. Of that, 1,802 kg was whole wheat and 888 kg was rice flour. The rest was all-purpose flour. How much all-purpose flour did they use? Solve and check the reasonableness of your answer.



Note: This problem leads into today's lesson and bridges as it goes back into the work from Lesson 16.

Concept Development (35 minutes)

Materials: (S) Problem Set

Suggested Delivery of Instruction for Solving Topic F's Word Problems

1. Model the problem.

Have two pairs of students (choose as models those students who are likely to successfully solve the problem) work at the board while the others work independently or in pairs at their seats. Review the following questions before solving the first problem.

- Can you draw something?
- What can you draw?
- What conclusions can you make from your drawing?

As students work, circulate. Reiterate the questions above.

After two minutes, have the two pairs of students share *only* their labeled diagrams.

For about one minute, have the demonstrating students receive and respond to feedback and questions from their peers.

2. Calculate to solve and write a statement.

Give everyone two minutes to finish work on the problem, sharing their work and thinking with a peer. All should then write their equations and statements for the answer.

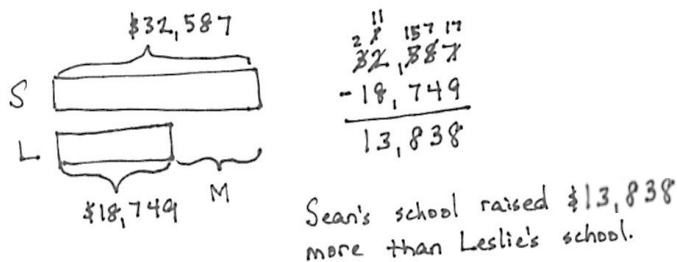
3. Assess the solution for reasonableness.

Give students one to two minutes to assess and explain the reasonableness of their solutions.

Note: In Lessons 17–19, the Problem Set comprises word problems from the lesson and is, therefore, to be used during the lesson itself.

Problem 1: Solve a single-step word problem using *how much more*.

Sean's school raised \$32,587. Leslie's school raised \$18,749. How much more money did Sean's school raise?



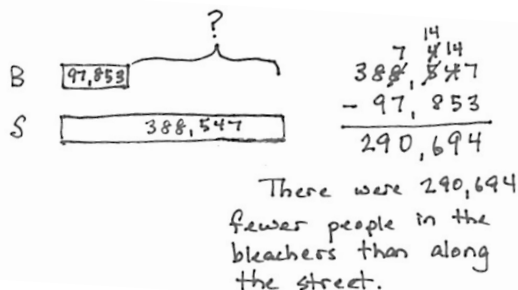
**NOTES ON
MULTIPLE MEANS
OF ACTION
AND EXPRESSION:**

Students working below grade level may continue to need additional support in subtracting numbers using place value charts or disks.

Support students in realizing that though the question is asking, “How much more?” the tape diagram shows that the unknown is a missing part, and therefore, subtraction is necessary to find the answer.

Problem 2: Solve a single-step word problem using *how many fewer*.

At a parade, 97,853 people sat in bleachers. 388,547 people stood along the street. How many fewer people were in the bleachers than standing along the street?



**NOTES ON
MULTIPLE MEANS
OF ENGAGEMENT:**

Challenge students to think about how reasonableness can be associated with rounding. If the actual answer does not round to the estimate, does it mean that the answer is not reasonable?

Ask students to explain their thinking.

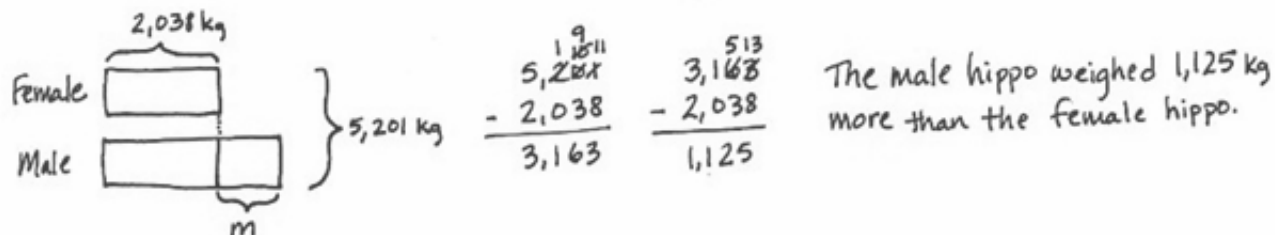
(For example, $376 - 134 = 242$.)

Rounding to the nearest hundred would result with an estimate of $400 - 100 = 300$. The actual answer of 242 rounds to 200, not 300.)

Circulate and support students to realize that the unknown number of how many fewer people is the difference between the two tape diagrams. Encourage them to write a statement using the word *fewer* when talking about separate things. For example, I have *fewer* apples than you do and *less* juice.

Problem 3: Solve a two-step problem using *how much more*.

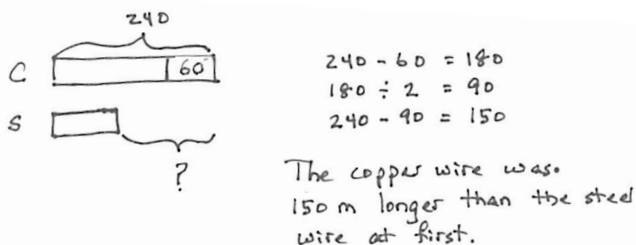
A pair of hippos weighs 5,201 kilograms together. The female weighs 2,038 kilograms. How much more does the male weigh than the female?



Many students may want to draw this as a single tape showing the combined weight to start. That works. However, the second step most likely requires a new double tape to compare the weights of the male and female. If no one comes up with the model pictured, it can be shown quickly. Students generally do not choose to draw a bracket with the known total to the side until they are very familiar with two-step comparison models. However, be aware that students have modeled this problem type since Grade 2.

Problem 4: Solve a three-step problem using *how much longer*.

A copper wire was 240 meters long. After 60 meters was cut off, it was double the length of a steel wire. How much longer was the copper wire than the steel wire at first?



**NOTES ON
MULTIPLE MEANS
OF ACTION
AND EXPRESSION:**

For students who may find Problem 4 challenging, remind them of the work done earlier in this module with multiples of 10. For example, 180 is ten times as much as 18. If 18 divided by 2 is 9, then 180 divided by 2 is 90.

- T: Read the problem, draw a model, write equations both to estimate and calculate precisely, and write a statement. I'll give you five minutes.

Circulate, using the bulleted questions to guide students. When students get stuck, encourage them to focus on what they can learn from their drawings.

- Show me the copper wire at first.
- In your model, show me what happened to the copper wire.
- In your model, show me what you know about the steel wire.
- What are you comparing? Where is that difference in your model?

Notice the number size is quite small here. The calculations are not the issue but rather the relationships. Students will eventually solve similar problems with larger numbers, but they will begin here at a simple level numerically.

Problem Set

Please note that in Topic F, the Problem Sets are used in the Concept Developments. As a result, the 10 minutes usually allotted for the completion of the Problem Set are not needed.

Student Debrief (7 minutes)

Lesson Objective: Solve *additive compare* word problems modeled with tape diagrams.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- How are your tape diagrams for Problem 1 and Problem 2 similar?
- How did your tape diagrams vary across all problems?
- In Problem 3, how did drawing a double tape diagram help you to visualize the problem?
- What was most challenging about drawing the tape diagram for Problem 4? What helped you find the best diagram to solve the problem?
- What different ways are there to draw a tape diagram to solve comparative problems?
- What does the word *compare* mean?
- What phrases do you notice repeated through many of today's problems that help you to see the problem as a comparative problem?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name Jack Date _____

Directions: Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

1. Sean's school raised \$32,587. Leslie's school raised \$18,749. How much more money did Sean's school raise?

32,587

$$\begin{array}{r} 32,587 \\ -18,749 \\ \hline 13,838 \end{array}$$
 Sean's school raised \$13,838 more money than Leslie's school.

2. At a parade, 97,853 people sat in bleachers. 388,547 people stood along the street. How many fewer people were in the bleachers than standing on the street?

388,547

$$\begin{array}{r} 388,547 \\ -97,853 \\ \hline 290,694 \end{array}$$
 There were 290,694 fewer people in the bleachers.

3. A pair of hippos weighed 5,201 kilogram together. The female weighed 2,038 kilogram. How much more did the male weigh than the female?

Female: $\begin{array}{|c|} \hline 2,038 \\ \hline \end{array}$
 Male: $\begin{array}{|c|} \hline 3,163 \\ \hline \end{array}$ } 5,201

$$\begin{array}{r} 5,201 \\ -2,038 \\ \hline 3,163 \end{array}$$

$$\begin{array}{r} 3,163 \\ -2,038 \\ \hline 1,125 \end{array}$$

 The male weighs 1,125kg more than the female.

4. A copper wire was 240 meters long. After 60 meters was cut off, it was double the length of a steel wire. How much longer was the copper wire than the steel wire at first?

Copper: $\begin{array}{|c|} \hline 240 \\ \hline \end{array}$
 Steel: $\begin{array}{|c|} \hline 60 \\ \hline \end{array}$ } L

$$\begin{array}{r} 240 \\ -60 \\ \hline 180 \end{array}$$

$$\begin{array}{r} 180 \\ -90 \\ \hline 90 \end{array}$$

$$180 \div 2 = 90$$

 The copper wire was 150 meters longer than the steel wire.

3. A pair of hippos weighs 5,201 kilograms together. The female weighs 2,038 kilograms. How much more does the male weigh than the female?
4. A copper wire was 240 meters long. After 60 meters was cut off, it was double the length of a steel wire. How much longer was the copper wire than the steel wire at first?

Name _____

Date _____

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

A mixture of 2 chemicals measures 1,034 milliliters. It contains some of Chemical A and 755 milliliters of Chemical B. How much less of Chemical A than Chemical B is in the mixture?

Name _____

Date _____

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

1. Gavin has 1,094 toy building blocks. Avery only has 816 toy building blocks. How many more building blocks does Gavin have?

2. Container B holds 2,391 liters of water. Together, Container A and Container B hold 11,875 liters of water. How many more liters of water does Container A hold than Container B?

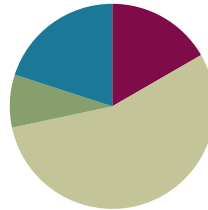
3. A piece of yellow yarn was 230 inches long. After 90 inches had been cut from it, the piece of yellow yarn was twice as long as a piece of blue yarn. At first, how much longer was the yellow yarn than the blue yarn?

Lesson 18

Objective: Solve multi-step word problems modeled with tape diagrams, and assess the reasonableness of answers using rounding.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (10 minutes) |
| ■ Application Problem | (5 minutes) |
| ■ Concept Development | (33 minutes) |
| ■ Student Debrief | (12 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (10 minutes)

- Number Patterns **4.OA.5** (5 minutes)
- Convert Units **4.MD.1** (5 minutes)

Number Patterns (5 minutes)

Materials: (S) Personal white board

Note: This fluency activity bolsters students' place value understanding and helps them apply these skills to a variety of concepts.

T: (Project 40,100, 50,100, 60,100, ____.) What is the place value of the digit that's changing?

S: Ten thousand.

T: Count with me saying the value of the digit I'm pointing to.

S: (Point at the ten thousand digit as students count.) 40,000, 50,000, 60,000.

T: On your personal white board, write what number would come after 60,100.

S: (Write 70,100.)

Repeat with the following possible sequence: 82,030, 72,030, 62,030, ____; 215,003, 216,003, 217,003, ____; 943,612, 943,512, 943,412, ____; and 372,435, 382,435, 392,435, ____.

Convert Units (5 minutes)

Materials: (S) Personal white board

Note: This fluency activity strengthens understanding of the relationship between kilograms and grams learned in Grade 3, preparing students to use this relationship to solve problems in Module 2, Topic A. Use a number bond to support understanding of the relationship between grams and kilograms.

T: Count by 200 grams starting at 0 grams and counting up to 2,000 grams. When you get to 1,000 grams, say “1 kilogram.” When you get to 2,000 grams, say “2 kilograms.”

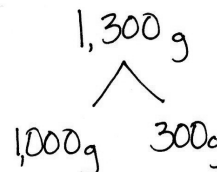
S: 0 g, 200 g, 400 g, 600 g, 800 g, 1 kg, 1,200 g, 1,400 g, 1,600 g, 1,800 g, 2 kg.

Repeat the process, this time pulling out the kilogram (e.g., 1 kg 200 g, 1 kg 400 g).

T: (Write $1,300\text{ g} = \underline{\hspace{1cm}}\text{ kg } \underline{\hspace{1cm}}\text{ g}$.) On your board, fill in the blanks to make a true number sentence.

S: (Write $1,300\text{ g} = 1\text{ kg } 300\text{ g}$.)

Repeat the process for 1,003 g, 1,750 g, 3,450 g, and 7,030 g.



Application Problem (5 minutes)

In all, 30,436 people went skiing in February and January. 16,009 went skiing in February. How many fewer people went skiing in January than in February?

Note: This *comparison subtraction* problem reviews content from Lesson 17.

Concept Development (33 minutes)

Materials: (S) Problem Set

Suggested Delivery of Instruction for Solving Topic F’s Word Problems

1. Model the problem.

Have two pairs of students work at the board while the others work independently or in pairs at their seats. Review the following questions before beginning the first problem.

- Can you draw something?
- What can you draw?
- What conclusions can you make from your drawing?

As students work, circulate. Reiterate the questions above.

After two minutes, have the two pairs of students share *only* their labeled diagrams.

For about one minute, have the demonstrating students receive and respond to feedback and questions from their peers.

2. Calculate to solve and write a statement.

Give everyone two minutes to finish work on the problem, sharing their work and thinking with a peer. All should then write their equations and statements for the answer.

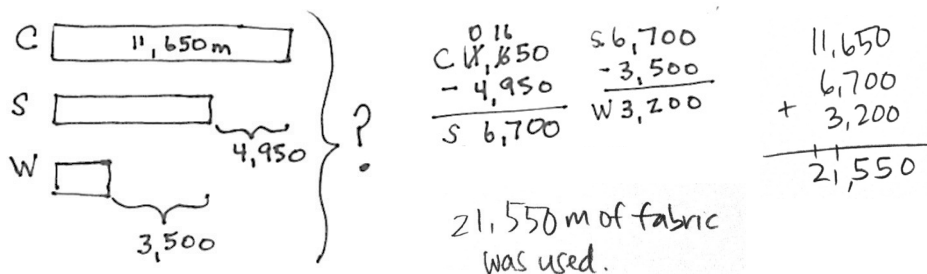
3. Assess the solution for reasonableness.

Give students one to two minutes to assess and explain the reasonableness of their solutions.

Note: In Lessons 17–19, the Problem Set comprises the word problems from the lesson and is, therefore, to be used during the lesson itself.

Problem 1: Solve a multi-step word problem requiring addition and subtraction, modeled with a tape diagram, and check the reasonableness of the answer using estimation.

In one year, a factory used 11,650 meters of cotton, 4,950 fewer meters of silk than cotton, and 3,500 fewer meters of wool than silk. How many meters in all were used of the three fabrics?



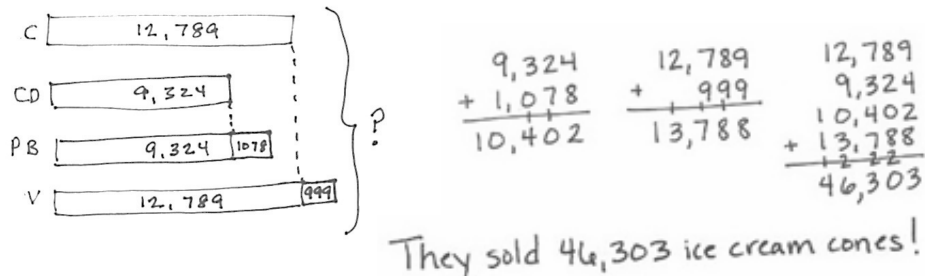
This problem is a step forward for students as they subtract to find the amount of wool from the amount of silk. Students also might subtract the sum of 4,950 and 3,500 from 11,650 to find the meters of wool and add that to the amount of silk. It is a longer method but makes sense. Circulate and look for other alternate strategies, which can be quickly mentioned or explored more deeply as appropriate. Be advised, however, not to emphasize creativity but rather analysis and efficiency. Ingenious shortcuts might be highlighted.

After students have solved the problem, ask them to check their answers for reasonableness:

- T: How can you know if 21,550 is a reasonable answer? Discuss with your partner.
- S: Well, I can see by looking at the diagram that the amount of wool fits in the part where the amount of silk is unknown, so the answer is a little less than double 12,000. Our answer makes sense.
- S: Another way to think about it is that 11,650 can be rounded to 12 thousands. 12 thousands plus 7 thousands for the silk, since 12 thousands minus 5 thousands is 7 thousands, plus about 4 thousands for the wool. That's 23 thousands.

Problem 2: Solve an additive multi-step word problem using a tape diagram, modeled with a tape diagram, and check the reasonableness of the answer using estimation.

The shop sold 12,789 chocolate and 9,324 cookie dough cones. It sold 1,078 more peanut butter cones than cookie dough cones and 999 more vanilla cones than chocolate cones. What was the total number of ice cream cones sold?



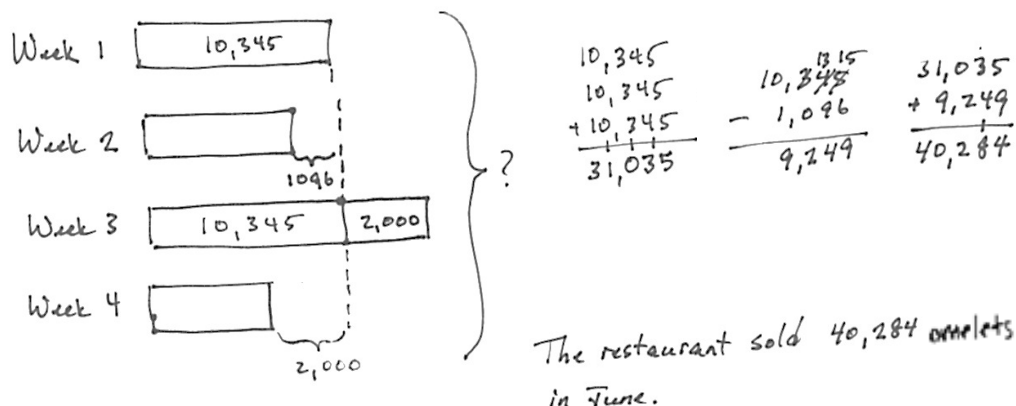
The solution above shows calculating the total number of cones of each flavor and then adding. Students may also add like units before adding the extra parts.

After students have solved the problem, ask them to check their answers for reasonableness.

- MP.3**
- T: How can you know if 46,303 is a reasonable answer? Discuss with your partner.
- S: By looking at the tape diagram, I can see we have 2 thirteen thousands units. That's 26 thousands. We have 2 nine thousands units. So, 26 thousands and 18 thousands is 44 thousands. Plus about 2 thousands more. That's 46 thousands. That's close.
- S: Another way to see it is that I can kind of see 2 thirteen thousands, and the little extra pieces with the peanut butter make 11 thousands. That is 37 thousands plus 9 thousands from cookie dough is 46 thousands. That's close.

Problem 3: Solve a multi-step word problem requiring addition and subtraction, modeled with a tape diagram, and check the reasonableness of the answer using estimation.

In the first week of June, a restaurant sold 10,345 omelets. In the second week, 1,096 fewer omelets were sold than in the first week. In the third week, 2 thousand more omelets were sold than in the first week. In the fourth week, 2 thousand fewer omelets were sold than in the first week. How many omelets were sold in all in June?



This problem is interesting because 2 thousand more and 2 thousand less mean that there is one more unit of 10,345. We, therefore, simply add in the omelets from the second week to three units of 10,345.

- T: How can you know if 40,284 is a reasonable answer? Discuss with your partner.
- S: By looking at the tape diagram, it's easy to see it is like 3 ten thousands plus 9 thousands. That's 39 thousands. That is close to our answer.
- S: Another way to see it is just rounding one week at a time starting at the first week; 10 thousands plus 9 thousands plus 12 thousands plus 8 thousands. That's 39 thousands.

Problem Set

Please note that in Topic F, the Problem Sets are used in the Concept Developments. As a result, the 10 minutes usually allotted for the completion of the Problem Set are not needed.

Student Debrief (12 minutes)

Lesson Objective: Solve multi-step word problems modeled with tape diagrams, and assess the reasonableness of answers using rounding.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- How are the problems alike? How are they different?
- How was your solution the same and different from those that were demonstrated by your peers?
- Why is there more than one right way to solve, for example, Problem 3?
- Did you see other solutions that surprised you or made you see the problem differently?
- In Problem 1, was the part unknown or the total unknown? What about in Problems 2 and 3?
- Why is it helpful to assess for reasonableness after solving?
- How were the tape diagrams helpful in estimating to test for reasonableness? Why is that?

Name: Jack Date: _____

Directions: Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

1. In one year the factory used 11,650 meters of cotton, 4,950 fewer meters of silk than cotton, and 3,500 fewer meters of wool than silk. How many meters in all were used of the three fabrics?

Cotton: 11,650
Silk: 4,950
Wool: 3,500

21,550 m of fabric was used.

2. The shop sold 12,789 chocolate and 9,324 cookie dough cones. It sold 1,078 more peanut butter cones than cookie dough cones and 999 more vanilla cones than chocolate cones. What was the total number of ice cream cones sold?

Chocolate: 12,789
Cookie Dough: 9,324
Peanut Butter: 10,402
Vanilla: 13,788

They sold 46,303 ice cream cones.

3. In the first week of June, a restaurant sold 10,345 omelets. In the second week, 1,096 fewer omelets were sold than in the first week. In the third week, 2 thousand more omelets were sold than in the first week. In the fourth week, 2 thousand fewer omelets were sold than in the first week. How many omelets were sold in all in June?

Week 1: 10,345
Week 2: 9,249
Week 3: 12,345
Week 4: 8,345

40,284 omelets in June.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

3. In the first week of June, a restaurant sold 10,345 omelets. In the second week, 1,096 fewer omelets were sold than in the first week. In the third week, 2 thousand more omelets were sold than in the first week. In the fourth week, 2 thousand fewer omelets were sold than in the first week. How many omelets were sold in all in June?

Name _____

Date _____

Draw a tape diagram to represent the problem. Use numbers to solve, and write your answer as a statement.

Park A covers an area of 4,926 square kilometers. It is 1,845 square kilometers larger than Park B.

Park C is 4,006 square kilometers larger than Park A.

1. What is the area of all three parks?

2. Assess the reasonableness of your answer.

Name _____

Date _____

Draw a tape diagram to represent each problem. Use numbers to solve, and write your answer as a statement.

1. There were 22,869 children, 49,563 men, and 2,872 more women than men at the fair. How many people were at the fair?

2. Number A is 4,676. Number B is 10,043 greater than A. Number C is 2,610 less than B. What is the total value of numbers A, B, and C?

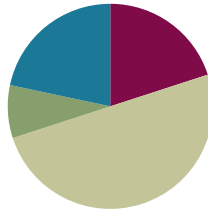
3. A store sold a total of 21,650 balls. It sold 11,795 baseballs. It sold 4,150 fewer basketballs than baseballs. The rest of the balls sold were footballs. How many footballs did the store sell?

Lesson 19

Objective: Create and solve multi-step word problems from given tape diagrams and equations.

Suggested Lesson Structure

| | |
|-----------------------|---------------------|
| ■ Fluency Practice | (12 minutes) |
| ■ Application Problem | (5 minutes) |
| ■ Concept Development | (30 minutes) |
| ■ Student Debrief | (13 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (12 minutes)

- Rename Units to Subtract **4.NBT.4** (5 minutes)
- Add Up to the Next Unit **4.NBT.4** (3 minutes)
- Convert Units **4.MD.1** (4 minutes)

Rename Units to Subtract (5 minutes)

Note: This fluency activity supports further practice of decomposing a larger unit to make smaller units in order to subtract.

T: (Write 1 ten – 6 ones.) Am I ready to subtract?

S: No.

T: Rename 1 ten as 10 ones. Say the entire number sentence.

S: 10 ones minus 6 ones is 4 ones.

Repeat with 2 tens – 6 ones, 2 tens – 1 ten 6 ones, 1 hundred – 6 tens, 2 hundreds – 4 tens, 3 hundreds – 1 hundred 4 tens, 5 thousands – 3 hundreds, 5 thousands – 3 thousands 3 hundreds, 2 ten thousands – 3 hundreds.

Add Up to the Next Unit (3 minutes)

Note: This fluency activity strengthens students' ability to make the next unit, a skill used when using the arrow way to add or subtract. This activity also anticipates students' use of the arrow way to solve mixed measurement unit addition and subtraction in Module 2.

T: (Write 8.) How many more to make 10?

S: 2.

T: (Write 80.) How many more to make 100?

S: 20.

T: (Write 84.) How many more to make 100?

S: 16.

Repeat with the following numbers to make 1000: 200, 250, 450, 475, 600, 680, 700, 720, 800, 805, 855, and 945.

Convert Units (4 minutes)

Note: Reviewing unit conversions that were learned in Grade 3 helps prepare students to solve problems with centimeters and meters in Topic A of Module 2.

Materials: (S) Personal white board

T: (Write $1\text{ m} = \underline{\hspace{1cm}}\text{ cm}$.) How many centimeters are in a meter?

S: $1\text{ m} = 100\text{ cm}$.

Repeat the process for 2 m, 3 m, 8 m, 8 m 50 cm, 7 m 50 cm, and 4 m 25 cm.

T: (Write $100\text{ cm} = \underline{\hspace{1cm}}\text{ m}$.) Say the answer.

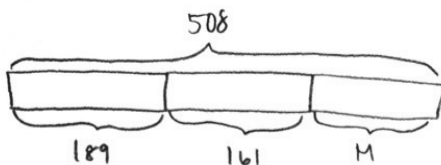
S: $100\text{ cm} = 1\text{ m}$.

T: (Write $150\text{ cm} = \underline{\hspace{1cm}}\text{ m } \underline{\hspace{1cm}}\text{ cm}$.) Say the answer.

S: $150\text{ cm} = 1\text{ m } 50\text{ cm}$. Repeat the process for 250 cm, 350 cm, 950 cm, and 725 cm.

Application Problem (5 minutes)

For Jordan to get to his grandparents' house, he has to travel through Albany and Plattsburgh. From Jordan's house to Albany is 189 miles. From Albany to Plattsburgh is 161 miles. If the total distance of the trip is 508 miles, how far from Plattsburgh do Jordan's grandparents live?



$$\begin{array}{r} 189 \\ + 161 \\ \hline 350 \end{array} \quad \begin{array}{r} 410 \\ 508 \\ - 350 \\ \hline 158 \end{array}$$

Jordan's grandparents live 158 miles from Plattsburgh.

Note: This problem reviews two-step problems from the previous lessons.

Concept Development (30 minutes)

Materials: (S) Problem Set

Suggested Delivery of Instruction for Lesson 19's Word Problems

1. Draw the labeled tape diagram on the board, and give students the context. Have them write a story problem based on the tape diagram.

Have two pairs of students who you think can be successful with writing a problem work at the board while the others work independently or in pairs at their seats. Review the following questions before beginning the first problem.

- What story makes sense with the diagram?
- What question will I ask in my word problem?

As students work, circulate. Reiterate the questions above.

After two minutes, have the two pairs of students share their stories.

For about one minute, have the demonstrating students receive and respond to feedback and questions from their peers.

2. Calculate to solve and write a statement.

Give everyone two minutes to exchange stories, calculate, and make a statement of the answer.

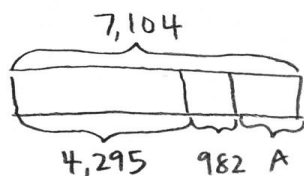
3. Assess the solution for reasonableness.

Give students one to two minutes to assess and explain the reasonableness of their solutions.

Note: In Lessons 17–19, the Problem Set comprises the word problems from the lesson and is, therefore, to be used during the lesson itself.

Problem 1: Create and solve a simple two-step word problem from the tape diagram below.

Suggested context: people at a football game.

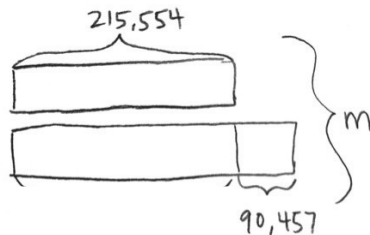


NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Students who are English language learners may find it difficult to create their own problems. Work together with a small group of students to explain what the tape diagram is showing. Work with students to write information into the tape diagram. Discuss what is known and unknown. Together, build a question based on the discussion.

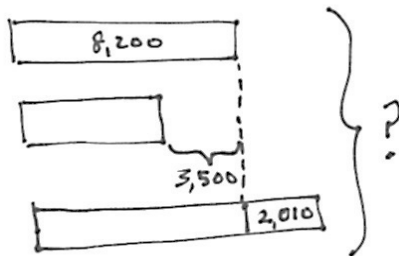
Problem 2: Create and solve a two-step addition word problem from the tape diagram below.

Suggested context: cost of two houses.



Problem 3: Create and solve a three-step word problem involving addition and subtraction from the tape diagram below.

Suggested context: weight in kilograms of three different whales.



**NOTES ON
MULTIPLE MEANS
OF ACTION
AND REPRESENTATION:**

Students working below grade level may struggle with the task of creating their own problems. These students may benefit from working together in a partnership with another student. First, encourage them to design a tape diagram showing the known parts, the unknown part, and the whole. Second, encourage them to create a word problem based on the diagram.

MP.2

Problem 4: Students use equations to model and solve multi-step word problems.

Display the equation $5,233 + 3,094 + k = 12,946$.

T: Draw a tape diagram that models this equation.

T: Compare with your partner. Then, create a word problem that uses the numbers from the equation. Remember to first create a context. Then, write a statement about the total and a question about the unknown. Finally, tell the rest of the information.

Students work independently. Students can share problems in partners to solve or select word problems to solve as a class.

Problem Set

Please note that the Problem Set in Topic F comprises the lesson’s problems as stated at the introduction of the lesson.

For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (13 minutes)

Lesson Objective: Create and solve multi-step word problems from given tape diagrams and equations.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Student Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- How does a tape diagram help when solving a problem?
- What is the hardest part about creating a context for a word problem?
- To write a word problem, what must you know?
- There are many different contexts for Problem 2, but everyone found the same answer. How is that possible?
- What have you learned about yourself as a mathematician over the past module?
- How can you use this new understanding of addition, subtraction, and solving word problems in the future?

Name Jack Date _____

Directions: Using the diagrams below, create your own word problem. Solve for the value of the variable.

1.

There were 7,104 people who attended a football game. 4,295 were men, 982 were children, and the rest were women. How many women attended the football game?

$$\begin{array}{r} 4,295 \\ + 982 \\ \hline 5,277 \end{array}$$

$$\begin{array}{r} 7,104 \\ - 5,277 \\ \hline 1,827 \end{array}$$

A = 1,827
1,827 women attended the game.

2.

House A costs \$215,554. House B costs \$90,457 more than House A. How much do both houses cost together?

$$\begin{array}{r} \$215,554 \\ + \$90,457 \\ \hline \$306,011 \end{array}$$

$$\begin{array}{r} \$306,011 \\ + \$215,554 \\ \hline \$521,565 \end{array}$$

Both houses cost \$521,565.
m = \$521,565

3.

Whale A weighs 8,200 kilograms. Whale B weighs 3,500 ~~more~~ less kilograms than Whale A. Whale C weighs 2,010 more kilograms than Whale A. How many kilograms do all 3 whales weigh together?

$$\begin{array}{r} 8,200 \\ + 3,500 \\ \hline 11,700 \end{array}$$

$$\begin{array}{r} 11,700 \\ + 2,010 \\ \hline 13,710 \end{array}$$

All 3 whales weigh 13,710 kilograms.

4.

26,854 = 17,729 + 3,731 + A

A survey of 26,854 people showed 17,729 prefer orange juice, 3,731 prefer grape juice, and the rest prefer apple juice in the morning. How many people prefer apple juice?

$$\begin{array}{r} 17,729 \\ + 3,731 \\ \hline 21,460 \end{array}$$

$$\begin{array}{r} 26,854 \\ - 21,460 \\ \hline 5,394 = A \end{array}$$

5,394 people prefer apple juice in the morning.

Exit Ticket (3 minutes)

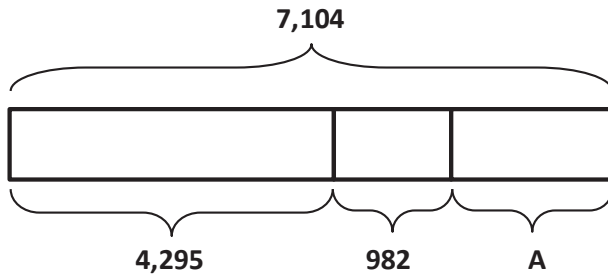
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____

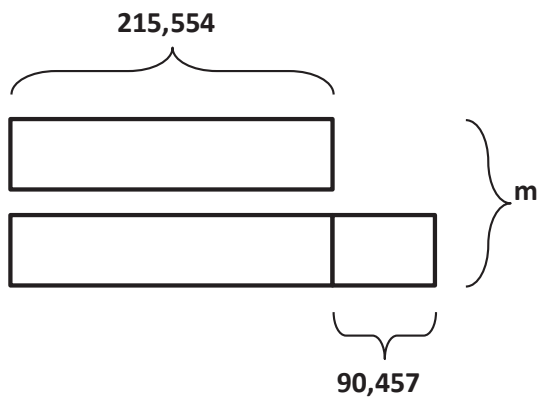
Date _____

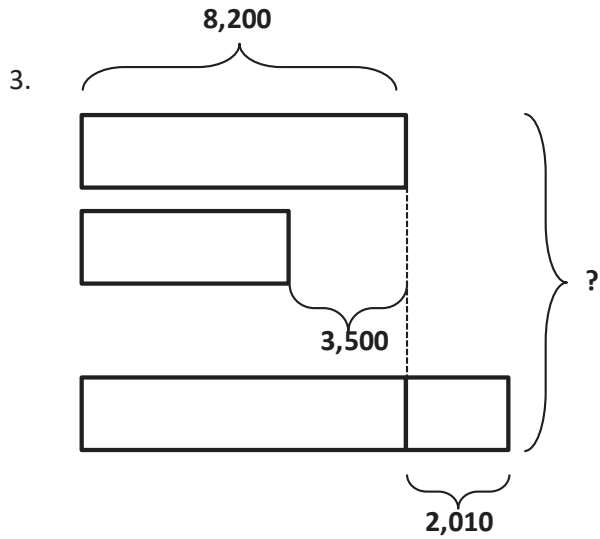
Using the diagrams below, create your own word problem. Solve for the value of the variable.

1.



2.





4. Draw a tape diagram to model the following equation. Create a word problem. Solve for the value of the variable.

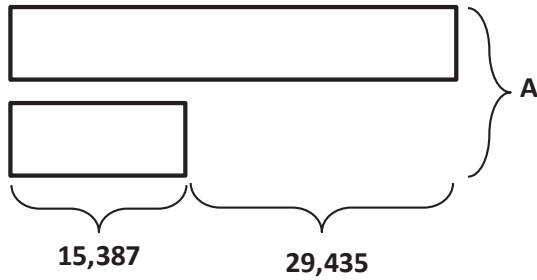
$$26,854 = 17,729 + 3,731 + A$$

Name _____

Date _____

Using the diagram below, create your own word problem. Solve for the value of the variable.

1.



2. Using the equation below, draw a tape diagram and create your own word problem. Solve for the value of the variable.

$$248,798 = 113,205 + A + 99,937$$

Name _____

Date _____

Using the diagrams below, create your own word problem. Solve for the value of the variable.

1. At the local botanical gardens, there are _____

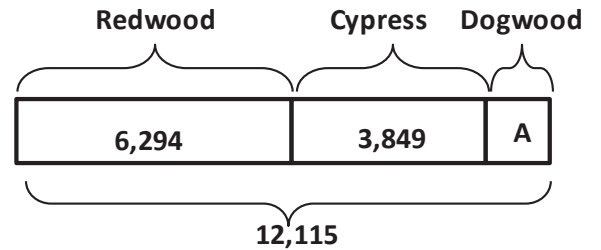
Redwoods and _____ Cypress trees.

There are a total of _____ Redwood,

Cypress, and Dogwood trees.

How many _____

_____ ?



2. There are 65,302 _____

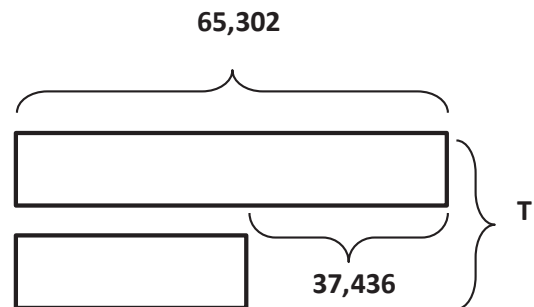
_____.

There are 37,436 fewer _____

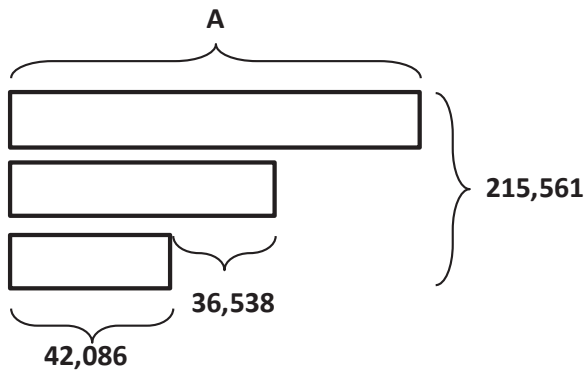
_____.

How many _____

_____ ?



3. Use the following tape diagram to create a word problem. Solve for the value of the variable.



4. Draw a tape diagram to model the following equation. Create a word problem. Solve for the value of the variable.

$$27,894 + A + 6,892 = 40,392$$

Name _____

Date _____

1. Compare the values of each 7 in the number 771,548. Use a picture, numbers, or words to explain.

2. Compare using $>$, $<$, or $=$. Write your answer inside the circle.

a. 234 thousands + 7 ten thousands 241,000

b. 4 hundred thousands – 2 thousands 200,000

c. 1 million 4 hundred thousands + 6 hundred thousands

d. 709 thousands – 1 hundred thousand 708 thousands

3. Norfolk, VA, has a population of 242,628 people. Baltimore, MD, has 376,865 more people than Norfolk. Charleston, SC, has 496,804 less people than Baltimore.
- What is the total population of all three cities? Draw a tape diagram to model the word problem. Then, solve the problem.
 - Round to the nearest hundred thousand to check the reasonableness of your answer for the population of Charleston, SC.
 - Record each city's population in numbers, in words, and in expanded form.

d. Compare the population of Norfolk and Charleston using $>$, $<$, or $=$.

e. Eddie lives in Fredericksburg, VA, which has a population of 24,286. He says that Norfolk's population is about 10 times as large as Fredericksburg's population. Explain Eddie's thinking.

End-of-Module Assessment Task
Standards Addressed

Topics A–F

Use the four operations with whole numbers to solve problems.

- 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
- 4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now and what they need to work on next.

| A Progression Toward Mastery | | | | |
|---|--|---|---|--|
| Assessment Task Item and Standards Addressed | STEP 1 Little evidence of reasoning without a correct answer. (1 Point) | STEP 2 Evidence of some reasoning without a correct answer. (2 Points) | STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points) | STEP 4 Evidence of solid reasoning with a correct answer. (4 Points) |
| 1 4.NBT.1 | The student provides limited reasoning about the relationship of the values of the 7s. | The student can reason about the relationship between the values of the 7s but does not show a supporting picture or numbers. | The student is able to reason about the relationship of the 7s, but her reasoning does not fully support her picture or numbers. | The student correctly reasons the 7 in the hundred thousands place is 10 times the value of the 7 in the ten thousands place, using a picture, numbers, or words to explain. |
| 2 4.NBT.2 4.NBT.4 | The student correctly answers less than two of the four parts. | The student correctly answers two of the four parts. | The student correctly answers three of the four parts. | The student correctly answers all four parts: a. > b. > c. = d. < |
| 3 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4 4.OA.3 | The student correctly answers less than two of the five parts. | The student correctly answers two of the five parts. | The student answers four or five of the five parts correctly but with only some reasoning in Parts (b) and (e). OR The student answers three or four of the parts correctly with solid reasoning for all parts. | The student correctly answers all five parts: a. 984,810. b. The population of Baltimore is about 600,000. The population of Charleston is about 500,000 less than Baltimore, or 100,000. Therefore, 122,689 is a reasonable answer. c. Charleston, SC: One hundred twenty-two thousand, six hundred eighty-nine. $100,000 + 20,000 + 2,000 + 600 + 80 + 9$. |



A Progression Toward Mastery

| | | | | |
|--|--|--|--|--|
| | | | | <p>Baltimore, MD: Six hundred nineteen thousand, four hundred ninety-three. $600,000 + 10,000 + 9,000 + 400 + 90 + 3$.</p> <p>Norfolk, VA: Two hundred forty-two thousand, six hundred twenty-eight. $200,000 + 40,000 + 2,000 + 600 + 20 + 8$.</p> <p>d. Norfolk: $242,628 >$ Charleston, $122,689$.</p> <p>e. Eddie is correct to think that Norfolk's population is about 10 times that of Fredericksburg's because Norfolk's population is about 240,000, while Fredericksburg's is about 24,000. 240,000 is ten times as many as 24,000.</p> |
|--|--|--|--|--|

Name Jack

Date _____

1. Compare the values of each 7 in the number 771,548. Use a picture, numbers, or words to explain.

The 7 in the hundred thousands place is ten times the value of the 7 in the ten thousands place.

$$10 \times 70,000 = 700,000$$

| hundred thousands | ten thousands | thousands | hundreds | tens | ones |
|-------------------|---------------|-----------|----------|------|------|
| 7 | 7 | 1 | 5 | 4 | 8 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| | 7 | 0 | 0 | 0 | 0 |
| | | 1 | 0 | 0 | 0 |
| | | | 5 | 0 | 0 |
| | | | | 4 | 0 |
| | | | | | 8 |

2. Compare using $>$, $<$, or $=$. Write your answer inside the circle.

a. 234 thousands + 7 ten thousands $\textcircled{>}$ 241,000

$$\begin{array}{r} 234,000 \\ + 70,000 \\ \hline 304,000 \end{array}$$

b. 4 hundred thousands - 2 thousands $\textcircled{>}$ 200,000

$$\begin{array}{r} 400,000 \\ - 2,000 \\ \hline 398,000 \end{array}$$

c. 1 million $\textcircled{=}$ 4 hundred thousands + 6 hundred thousands

$$\begin{array}{r} 400,000 \\ + 600,000 \\ \hline 1,000,000 \end{array}$$

d. 709 thousands - 1 hundred thousand $\textcircled{<}$ 708 thousands

$$\begin{array}{r} 709,000 \\ - 100,000 \\ \hline 609,000 \end{array}$$

3. Norfolk, VA has a population of 242,628 people. Baltimore, MD has 376,865 more people than Norfolk. Charleston, SC has 496,804 less people than Baltimore.

- a. What is the total population of all three cities? Draw a tape diagram to model the word problem. Then solve the problem.

Norfolk 242,628 376,865
 Baltimore
 Charleston 496,804

$$\begin{array}{r}
 \text{Baltimore} \\
 242,628 \\
 + 376,865 \\
 \hline
 619,493
 \end{array}$$

$$\begin{array}{r}
 \text{Charleston} \\
 619,493 \\
 - 496,804 \\
 \hline
 122,689
 \end{array}$$

$$\begin{array}{r}
 242,628 \\
 619,493 \\
 + 122,689 \\
 \hline
 984,810
 \end{array}$$

The total population of all three cities is 984,810.

- b. Round to the nearest hundred thousand to check the reasonableness of your answer for the population of Charleston, SC.

Baltimore's population rounded to the nearest hundred thousand is 600,000. Charleston's population is about 500,000 less than Baltimore's population. $600,000 - 500,000 = 100,000$. The answer of 122,689 for the population of Charleston is reasonable because 122,689 rounded to the nearest hundred thousand is 100,000.

- c. Record each city's population in numbers, in words, and in expanded form.

Baltimore: 619,493 Six hundred nineteen thousand, four hundred ninety-three
 $600,000 + 10,000 + 9,000 + 400 + 90 + 3$
 Norfolk: 242,628 two hundred forty-two thousand, six hundred twenty-eight
 $200,000 + 40,000 + 2,000 + 600 + 20 + 8$
 Charleston: 122,689 one hundred twenty-two thousand, six hundred eighty-nine
 $100,000 + 20,000 + 2,000 + 600 + 80 + 9$

- d. Compare the population of Norfolk and Charleston using $>$, $<$, or $=$.

$$\begin{array}{c}
 \text{Norfolk} \\
 242,628 \\
 \text{Charleston} \\
 122,689
 \end{array}
 >$$

- e. Eddie lives in Fredericksburg, VA, which has a population of 24,286. He says that Norfolk's population is about 10 times as large as Fredericksburg's population. Explain Eddie's thinking.

Eddie's thinking is correct because Norfolk's population is 242,628 which can be rounded to 240,000. Fredericksburg's population can be rounded to 24,000. 240 thousands is ten times as large as 24 thousands.

| H.Th. | T.Th. | Th. | H | T | O |
|-------|-------|-----|---|---|---|
| 2 | 4 | 0 | 0 | 0 | 0 |
| 2 | 4 | 0 | 0 | 0 | 0 |



Answer Key

GRADE 4 • MODULE 1

Place Value, Rounding, and Algorithms for Addition and Subtraction

Lesson 1

Sprint

Side A

- | | | | |
|--------|---------|--------|---------|
| 1. 20 | 12. 70 | 23. 10 | 34. 8 |
| 2. 30 | 13. 80 | 24. 2 | 35. 7 |
| 3. 40 | 14. 90 | 25. 3 | 36. 9 |
| 4. 50 | 15. 100 | 26. 10 | 37. 6 |
| 5. 10 | 16. 8 | 27. 5 | 38. 8 |
| 6. 2 | 17. 7 | 28. 1 | 39. 110 |
| 7. 3 | 18. 9 | 29. 2 | 40. 11 |
| 8. 5 | 19. 6 | 30. 3 | 41. 3 |
| 9. 1 | 20. 10 | 31. 6 | 42. 12 |
| 10. 4 | 21. 5 | 32. 7 | 43. 140 |
| 11. 60 | 22. 1 | 33. 9 | 44. 14 |

Side B

- | | | | |
|---------|--------|--------|---------|
| 1. 10 | 12. 60 | 23. 2 | 34. 7 |
| 2. 20 | 13. 70 | 24. 10 | 35. 8 |
| 3. 30 | 14. 80 | 25. 3 | 36. 9 |
| 4. 40 | 15. 90 | 26. 2 | 37. 6 |
| 5. 50 | 16. 7 | 27. 1 | 38. 7 |
| 6. 3 | 17. 6 | 28. 10 | 39. 110 |
| 7. 2 | 18. 8 | 29. 5 | 40. 11 |
| 8. 4 | 19. 10 | 30. 3 | 41. 120 |
| 9. 1 | 20. 9 | 31. 3 | 42. 12 |
| 10. 5 | 21. 1 | 32. 4 | 43. 130 |
| 11. 100 | 22. 5 | 33. 9 | 44. 13 |

Problem Set

1.
 - a. Chart accurately labeled; 30; 30; disks accurately drawn
 - b. Chart accurately labeled; 20; 200; disks accurately drawn
 - c. Chart accurately labeled; 40; 4,000; disks accurately drawn
2.
 - a. 10
 - b. 3;3
 - c. Ten times as many
 - d. 2; explanations will vary.
3. 300; explanations will vary.
4. \$8,000; explanations will vary.
5.
 - a. 8
 - b. 40
 - c. 50
 - d. 10 times as many
6. 10

Exit Ticket

1. Chart accurately labeled
2. 4 hundreds; 40 hundreds; 4 thousands
3. 4 thousands is 10 times as many as 4 hundreds.

Homework

1.
 - a. Chart accurately labeled; 40; 40; disks accurately drawn
 - b. Chart accurately labeled; 20; 200; disks accurately drawn
 - c. Chart accurately labeled; 50; 5,000; disks accurately drawn
2.
 - a. 10; 1
 - b. 6; 6
 - c. 10 times as many
 - d. 40; explanations will vary.
3. 600 GB; explanations will vary.
4. \$2,000; explanations will vary.
5.
 - a. 12
 - b. 90
 - c. 70
 - d. 10 times as many
6. 10

Lesson 2

Problem Set

- Chart accurately labeled; 20; 2 ten thousands; disks accurately drawn
 - Chart accurately labeled; 30; 3 hundred thousands; disks accurately drawn
 - Chart accurately labeled; 40; 4 hundreds; disks accurately drawn
- 60 tens; 600
70 hundreds; 7,000
3 hundreds; 300
6 thousands; 6,000
40 thousands; 40,000
- 4 hundreds 3 tens; 430
2 thousands 3 hundreds; 2,300
7 ten thousands 8 thousands; 78,000
6 hundreds 4 ones; 604
4 thousands 3 ones; 4,003
- Explanations will vary; chart proves answer.
- Explanations will vary; chart proves answer.
- \$24,600
- 4,590
- 900,000
 - The population of Planet Ruba is 10 times as many as Planet Zamba.

Exit Ticket

- 406,000
 - 802
- \$395,800

Homework

1.
 - a. Chart accurately labeled; 40; 4 ten thousands; disks accurately drawn
 - b. Chart accurately labeled; 40; 4 hundreds; disks accurately drawn
2. 30 tens; 300
50 hundreds; 5,000
9 thousands; 9,000
70 thousands; 70,000
3. 2 hundreds 1 tens; 210
5 thousands 5 hundreds; 5,500
2 hundreds 7 ones; 207
4 thousands 8 tens; 4,080
4.
 - a. \$9,500
 - b. \$95

Lesson 3

Sprint

Side A

- | | | | |
|--------|--------|--------|--------|
| 1. 3 | 12. 21 | 23. 30 | 34. 27 |
| 2. 3 | 13. 21 | 24. 27 | 35. 12 |
| 3. 6 | 14. 24 | 25. 12 | 36. 9 |
| 4. 6 | 15. 24 | 26. 24 | 37. 6 |
| 5. 9 | 16. 27 | 27. 15 | 38. 21 |
| 6. 12 | 17. 27 | 28. 21 | 39. 24 |
| 7. 12 | 18. 30 | 29. 18 | 40. 33 |
| 8. 15 | 19. 30 | 30. 30 | 41. 33 |
| 9. 15 | 20. 9 | 31. 15 | 42. 36 |
| 10. 18 | 21. 3 | 32. 18 | 43. 39 |
| 11. 18 | 22. 6 | 33. 3 | 44. 39 |

Side B

- | | | | |
|--------|--------|--------|--------|
| 1. 3 | 12. 21 | 23. 27 | 34. 12 |
| 2. 3 | 13. 21 | 24. 9 | 35. 27 |
| 3. 6 | 14. 24 | 25. 24 | 36. 6 |
| 4. 6 | 15. 24 | 26. 12 | 37. 21 |
| 5. 9 | 16. 27 | 27. 21 | 38. 9 |
| 6. 12 | 17. 27 | 28. 15 | 39. 24 |
| 7. 12 | 18. 30 | 29. 18 | 40. 33 |
| 8. 15 | 19. 30 | 30. 15 | 41. 33 |
| 9. 15 | 20. 3 | 31. 30 | 42. 39 |
| 10. 18 | 21. 30 | 32. 3 | 43. 39 |
| 11. 18 | 22. 6 | 33. 18 | 44. 36 |

Problem Set

1.
 - a. 1,234
 - b. 12,345
 - c. 123,456
 - d. 1,234,567
 - e. 12,345,678,901
2. 100
1,000
1,000,000
12,000
3.
 - a. Disks accurately drawn; 5,100
 - b. Disks accurately drawn; 251,000
4.
 - a. Disks or numbers accurately represented; 30,000; 30
 - b. Disks or numbers accurately represented; 320,000; 320
 - c. Disks or numbers accurately represented; 321,040; 321
5. Disks or numbers prove equivalency.

Exit Ticket

1.
 - a. 9,304
 - b. 62,789
 - c. 108,953
2. 27,300 accurately written; 27

Homework

1.
 - a. 4,321
 - b. 54,321
 - c. 224,466
 - d. 2,224,466
 - e. 10,010,011,001
2. 100
1,000
12,000
3.
 - a. Disks accurately drawn; 3,200
 - b. Disks accurately drawn; 152,000
4.
 - a. Disks or numbers accurately represented; 50,000; 50
 - b. Disks or numbers accurately represented; 440,000; 440
 - c. Disks or numbers accurately represented; 273,050; 273
5. Disks or numbers prove equivalent amounts.

Lesson 4

Problem Set

- Units accurately labeled; 90,523 written in chart
 - Ninety thousand, five hundred twenty-three
 - $90,000 + 500 + 20 + 3$
- Units accurately labeled; 905,203 written in chart
 - Nine hundred five thousand, two hundred three
 - $900,000 + 5,000 + 200 + 3$
- 2,480; $2,000 + 400 + 80$

20,482; twenty thousand, four hundred eighty-two

64,106; $60,000 + 4,000 + 100 + 6$

Six hundred four thousand, sixteen; $600,000 + 4,000 + 10 + 6$

Nine hundred sixty thousand, sixty; $900,000 + 60,000 + 60$
- Both ways of reading 4,400 are acceptable; explanations will vary.

Exit Ticket

- Units accurately labeled
 - 806,302 written in chart
 - Eight hundred six thousand, three hundred two
- $100,000 + 60,000 + 500 + 80 + 2$

Homework

1.
 - a. Units accurately labeled; 50,679 written in chart
 - b. Fifty thousand, six hundred seventy-nine
 - c. $50,000 + 600 + 70 + 9$
2.
 - a. Units accurately labeled; 506,709 written in chart
 - b. Five hundred six thousand, seven hundred nine
 - c. $500,000 + 6,000 + 700 + 9$
3.

5,370; $5,000 + 300 + 70$

50,372; fifty thousand, three hundred seventy-two

39,701; $30,000 + 9,000 + 700 + 1$

Three hundred nine thousand, seventeen; $300,000 + 9,000 + 10 + 7$

Seven hundred seventy thousand, seventy; $700,000 + 70,000 + 70$
4. Answers and explanations will vary.

Lesson 5

Sprint

Side A

- | | | | |
|--------|--------|--------|--------|
| 1. 4 | 12. 28 | 23. 40 | 34. 36 |
| 2. 4 | 13. 28 | 24. 36 | 35. 16 |
| 3. 8 | 14. 32 | 25. 16 | 36. 12 |
| 4. 8 | 15. 32 | 26. 32 | 37. 8 |
| 5. 12 | 16. 36 | 27. 12 | 38. 28 |
| 6. 12 | 17. 36 | 28. 28 | 39. 32 |
| 7. 16 | 18. 40 | 29. 24 | 40. 44 |
| 8. 20 | 19. 40 | 30. 40 | 41. 44 |
| 9. 20 | 20. 12 | 31. 20 | 42. 48 |
| 10. 24 | 21. 4 | 32. 24 | 43. 48 |
| 11. 24 | 22. 8 | 33. 4 | 44. 52 |

Side B

- | | | | |
|--------|--------|--------|--------|
| 1. 4 | 12. 28 | 23. 36 | 34. 16 |
| 2. 4 | 13. 28 | 24. 12 | 35. 36 |
| 3. 8 | 14. 32 | 25. 32 | 36. 8 |
| 4. 8 | 15. 32 | 26. 16 | 37. 28 |
| 5. 12 | 16. 36 | 27. 28 | 38. 12 |
| 6. 12 | 17. 36 | 28. 20 | 39. 32 |
| 7. 16 | 18. 40 | 29. 24 | 40. 44 |
| 8. 20 | 19. 40 | 30. 20 | 41. 44 |
| 9. 20 | 20. 4 | 31. 40 | 42. 48 |
| 10. 24 | 21. 40 | 32. 4 | 43. 48 |
| 11. 24 | 22. 8 | 33. 24 | 44. 52 |

Problem Set

- Units accurately labeled; disks accurately drawn; $>$
 - Units accurately labeled; disks accurately drawn; $<$
- $>$
 - $>$
 - $=$
 - $<$
- 4,240 ft, 4,340 ft, 4,960 ft, 5,344 ft; Slide Mountain
- 820; 2,008; 2,080; 8,002; 8,200
- 728,000; 720,800; 708,200; 87,300
- Proxima Centauri 268,269 AUs, Alpha Centauri 275,725 AUs, Barnard's Star 377,098 AUs, Sirius 542,774 AUs, Epsilon Eridani 665,282 AUs

Exit Ticket

- 2,398 points, 2,699 points, 2,709 points, 2,976 points; Bonnie
- Answers will vary.
 - Answers will vary.

Homework

- Units accurately labeled; disks accurately drawn; $>$
 - Units accurately labeled; disks accurately drawn; $<$
- $>$
 - $<$
 - $=$
 - $>$
- 1,450 ft, 1,483 ft, 1,670 ft, 1,776 ft; One World Trade Center
- 750; 5,007; 5,070; 7,505; 7,550
- 640,020; 426,000; 406,200; 46,600
- Nevada, Arizona, Montana, California, Texas, Alaska

Lesson 6

Problem Set

- Units accurately labeled; disks accurately drawn; 615,472
 - Units accurately labeled; disks accurately drawn; 381,036
 - Units accurately labeled; disks accurately drawn; 100,000 more
- 249,867 points; explanations will vary.
- 50,060
 - 11,195
 - 1,000,000
 - 29,231
 - 100,000
 - 1,000
- 160,010; 180,010; 200,010; explanations will vary.
 - 998,756; 698,756; 598,756; explanations will vary.
 - 742,369; 740,369; 739,369; explanations will vary.
 - 128,910; 108,910; 98,910; explanations will vary.

Exit Ticket

- 469,235; 470,235; 473,235; explanations will vary.
- 57,879
 - 224,560
 - 446,080
 - 796,233
- 209,782; explanations will vary.

Homework

1.
 - a. Units accurately labeled; disks accurately drawn; 460,313
 - b. Units accurately labeled; disks accurately drawn; 405,040
 - c. Units accurately labeled; disks accurately drawn; 100,000 more
2.
 - a. 176,960
 - b. 12,097
 - c. 839,000
 - d. 452,210
 - e. 1,000
 - f. 100,000
3.
 - a. 146,555; 148,555; 150,555; explanations will vary.
 - b. 754,321; 784,321; 794,321; explanations will vary.
 - c. 325,876; 525,876; 625,876; explanations will vary.
 - d. 264,445; 244,445; 234,445; explanations will vary.
4. \$64,098; explanations will vary.

Lesson 7

Problem Set

- 7,000
 - 9,000
 - 16,000
 - 40,000
 - 399,000
 - 840,000
- $5,572 \approx 6,000$; $8,147 \approx 8,000$; $10,996 \approx 11,000$; 25,000 km
- $12,748 \approx 13,000$; $11,702 \approx 12,000$; Tyler; explanations will vary.
- \$43,499; \$42,500

Exit Ticket

- 8,000
 - 13,000
 - 324,000
- Susie; explanations will vary.

Homework

- 6,000
 - 4,000
 - 33,000
 - 79,000
 - 251,000
 - 700,000
- $981 \approx 1,000$; explanations will vary.
- $\$5,990 \approx \$6,000$; $\$4,720 \approx \$5,000$; Sophia's family; explanations will vary.
- Incorrect; explanations will vary.

Lesson 8

Sprint

Side A

- | | | | |
|----------|-----------|-----------|-----------|
| 1. 5 | 12. 45 | 23. 6,500 | 34. 685 |
| 2. 50 | 13. 55 | 24. 650 | 35. 9,450 |
| 3. 500 | 14. 550 | 25. 65 | 36. 3,950 |
| 4. 15 | 15. 5,500 | 26. 265 | 37. 2,455 |
| 5. 150 | 16. 250 | 27. 9,265 | 38. 7,085 |
| 6. 1,500 | 17. 350 | 28. 85 | 39. 3,205 |
| 7. 35 | 18. 750 | 29. 95 | 40. 8,635 |
| 8. 350 | 19. 5,750 | 30. 995 | 41. 8,195 |
| 9. 450 | 20. 75 | 31. 9,995 | 42. 2,515 |
| 10. 25 | 21. 675 | 32. 445 | 43. 4,895 |
| 11. 35 | 22. 6,750 | 33. 8,350 | 44. 6,665 |

Side B

- | | | | |
|----------|-----------|-----------|-----------|
| 1. 15 | 12. 55 | 23. 7,500 | 34. 585 |
| 2. 150 | 13. 65 | 24. 750 | 35. 9,550 |
| 3. 1,500 | 14. 650 | 25. 75 | 36. 2,950 |
| 4. 25 | 15. 6,500 | 26. 275 | 37. 3,455 |
| 5. 250 | 16. 350 | 27. 9,275 | 38. 6,085 |
| 6. 2,500 | 17. 450 | 28. 85 | 39. 4,205 |
| 7. 45 | 18. 850 | 29. 95 | 40. 7,635 |
| 8. 450 | 19. 5,850 | 30. 995 | 41. 7,195 |
| 9. 550 | 20. 85 | 31. 9,995 | 42. 3,515 |
| 10. 35 | 21. 685 | 32. 455 | 43. 5,895 |
| 11. 45 | 22. 6,850 | 33. 8,450 | 44. 7,775 |

Problem Set

1.
 - a. 50,000; number line accurately models work.
 - b. 40,000; number line accurately models work.
 - c. 410,000; number line accurately models work.
2.
 - a. 200,000; number line accurately models work.
 - b. 400,000; number line accurately models work.
 - c. 1,000,000; number line accurately models work.
3. 1,000,000; number line accurately models work.
4. Possible digits are 0, 1, 2, 3, or 4; number line accurately models work.
5.
 - a. 370,000
 - b. 400,000

Exit Ticket

1.
 - a. 40,000; number line accurately models work.
 - b. 980,000; number line accurately models work.
2.
 - a. 100,000; number line accurately models work.
 - b. 1,000,000; number line accurately models work.
3. 800,000

Homework

1.
 - a. 70,000; number line accurately models work.
 - b. 50,000; number line accurately models work.
 - c. 110,000; number line accurately models work.
2.
 - a. 900,000; number line accurately models work.
 - b. 800,000; number line accurately models work.
 - c. 600,000; number line accurately models work.
3. 500,000; number line accurately models work.
4. Possible digits are 0, 1, 2, 3, or 4; number line accurately models work.
5.
 - a. 380,000
 - b. 400,000

Lesson 9

Problem Set

- 5,000
 - 5,000
 - 42,000
 - 802,000
 - Explanations will vary.
- 30,000
 - 30,000
 - 790,000
 - 710,000
 - Explanations and numbers will vary.
- 800,000
 - 900,000
 - 800,000
 - 1,000,000
 - Explanations and numbers will vary.
- Explanations will vary.
 - Estimate is not reasonable; explanations will vary.
 - 30,000

Exit Ticket

- 766,000; 770,000; 800,000
- 17,000; 20,000; explanations will vary.

Homework

- 7,000
 - 3,000
 - 16,000
 - 706,000
 - Explanations will vary.
- 90,000
 - 90,000
 - 790,000
 - 910,000
 - Explanations and numbers will vary.
- 100,000
 - 800,000
 - 600,000
 - 800,000
 - Explanations and numbers will vary.
- 849,999; 750,000
 - 404,999; 395,000
 - 30,499; 29,500

Lesson 10

Sprint

Side A

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. 20,000 | 12. 40,000 | 23. 190,000 | 34. 160,000 |
| 2. 30,000 | 13. 140,000 | 24. 90,000 | 35. 20,000 |
| 3. 40,000 | 14. 40,000 | 25. 100,000 | 36. 920,000 |
| 4. 540,000 | 15. 60,000 | 26. 100,000 | 37. 40,000 |
| 5. 50,000 | 16. 460,000 | 27. 100,000 | 38. 60,000 |
| 6. 60,000 | 17. 20,000 | 28. 200,000 | 39. 700,000 |
| 7. 70,000 | 18. 30,000 | 29. 800,000 | 40. 240,000 |
| 8. 370,000 | 19. 40,000 | 30. 30,000 | 41. 710,000 |
| 9. 60,000 | 20. 240,000 | 31. 50,000 | 42. 190,000 |
| 10. 710,000 | 21. 80,000 | 32. 650,000 | 43. 780,000 |
| 11. 30,000 | 22. 180,000 | 33. 60,000 | 44. 440,000 |

Side B

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. 10,000 | 12. 30,000 | 23. 190,000 | 34. 150,000 |
| 2. 20,000 | 13. 130,000 | 24. 90,000 | 35. 30,000 |
| 3. 30,000 | 14. 30,000 | 25. 100,000 | 36. 930,000 |
| 4. 530,000 | 15. 50,000 | 26. 100,000 | 37. 30,000 |
| 5. 40,000 | 16. 350,000 | 27. 100,000 | 38. 50,000 |
| 6. 50,000 | 17. 30,000 | 28. 200,000 | 39. 600,000 |
| 7. 60,000 | 18. 40,000 | 29. 800,000 | 40. 140,000 |
| 8. 360,000 | 19. 50,000 | 30. 20,000 | 41. 610,000 |
| 9. 50,000 | 20. 250,000 | 31. 40,000 | 42. 180,000 |
| 10. 610,000 | 21. 70,000 | 32. 640,000 | 43. 890,000 |
| 11. 20,000 | 22. 170,000 | 33. 50,000 | 44. 440,000 |

Problem Set

1.
 - a. 544,000
 - b. 540,000
 - c. 500,000
2.
 - a. 2,800
 - b. 32,900
 - c. 132,900
 - d. 6,000
 - e. 37,000
 - f. 101,000
3.
 - g. 40,000
 - h. 50,000
 - i. 1,000,000
 - j. 400,000
 - k. 400,000
 - l. 900,000
3. No; explanations will vary.
4. Answers and explanations will vary.
5. 70,000; 7,000; \approx 10 trips

Exit Ticket

1.
 - a. 599,000; 600,000; 600,000
 - b. Explanations will vary.
2. Answers and explanations will vary.

Homework

1.
 - a. 845,000
 - b. 850,000
 - c. 800,000
2.
 - a. 800
 - b. 12,800
 - c. 951,200
 - d. 1,000
 - e. 65,000
 - f. 99,000
3.
 - g. 60,000
 - h. 80,000
 - i. 900,000
 - j. 900,000
 - k. 500,000
 - l. 700,000
3.
 - a. Answers and explanations will vary.
 - b. Answers and explanations will vary.
 - c. Answers and explanations will vary.

Lesson 11

Problem Set

1.
 - a. 6,579
 - b. 7,579
 - c. 7,582
 - d. 8,807
 - e. 10,807
 - f. 17,841
 - g. 58,146
 - h. 106,538
 - i. 901,256
 - j. 1,554
 - k. 286,026
2.
 - a. 240,029
 - b. 4,485
 - c. 31,318

Exit Ticket

1.
 - a. 25,914
 - b. 4,226
 - c. 8,080
2.
 - a. 54,427

Homework

1.
 - a. 8,953
 - b. 37,649
 - c. 870,898
 - d. 301,050
 - e. 662,831
 - f. 380,880
 - g. 119,714
 - h. 381,848
 - i. 1,000,000
2.
 - a. 15,123 lb
 - b. 17,353 lb
 - c. 20,020 lb
 - d. 5,020 lb

Lesson 12

Problem Set

- 330
 - 337
 - Explanations will vary.
- 3,000
 - 2,918
 - Explanations will vary.
- 44,000
 - 44,020
 - Explanations will vary.
- 53,443
 - 54,000; explanations will vary.

Exit Ticket

\$31,771; explanations will vary.

Homework

- 24,000
 - 23,613
 - Explanations will vary.
- 157,593
 - 157,000; explanations will vary.
- 30,238
 - Explanations will vary.

Lesson 13

Problem Set

- 4,023
 - 4,023
 - 2,208
 - 4,190
 - 6,030
 - 2,523
 - 9,010
 - 227,110
 - 98,220
- 12,009
 - 471 y
 - 52,411 lb
 - 109,014 mi

Exit Ticket

- 6,011
 - 13,920
 - 6,511
- 7,050

Homework

- 2,090
 - 408,110
 - 330,011
 - 30,011
 - 890,130
 - 106,010
 - 1,511
 - 371,631
- 24,717
- 1,922
- \$312,571
- 390,211
 - 204,110

Lesson 14

Problem Set

- 1,090
 - 990
 - 47,984
 - 988
 - 93,189
 - 92,979
 - 2,889
 - 49,979
 - 92,943
- 57,600 s
- 284,700
- 1,816
- \$10,909

Exit Ticket

- 13,589
- 29,464
- 356

Homework

- 50,497
 - 275,497
 - 345,897
 - 158,497
 - 90,517
 - 858,919
 - 857,011
 - 87,897
 - 258,989
- 212,181 lb
- 92,944
- 361,200 lb

Lesson 15

Problem Set

- 9,980
 - 91,680
 - 197,859
 - 167,574
 - 408,000
 - 407,500
 - 8,089
 - 7,431
- 3,679 mi
- 227,367 gal
- \$929

Exit Ticket

- 176,035
- 84,369

Homework

- 8,818
 - 53,776
 - 179,667
 - 127,780
 - 55,061
 - 197,750
 - 720,511
 - 755,000
 - 523,836
- 7,919 mi
- 598,909
- \$674,700
- 18,647 g

Lesson 16

Sprint

Side A

- | | | | |
|---------|---------|---------|-----------|
| 1. 200 | 12. 140 | 23. 102 | 34. 260 |
| 2. 300 | 13. 190 | 24. 103 | 35. 375 |
| 3. 400 | 14. 195 | 25. 104 | 36. 633 |
| 4. 900 | 15. 185 | 26. 107 | 37. 809 |
| 5. 100 | 16. 184 | 27. 207 | 38. 470 |
| 6. 700 | 17. 173 | 28. 307 | 39. 735 |
| 7. 500 | 18. 162 | 29. 807 | 40. 417 |
| 8. 800 | 19. 262 | 30. 804 | 41. 604 |
| 9. 600 | 20. 762 | 31. 409 | 42. 1,004 |
| 10. 120 | 21. 527 | 32. 608 | 43. 1,040 |
| 11. 130 | 22. 387 | 33. 903 | 44. 1,184 |

Side B

- | | | | |
|---------|---------|---------|-----------|
| 1. 100 | 12. 130 | 23. 101 | 34. 250 |
| 2. 200 | 13. 170 | 24. 102 | 35. 385 |
| 3. 300 | 14. 175 | 25. 103 | 36. 631 |
| 4. 700 | 15. 165 | 26. 109 | 37. 607 |
| 5. 500 | 16. 164 | 27. 209 | 38. 460 |
| 6. 900 | 17. 153 | 28. 309 | 39. 725 |
| 7. 400 | 18. 142 | 29. 709 | 40. 413 |
| 8. 800 | 19. 242 | 30. 704 | 41. 602 |
| 9. 600 | 20. 842 | 31. 408 | 42. 1,003 |
| 10. 110 | 21. 529 | 32. 603 | 43. 1,030 |
| 11. 120 | 22. 389 | 33. 905 | 44. 1,148 |

Problem Set

1.
 - a. 19,000 lb
 - b. 19,190 lb
 - c. Explanations will vary.
2.
 - a. 500,000 gal
 - b. 597,420 gal
 - c. Explanations will vary.
3.
 - a. 53,000 mi
 - b. 53,558 mi
 - c. Explanations will vary.
4. 10,994; explanations will vary.
5. 78,497 lb; explanations will vary.

Exit Ticket

1. 64,000
2. 63,213
3. Explanations will vary.

Homework

1.
 - a. 40,000
 - b. 40,699
 - c. Explanations will vary.
2.
 - a. 700,000
 - b. 601,801
 - c. Explanations will vary.
3. 19,999; explanations will vary.

Lesson 17

Problem Set

1. \$13,838
2. 290,694
3. 1,125 kg
4. 150 m

Exit Ticket

476 mL

Homework

1. 278
2. 7,093 L
3. 160 in

Lesson 18

Problem Set

1. 21,550 m
2. 46,303
3. 40,284

Exit Ticket

1. 16,939 sq km
2. Answers will vary.

Homework

1. 124,867
2. 31,504
3. 2,210

Lesson 19

Problem Set

1. Word problems will vary; 1,827
2. Word problems will vary; 521,565
3. Word problems will vary; 23,110
4. Tape diagram models the equation; word problems will vary; 5,394

Exit Ticket

1. Word problems will vary; 60,209
2. Tape diagram models the equation; word problems will vary; 35,656

Homework

1. Word problems will vary; 1,972
2. Word problems will vary; 93,168
3. Word problems will vary; 94,851
4. Tape diagram models the equation; word problems will vary; 5,606

School Leader Intensive Program

The National Academy of Advanced Teacher Education is offering a School Leader Intensive Program. It is open to those in leadership positions in schools that currently have Teacher Fellows enrolled at NAATE or have had NAATE Teacher Fellows in the past. The session is designed with two goals: **expand participant knowledge and understanding in areas of practice that are relevant to school leadership; provide school leaders**

with a deeper understanding of the pedagogy and content of NAATE. The NAATE School Leader Intensive will be delivered through the same pedagogy as the NAATE Teacher Fellow program, the case method of instruction. The program is comprised of **case sessions in both Teaching & Learning and Supporting & Leading.** Cases will be tailored to the needs of school leaders and will represent several modules of the NAATE coursework.

Teaming

Cases examine central principles of “high-performing teams” from team formation through execution, and will highlight the difference between working groups and “real” teams. Foundational readings include the works of such authors as Jon Katzenbach, J. Richard Hackman, Linda Hill, Jeffrey Polzer, and others.

Pedagogical Content Knowledge

Case discussions explore the ways in which schools assess students, and the various ways of considering student growth. Cases allow for an examination of the ways in which teachers and schools communicate to students, families and others about what students know and what they still need to learn. Foundational readings include works by such authors as Robert Marzano, Rick Wormelli, Jan Chappius, and Donald Schon.

Leadership

Cases examine leadership styles, models, attributes, and the balance between leading and managing. Power, authority, responsibility and influence are explored in both a formal and informal organization. Foundational readings include the works of such authors as Marvin Bower, Jim Collins, Ronald Heifetz, Robert Greenleaf, Joseph Badaracco, Linda Hill, and others.

Advanced Student Assessment

Case discussions explore the practice of seasoned teachers and allow for an analysis of the expertise, knowledge and lived-experience necessary for teachers to fully support students on the path toward understanding. Cases allow participants to reflect on what is required to further develop and leverage top-performing teachers’ instructional capacity and knowledge base. Foundational readings include works by such authors as Deborah Ball, Lee Shulman, Sam Wineburg and Pam Grossman.

Interpersonal Communications

Cases explore the ways in which every day communications and communication channel choices affect organizational and personal effectiveness. Foundational readings include the works of such authors as John Gabarro, Carl Rogers, Fred Roethlisberger, Edgar Schein, and others.



Participating in the SCHOOL LEADER INTENSIVE PROGRAM

Program Expectations

All participants are required to participate in all program sessions. Each case discussion will require pre-program reading and small group discussions during the program. Participants will have an **opportunity to work alongside fellow school leaders from across the country** to discuss and analyze cases that explore real problems of practice and challenges facing educators and leaders. Participating leaders can anticipate 150 – 200 pages of pre-reading for the session.

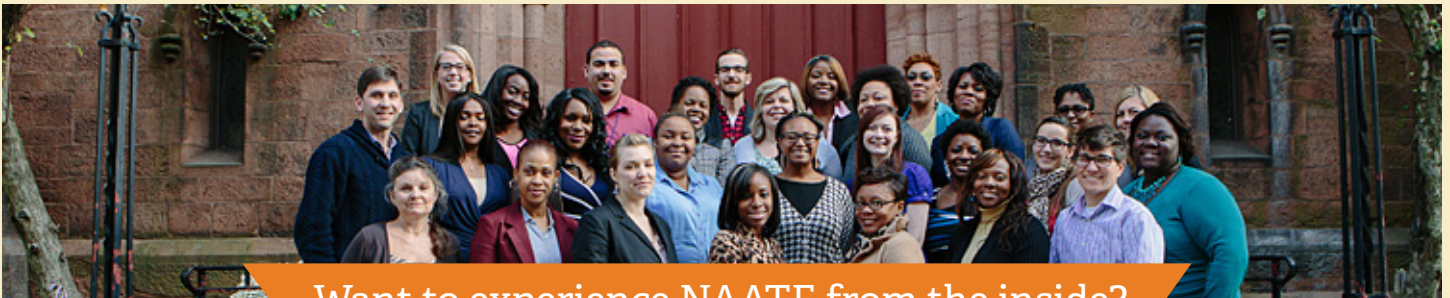
Program Impact

While short in duration, the NAATE School Leader Intensive is a powerful learning experience for individuals serving in formal leadership roles in schools.

The program provides a time to **engage in facilitated discussions on daily practice**, a time to reflect, and an opportunity to **gain insight into current relevant research essential to leading high quality schools**.

Program Eligibility

The sessions are open to those in formal leadership roles responsible for the support and development of teachers (e.g. principal, assistant principal, dean), in schools with past or current NAATE Teacher Fellows. There is **limited availability for this session** and admissions will be on a first-come, first-served basis. In the event of oversubscription, priority will be given to those who come in school-based teams, and those with current NAATE Teacher Fellows.



Want to experience NAATE from the inside?

Testimonials

“I really wish that the program hadn’t ended or we had another 4 days to look forward to. I wish we had our own Inquiry Project to work on and come back together to discuss as a group. As we saw in some of the cases, leadership is lonely and it was nice to be around other like-minded leaders for a few days, sharing ideas and challenges which is so hard to do in the day to day.”

*“I loved being with a diverse group of people to talk through things in the small group. I think the accountability to do the work and be prepared in the case method model **promotes a high level of professionalism and learning.**”*

*“I’m excited to have the language to put to a lot of the experiences I am having. I’m thinking about how this process and approach to learning can be transferred to my entire leadership team. I think currently we have **struggles that were really brought to life in these cases** and think we should make some small changes that would have massive impact.”*

Alpha Public Schools 504 Board Policy
IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of the Alpha Public Schools recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”). The identification, evaluation and education of students eligible for services under the IDEA are addressed under the policies and procedures of the El Dorado County SELPA.

The Director shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Alpha Public Schools does not assess a student after a parent has requested an assessment, Alpha Public Schools shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Alpha Public Schools shall periodically review the student’s progress and placement.

Alpha Public Schools will implement this policy through its corresponding Procedure.

Alpha Public Schools 504 Procedures
Identification, Evaluation, and Education under Section 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Alpha Public Schools
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The Principal shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** – means:
 - (A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
 - (B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or

(C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant

factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records

- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel

- Have the right to file a Uniform Complaint pursuant to school policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Principal/504 Coordinator c/o Alpha Public Schools, 1601 Cunningham Avenue, San Jose, CA 95122. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Director shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the El Dorado County SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.

- The changes to the 504 Plan the parent/guardian seeks.

- Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
- Review of the 504 Plan by the Director or designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. The 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. The 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

8. The parent/guardian and the Charter School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Parent/Student Rights in Identification, Evaluation, Accommodation and Placement (Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference. You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.

3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact John Glover c/o Alpha Public Schools, 1601 Cunningham Avenue, San Jose, CA 95122 with any questions regarding the information contained herein.



Alpha Public Schools
K-12 Special Education Vision

Vision:

Students from underserved communities are prepared to compete successfully on life's uneven playing field – to struggle, to overcome, and to thrive.

Mission:

Alpha's students, families, and teachers collaborate to develop the 21st century academic skills and character strengths students need for success in school, college, and career. Together we develop self-reliant leaders committed to making a positive change in the world

Core Values:



Leadership



Relationships



**Relentless Pursuit of
Excellence**



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Special Education Programming:

Regardless of where students fall along the continuum of services, teachers will use these foundational programmatic pillars to serve as the base of their work at Alpha.



Push-In Support

Alpha Public Schools believes in inclusion, and supports teachers in planning and executing targeted, varied, and purposeful push-in support for students with special needs.



Pull-Out Support

For students that require additional support, especially around filling in foundational gaps in knowledge, Alpha offers pull out academic groups for students that require small group instruction in order to make academic progress.



Resource Courses

Alpha believes in supporting all students, regardless of level of severity. To that end, Alpha offers resource classes in ELA and Math that target foundational and functional skills for students with more severe cognitive disabilities.



Co-Teaching

We believe that classrooms with the expertise of both general and special educators benefit all students in their learning and development.



Evaluation

At Alpha, we strive to constantly improve our effectiveness. To this end, we carefully evaluate our teachers, programs, and student outcomes to ensure that we are providing our community with the best education possible.



Push-In Support

Alpha Public Schools believes in inclusion, and supports teachers in planning and executing targeted, varied, and purposeful push-in support for students with special needs. There are a number of ways push-in support can and will be executed, and it is up to the teacher to decide which type will be best in any given circumstance. Teachers will use a variety of approaches during the year, and will not fall into a pattern of service that does not adequately serve students or promote independence.

- Small groups within the General Education classroom
 - At the discretion of GE/SPED teachers, the SPED teacher will pull a small group of SPED and GE students to offer targeted/additional instruction on the standard of the day.
 - This will be set up in one of two ways:
 - Pre-planned and deliberate (e.g. 'Please take this group to the side and walk through this lesson at a slower pace')
 - As a response to challenges during teacher-led instruction (e.g. 'This group could use extra time on this subject, please work through problems 6-10 with them')
- Floating support during independent/group work
 - During group instruction, the special education teacher will float around the classroom supporting target (e.g. service or struggling) and 'as needed' students
 - SPED teachers will follow up with target students individually, and engage in the following:
 - Re-teaching or explaining content in a different way
 - Working with students to outline the steps necessary to complete the assignment
 - SPED teachers will respond to 'as needed' students by engaging in the following:
 - Respond to raised hands and off-task students by supporting through challenges and prompting
 - Re-teaching subjects or supporting students in working through problems
 - Identify and provided material supports (e.g. number lines)
 - Provide prompts to guide students to mastery (e.g. "Make sure to read that over for spelling errors before you submit")
- 1:1 support of a target student (rare)

- SPED teachers will float within a smaller radius around the target student (no shadowing)
- Provide prompting around focus and class progress tracking
 - When this is occurring more than once every 3-5 minutes, provide additional support (e.g. focus trackers, checklists, visual prompts, etc.) to ensure that independence is not stunted
- Re-teach or scaffold content as necessary
- Guide and inquire, **do not tell**
 - In promoting independence, mind the difference between 'we're on number 5' and 'look to your neighbors, what number are we on?'
- Push-in support will **not** look like:
 - Preventing independence by shadowing a student (unless the teacher is serving in a 1:1 capacity at the time)
 - When 1:1 is mandated, refer to above bullets to ensure that independence is being constantly promoted
 - Doing students' work for them/over-supporting
 - Preventing students' access to GE instruction by 'interpreting' all of the content for them
 - Sitting in the back of the room, waiting to respond to hands



Pull-Out Support

For students that require additional support, especially around filling in foundational gaps in knowledge (academics skills required to access and be successful in the standard of the day), Alpha offers pull out academic groups for students that require small group instruction in order to make academic progress. Alpha's pull out support will focus on three key areas.

- Re-teaching, corrective instruction, and classwork support
 - For students who require a pace or level of intensity that is not appropriate for the GE classroom/push-in support, they have access to GE content in a smaller, more scaffolded environment
 - During this time, teachers will support students by:
 - Re-teaching GE content (best for students who understood the concept the first time around, but need more practice)
 - This will be light on the instruction, and heavy on the guided and independent practice
 - Providing corrective instruction on GE content (best for students



who did not understand concepts the first time around, and require a more scaffolded version of the instruction)

- This will be even between instruction and practice
- When engaging in corrective instruction, it is important that the content delivery is **different** from the GE delivery, and incorporates variations based on prior knowledge, disability category/severity, and learning style
- Classwork support (best for students who are struggling to make it through their GE work, especially longer assignments/projects)
 - This should be relatively rare, and should be reserved for larger assignments (e.g. essays and projects) - students who only require support on GE work should be receiving push-in support, not pull-out
- Filling in foundational gaps in knowledge
 - For students who require foundational skill support to access the general curriculum, pull-out services will focus on filling in those remedial gaps
 - During these times, SPED teachers will be focusing on:
 - Reading fluency (phonics, decoding, speed, accuracy, flow, etc.) and comprehension
 - Math fact fluency
 - Number sense
 - Writing basics (sentence structure, grammar, spelling, etc.)
 - While reactionary lessons will happen, this is ideally a proactive support (e.g. 'we will be multiplying and dividing fractions next week - I've noticed Russ has trouble with understanding fractions as parts of a whole, could you review that with him before our fraction unit?')
- Working toward IEP goals
 - Though many goals are peripherally addressed in both GE and SPED instruction, the teacher will plan at least monthly instruction in IEP goals, and will track progress using the binder (described below)
 - The monthly rule will change based on disability and level of severity (e.g. some students will have daily or weekly goal instruction)
 - SPED Teachers will create IEP goal binders that are filled with independent activities that address each of the student's academic goals
 - This will be used at least weekly, and should also be used as a 'when you finish early' activity



Resource Courses

Alpha believes in supporting all students, regardless of level of severity. To that end, Alpha offers resource classes in ELA and Math that target foundational and functional skills for students with more severe cognitive disabilities. Due to the content covered in these classes, students will need to be approved by DoSE and a School Leader in order to be slated into either class.

- Course Content
 - Foundational skill acquisition in both ELA and Math
 - Focus on fluency, comprehension, number sense, and fact fluency
- Grades 5-6
 - Can be used either as a modified class (CoC) or a foundations class (Diploma)
 - Those on the latter track - in order to qualify for this class, student should have a reintegration plan on file
- Grade 7
 - To be used as a decision year
 - Students who will be eligible for a diploma should be weaned off of this course, and reintegrated back into the GE classroom
 - Re-integration should start in Semester 2
- Grades 8-12
 - Students in Resource Classes (MS) or M Classes (HS) are on a Certificate of Completion track
 - In these grade levels, students who are accessing this coursework will require IEP team approval, and should have moderate/severe cognitive disabilities or severe Autism



Co-Teaching

We believe that classrooms with the expertise of both general and special educators benefit all students in their learning and development. While similar, this is different from Push-In support, as Co-Teaching means that there are two teachers of record for



a particular class, and the planning and assessment is collaborative and shared.

- Pillars of Co-Teaching:
 - Common planning time (teachers should have protected time weekly to plan the co-taught lessons, and to plan our roles and responsibilities during lessons)
 - Collaborative, open, and honest relationship between co-teachers (co-teaching is like a marriage - treat it as such)
 - Time built in for assessment and reflection (can be a separate time or part of the planning time, but co-teachers should take time to look at data, reflect, and action plan)
 - Positive mindsets around Co-Teaching
 - SPED teachers are not assistants, paraprofessionals, or Teacher Residents
 - Co-Teaching helps both professionals and students to learn and grow from each other
- Co-Teaching Models:
 - Teach-And-Assist (TaA)
 - This model should be used sparingly, and is appropriate for when students have already had exposure to content, and are largely self-sufficient
 - Within this model, GE teachers will instruct as normal, and SPED teachers will float and support
 - Except for the planning piece, this is the same as 'Floating Support' Push-In
 - Parallel Teaching (PA)
 - This model should be used regularly, and is appropriate for a variety of circumstances
 - In this model, the class is split into two groups
 - Groups can and should be split in a variety of ways, and should switch around based on student performance
 - Some options for splitting groups:
 - 50/50 split with homogeneous performance bands (e.g. a 1st/2nd quartile group and a 3rd/4th quartile group)
 - 50/50 split with heterogeneous performance bands (e.g. a 1st/3rd and a 2nd/4th quartile group)
 - 25/75 split based on performance band (e.g. 1st quartile in one group, 2nd/3rd/4th quartiles in the other group)
 - 30/70 split based on teacher knowledge and student data (e.g. students are pulled into smaller group based on known disability and/or challenges with the material in previous lessons)
 - This model is **not** GE students with the GE teacher and SPED students with the SPED teacher

- Within these two groups, GE and SPED teachers are executing the same lesson, but with variances in delivery (speed, supports, or structure - content remains the same)
- Team Teaching (TT)
 - This model should be used as often as possible, and is appropriate for a variety of circumstances
 - The prep work to successfully execute this framework is higher than others
 - In this model, teachers plan the lesson as professionals would plan a co-presentation
 - Teachers script out who teaches what part of the lesson, and supports that the other teacher is providing during those times (e.g. behavior support, 1:1 support, circulating and addressing misconceptions, monitoring independent workers, etc.)
 - Going into each lesson, both teachers should know which parts of the lesson they 'own,' and how they are supporting throughout the lesson
 - To outsiders walking into the classroom, there would be no way to tell who was the GE teacher and who was the SPED teacher



Evaluation

At Alpha, we strive to constantly improve our effectiveness. To this end, we carefully evaluate our teachers, programs, and student outcomes to ensure that we are providing our community with the best education possible. Evaluation at Alpha will happen in a number of ways:

- Students
 - Informal
 - Students will be consistently evaluated on their progress in informal ways
 - Teachers will use a variety of tools to assess this progress, including:
 - Exit tickets
 - Progress on classwork
 - Aggressive Monitoring
 - Classroom grades
 - Resource room grades



- Focus/behavior during pull out groups
 - Attendance in resource groups
 - Ability to advocate for needs
 - Formal - School
 - The school will collect periodic measures of formal progress, which will help to assess student progress against benchmarks
 - The school will use a variety of tools to assess student progress, including:
 - NWEA MAP - administered 4 times per year (3 @ CAPS)
 - SBAC/CAA - administered once a year
 - Behavior referrals
 - Performance on Interims
 - Formal - IEPs
 - Through the IEP paperwork and process, Case Managers will be
 - Progress on goals (quarterly) - includes 'on track/not on track' language
 - Percentage of time a student is in the GE classroom
 - Decrease in service times
- Teachers
 - Informal
 - During observations, teachers will have access to immediate feedback in the form of post it notes with praise and one small suggestion for growth
 - At IEPs with DoSE present, teacher and DoSE will debrief the meeting, during which point informal feedback will be presented
 - In-the-moment coaching will happen as necessary and appropriate
 - So that the authority of the teacher is not questioned, suggestions for adjustment will be provided in a nonverbal manner (gestures, notes, texts, GChats)
 - DoSE will have an 'open door policy' for staff so that they are able to get informal feedback on whatever issue is 'top of mind'
 - Formal - Ongoing
 - IEP Feedback
 - Teachers are required to submit an [IEP Feedback Request Form](#) at least 48 hours before each IEP meeting
 - Within 24 hours of receiving that request, the DoSE will review the entire IEP, and provide written feedback via email
 - Lesson Plan Feedback
 - Teachers are required to submit lesson plans for the week (1 plan per group per week)
 - If immediate feedback is required, DoSE will follow up in a timely manner with either verbal or written feedback
 - If no immediate feedback is required, DoSE will provide feedback during O3s



- Teaching Feedback
 - Teachers will be observed weekly in a variety of settings (e.g. resource groups, behavioral push-in, academic push-in, co-teaching, etc.)
 - During these observations, the DoSE will observe and evaluate the teacher's performance in all areas of the teaching rubric
 - At weekly O3s, DoSE will provide specific and actionable feedback for the teacher, so that teachers are able to continually improve in the execution of their craft
- Formal - Evaluatory
 - Twice a year, teachers will be evaluated on Alpha's [Special Education Teacher Evaluation Rubric](#)
 - Before the evaluation meeting, the teacher will self-rate; the DoSE will come to the meeting having seen the teacher's ratings and entered his own ratings
 - Results of this rubric will inform a number of aspects of the teacher's employment, including:
 - Salary/raises
 - Employment
 - Leadership opportunities
 - Tiered PD
- Program
 - Student Outcomes
 - See 'Students' section above
 - Talent Development and Retention
 - Alpha's SPED program will be evaluated in the area of talent, which includes the following sub-areas
 - Retention: Alpha will retain SPED staff from year-to-year
 - Strategies to achieve this goal are: culture checks, social events, honest O3 conversations and stay interviews, transparency from SPED leadership, a focus on sustainable work, purposeful and well-timed professional development, staff stake and input into the SPED department, open communication between managers and staff, a focus on servant leadership
 - Development: Alpha teachers will have access to quality, targeted, varied, and timely professional development in the areas of:
 - Classroom instruction, lesson planning, and IEP goals
 - Behavior management
 - Whole class
 - Struggling individuals
 - Tiered services
 - Co-teaching



- Push-in
 - Pull-out
 - Disabilities + M/S
 - Autism
 - Emotional Disturbance
 - Intellectual Disability
- Financial Sustainability: To ensure that Alpha's SPED department is financially sustainable, the program will be measured against its ability to remain financially responsible and solvent
 - Encroachment: Alpha will budget for and maintain expenditures that are within a range of 10-18% encroachment on general education funds
 - Set Aside: Alpha will begin putting monies away (5% of yearly revenues) to build a fund that can be used for unforeseen, individualized expenses:
 - Non-public or residential treatment placements
 - Transportation
 - 1:1 paraprofessionals
 - Due process, mediation, legal fees
- Alignment to Vision
 - The DoSE and key stakeholders will engage in a bi-yearly reflection of the SPED program against this vision
 - Using data from all components of the ground operations, areas of this vision will be evaluated - key questions for this evaluation:
 - [for each area of the vision] where are we relative to the vision? Where are we relative to the 3-year plan? Where can we feasibly get to by the end of the cycle?
 - From here, a gap analysis will occur, which will inform action steps and benchmarks for the next 6-12 months of department priorities and actions
- Compliance: Alpha's program will be measured against 5 key components of compliance (internal and external)
 - IEP and AP trackers (internal)
 - IEP Trackers: CMs will be responsible for ensuring that all IEPs are held within their legal timeline; DoSE will monitor compliance monthly using SEIS and an IEP tracking document
 - AP Trackers: From the day an AP is signed, the team has 60 days to complete an assessment and hold an IEP meeting - this tracker will be monitored monthly, and will have data on when the AP was sent out, when it was signed, and when the 60 day timeline is up
 - Alpha SPED Audits (internal)
 - Conducted twice yearly, these audits will mimic state audits, and will incorporate deep dives into 2 files/school
 - Percentage of IEPs that are in compliance (internal)



- Conducted bi-monthly, this is a one-number snapshot of each school's IEP compliance
 - Target number: >95%
- CASEMIS (external)
 - Conducted twice a year - CASEMIS is a state data report that pulls and evaluates all data from the IEP
- DINC (external)
 - Conducted once a year - DINC is a state report that is pulled from CASEMIS data, and has ramifications on program improvement and funding; focuses on the following key indicators:
 - 60-day assessment timelines
 - Annual timelines
 - Triennial timelines
 - Transition plans

Special Education Continuum of Services:

Working with the foundational programmatic pillars, the following details the continuum of services for the Alpha Special Education department at each grade level, and across the spectrum of severity.



K-4 Tiers

In elementary school, Alpha offers tiered services that focus on educating students within their general education environment.



5-8 Tiers

In middle school, Alpha is committed to offering services that allow students to access general education curriculum, while still giving them instruction that targets remedial gaps.



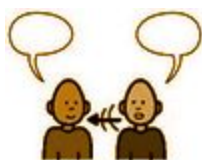
9-12 Tiers

In high school, Alpha offers tiered services that prepare students for their individualized post-secondary goals and ambitions, regardless of the type or severity of their disability.



Moderate/Severe

Alpha serves all students who want to join our community, regardless of the severity of their disability. We offer options for those students who need more intensive supports to make educational progress.



Auxiliary Supports

Alpha understands that children require more than just academic support to achieve at high levels, and is committed to supporting the development of the whole child through auxiliary supports.



K-4 Tiers

In elementary school, Alpha offers tiered services that focus on educating a variety of students within their general education environment. To this end, Alpha offers three tiers of supports at the K-4 level:

- Tier 1: Co-Teaching
 - Students with the lowest level of need will have access to specialized academic instruction through co-teaching
 - As described in the programmatic section, co-teaching can take a number of forms, depending on the needs represented in the class
 - Through this co-teaching support, students with the lowest level of need will have access to general education instruction that is supported in the moment by an education specialist
- Tier 2: Parallel Teaching
 - Students with a medium level of need, in addition to receiving co-teaching in their general education classroom, will also receive the support of content parallel taught by a GE and SPED teacher
 - Through this support, students who require additional assistance to access the core curriculum (with or without IEPs), will have the opportunity to receive content taught in a smaller group with more intensive scaffolds
 - Though this content is being taught by an education specialist, it is being done at the same time, and within the same space, as the general education instruction
- Tier 3: Pull Out
 - Students with the highest level of need, in addition to receiving co-teaching and parallel teaching support, will receive pull out support by an education specialist in a resource room
 - During this time, education specialists will have the time and flexibility to deliver remedial and foundational instruction to students with special needs in small groups
 - Education specialists will plan lessons for these times, and will collect formal and informal data to measure student progress



5-8 Tiers

In middle school, Alpha is committed to offering services that allow students to access general education curriculum, while still giving them instruction that targets remedial gaps. To this end, Alpha offers three tiers of supports at the 5-8 level:

- Tier 1: Push-In (Exclusive)
 - For the lowest need students, Alpha offers exclusive push-in support so as to deliver the necessary specialized academic instruction within the general education environment
 - This ensures that students are spending the maximum amount of time accessing the general education classroom with peers, but still allows them to receive the support necessary for them to make progress
 - This push-in time is served during the school's Power Hours, which allows special education teachers to work with a flexible group of students in order to
- Tier 2: Resource Groups
 - For students who require more support than just push-in, Alpha offers small group instruction in a resource room (in addition to push-in support)
 - Special education teachers group students in resource groups based on academic level, areas of focus, personalities, and IEP goals
 - During these groups, special education teachers work with students on the three key areas of pull-out support:
 - Re-teaching, corrective instruction, and classwork support (grade level instruction)
 - Filling in foundational gaps in knowledge (remedial instruction)
 - Working toward IEP goals (individualized instruction)
- Tier 3: Resource Classes
 - For Alpha's highest tier students, resource classes in ELA and math are offered
 - For most students, this will be in addition to push-in and/or resource group support
 - In rare cases, these classes will be used as a stand-alone service to fill in severe gaps in either ELA or Math knowledge
 - In these classes, students will have access to the foundational skills necessary to make progress in the general education curriculum
 - For students with moderate/severe cognitive disabilities, these classes will serve as a precursor to the high school's modified ELA and Math courses, and will be the first step on the path to a Certificate of Completion



9-12 Tiers

In high school, Alpha offers tiered services that prepare students for their individualized post-secondary goals and ambitions, regardless of the type or severity of their disability. To this end, Alpha offers three tiers of supports at the 9-12 level:

- Tier 1: Flex Time
 - For Alpha's highest tier students, we offer a special education supported Flex Time
 - During this time, students receive support in a SPED study hall, where they are able to get small group explanations of general education work, individual help on assignments, and support in course and assignment planning
 - This is not a rostered class, and students do not receive credit for this class; it is scheduled in 30 minute time blocks
- Tier 2: Academic Support
 - For students who require more support than just Flex Time, Alpha offers a rostered Academic Support Class (ASC)
 - Support in this class is split into two main categories:
 - General education classroom support
 - Small group instruction/reteaching of GE coursework
 - Individual and small group support on GE assignments
 - Individualized support on assignment planning and tracking
 - Added accountability for coursework completion
 - Functional life and academic skills (lessons and activities designed to build the necessary skills for success in school and life) - some examples of these activities:
 - Resume building
 - Functional math skills: finances
 - Balancing a checkbook
 - Understanding interest and APR
 - Cost/benefit analysis of: credit cards, 'get-rich-quick' schemes, subsidized vs. private loans
 - Long-term mapping of student loans
 - Debt as it relates to: applying for loans, buying a car, buying a house, supporting a family
 - Cost of living analysis for the Bay Area
 - Interview preparation and practice



- High school course mapping
 - College application support
 - Job application practice
- This is a rostered class; students do not receive A-G credits for this course, but do receive elective credits for this course
- Tier 3: Modified Core Classes
 - For students with the highest level of need, Alpha offers modified courses in ELA and Math
 - Much like the 5-8 Resource Classes, these courses will focus on foundational and functional skills for students with more severe cognitive disabilities
 - The purpose of these courses will be to give students the functional skills necessary to be successful in life and career
 - Some examples of focus areas in modified classes are:
 - Foundational skills
 - Math fact fluency
 - Pre-algebra
 - Reading fluency
 - Reading comprehension
 - Basic writing
 - Functional Skills
 - Financial literacy
 - Writing applications (jobs, financial aid, etc.)
 - Pulling to-dos from written correspondence
 - Understanding transportation
 - Cars: cost to own, lease vs. buy, licensing
 - Public: reading bus + light rail maps, planning trips
 - Levels of identification and how to get them: IDs, Licenses, Passports, etc.
 - Communication skills in personal and professional relationships - both written and oral
 - Email management
 - Both ELA and Math 1-4M are rostered classes; students do not receive A-G credits for these courses, but do receive elective credits for these courses
 - Since students are not able to receive a diploma with this coursework, the only students who qualify for this class are those who are already on a Certificate of Completion graduation track



Moderate/Severe

Alpha serves all students who want to join our community, regardless of the severity of their disability. We offer options for those students who need more intensive supports to access the general curriculum. To that end, Alpha has designed moderate/severe supports for many types of disabilities:

- Emotional Disturbance (ED)
 - To support students qualified under ED, Alpha has developed a number of structures, practices, and supports for both students and teachers
 - Individualized schedules, including periods of work and breaks
 - Access to mental health support - both scheduled and crisis
 - Professional development for teachers around behavior management
 - Clear and consistent reward/consequence systems
 - Paraprofessionals with flexible schedules who are able to support during times of need
- Intellectual Disability (ID)
 - For students with ID, Alpha offers a variety of tiered services to meet students where they are
 - As students age, content will move from college prep to functional and foundation skills
 - If/when the decision is made to switch students from a Diploma track to a Certificate of Completion track, students will receive core instruction in the form of Resources Courses (at the MS level), and Modified Courses (at the HS level)
 - Students are able to access auxiliary supports to address other needs related to the disability, such as speech, social skills, and transition support
 - For students who qualify, Alpha offers post-secondary support until the student's 22nd birthday, including but not limited to:
 - Additional years in high school
 - Services in the community
 - Collaboration with Junior College
 - Transition goals, services, and planning
 - Workplace training and support
- Autism (AUT)
 - For students who are on the moderate/severe end of the Autism Spectrum, Alpha offers resources and services to support them within our

inclusion model

- Visual schedules
 - Sensory break areas
 - Classrooms that are designed around sense neutrality
 - Prioritized hiring for candidates who have ABA experience
 - Paraprofessionals to support with behavioral and academic challenges
 - Social stories on a variety of topics
- M/S Case Management
 - As Alpha grows, a M/S case manager will be hired to support M/S students within Alpha's inclusion model
 - The case manager will have a decreased caseload (8-12) in order to give them the time, flexibility, and freedom to support M/S students - this will look like:
 - Lengthier academic and behavioral services
 - Schedule flexibility to allow for crisis management
 - More frequent IEP and Treatment Meetings
 - More consistent push-in support to ensure success in the general education classroom
 - Modified curriculum to meet the individual needs of students
 - Time to create and consistently implement classroom supports:
 - Individualized work/break scheduled
 - Sensory input
 - Visual schedules
 - Partition classrooms
 - Incentive plans



Auxiliary Supports

Alpha understands that children require more than just academic support to achieve at high levels, and is committed to supporting the development of the whole child through auxiliary supports. To that end, Alpha employs a variety of certificated and contracted professionals to support the range of additional needs resulting from a student's disability:

- Speech
 - Speech services are offered to address a variety of speech-language challenges, including:
 - Receptive language delays
 - Expressive language delays



- Social pragmatics
 - Stuttering
 - Other speech impediments
- Occupational Therapy
 - OT services are offered to address challenges with fine motor skills and sensory awareness
 - OT services can be focused around:
 - Handwriting
 - Typing
 - throwing/catching
 - Walking/running
- Adaptive Physical Education
 - APE services are offered to address challenges with gross motor skills, such as:
 - Throwing/catching
 - Walking/running
 - Body awareness
 - Balance
 - Hand/eye coordination
 - APE services are offered when participation in the GE physical education program is either impossible or insufficient to make progress
- Mental Health
 - MH services are offered to address social/emotional and (sometimes) behavioral challenges
 - These services are structured differently, depending on the need
 - Some examples of service delivery options are:
 - Individual Counseling
 - Group Counseling
 - Family Counseling
 - Coordination and collaboration
 - Teacher consult, training, and professional development
 - Crisis support and management
 - MH services are also offered as needed to the general education population through:
 - Group counseling
 - Check ins
 - Crisis support and management



Glossary:

Special education has a lot of acronyms. Here are explanations of the ones used in this document.

- A-G
 - High school course requirements (number of courses + rigor) that are necessary to enroll in a University of California school
- AP (Assessment Plan)
 - An IEP document that details a proposed assessment; must be signed by a parent before formal testing may begin
- APE (Adaptive Physical Education)
 - A special education service that supports students with gross motor challenges (e.g. walking, catching, etc.)
- ASC (Academic Support Class)
 - A course offering at Alpha: Cindy Avitia High School that has a dual focus of GE content and functional academic skills
- AUT (Autism)
 - One of the 13 disability categories - generally manifested through challenges in speech, sensory regulation, and social interactions
- CAA (California Alternate Assessment)
 - The modified version of the SBAC (previously called the CAPA)
- CASEMIS (California Special Education Management Information System)
 - The bi-yearly state data pull that evaluates special education compliance within an LEA
- CM[s] (Case Managers)
 - Special education teachers who are responsible for a student's special education program
- CoC (Certificate of Completion)
 - An alternative to a diploma - is used for students with severe cognitive disabilities, who would be unable to meet the requirements for a diploma
- CoP (Community of Practice)
 - A monthly meeting of SPED professionals where staff are able to bring challenges to the table, and engage in group problem-solving activities
- DINC (Data Identified Non-Compliance)
 - A yearly state report that evaluates four key compliance indicators in IEPs
- DIS (Designated Instructional Services)



- Special education services that are not related to academics (e.g. speech, mobility services, etc.)
- DoSE (Director of Special Education)
 - Person responsible for SPED programming
- ED (Emotional Disturbance)
 - One of the 13 disability categories - generally manifested through challenges in making and maintaining peer relationships, emotional regulation, and behavior
- ELA (English Language Arts)
 - A course of study focused on the English language (reading + writing)
- ES (Elementary School)
 - A school serving grades K-5/6
- ID (Intellectual Disability)
 - One of the 13 disability categories - generally manifested through profound cognitive deficits (previously called *Mental Retardation*)
- IEP[s] (Individualized Education Program)
 - a legally binding document that outlines a student's special education program
- GE (General Education)
 - The educational program received by typically developing students
- HS (High School)
 - A school serving grades 9-12
- LEA (Local Education Agency)
 - An entity (school, network, or district) that bears responsibility for offering special education services (for Alpha: each school is its own LEA)
- M (Modified)
 - At Alpha: Cindy Avitia High School, modified coursework is designated by a number and 'M' (e.g. Math 1M)
- MH (Mental Health)
 - A therapeutically-focused service, intervention, or professional
- M/M (Mild/Moderate)
 - A SPED classification that indicates a student's disability has a mild-moderate impact on his/her life
- M/S (Moderate/Severe)
 - A SPED classification that indicates a student's disability has a moderate-severe impact on his/her life
- MS (Middle School)
 - A school serving grades 5/6-8
- MTSS (Multi-Tiered System of Supports)



- An integrated framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and support system alignment
- NWEA MAP (Northwest Evaluation Association - Measures of Academic Progress)
 - A nationally normed and adaptive benchmark test given to Alpha students 3-4 times per year
- O3(s) (One-on-Ones)
 - A private meeting between two professionals
- OT (Occupational Therapy)
 - A special education service that support students with fine motor challenges (handwriting, sensory regulation, etc.)
- PD (Professional Development)
 - Targeted support for teachers and staff to foster professional growth
- PLT (Personalized Leadership Training)
 - Alpha's SEL program designed to prepare students for academic, professional, and personal success through a blended program of in-class discussions and support and outdoor training activities
- PT (Parallel Teaching)
 - A co-teaching structure in which the class is split into two [usually uneven] groups, and both the GE and SPED teachers teach the same lesson simultaneously
- RTI (Response to Intervention)
 - The predecessor of MTSS - a 3-tiered system of academic and behavioral supports for students
- SAI (Specialized Academic Instruction)
 - A special education service that supports students with academic challenges
- SEL (Social/Emotional Learning)
 - A course of student that focuses on understanding and managing emotions, goal-setting, empathy, maintaining positive relationships, and decision making
- SBAC (Smarter Balanced Assessment Consortium)
 - The yearly state test that is taken by students in grades 3-8 + grade 11 in ELA and math
- SPED (Special Education)
 - A program of support for students who qualify under one of California's 13 disability categories
- SST (Student Success Team)
 - An individualized tier 3 intervention for students who are struggling, and have not seen improvement through tier 1/2 structures



- TaA (Teach-and-Assist)
 - A co-teaching structure in which the GE teacher leads the class, and the SPED teacher floats and supports individual students as necessary
- TT (Team Teaching)
 - A co-teaching structure in which, after planning the lesson together, the GE and SPED teachers execute the lesson together



Current Alpha Board of Directors: 2016-2017

Allison Elliott – Board Chairperson

Allison Elliott's career has spanned both the private and the nonprofit sectors. She spent ten years creating marketing programs and consulting for personal computer and software companies including Apple Computer, Claris and Ansa Software. At the Center for Social Innovation at Stanford's Graduate School of Business, she served as executive director for the Stanford Alumni Consulting Team bringing alumni together with nonprofits throughout the San Francisco Bay Area to consult in a wide range of areas including strategic and financial planning, expansion and organizational effectiveness. She is currently serving as interim Executive Director at the Business School's Center for Social Innovation which supports research and education in ways to foster collaboration among business, government and the nonprofit sector to address social and environmental challenges.

Allison is a former middle school teacher and a co-author of two books about software for children. She is currently a member of the boards of the Peninsula School Endowment and Trust Fund and SV2, the Silicon Valley Social Venture Fund. Alison has an MBA from the Stanford Graduate School of Business and a BA in history from Vassar College. She lives in Menlo Park California.

Valerie Faillace

As KIPP's Chief of Staff, Valerie is responsible for managing strategic and annual planning for the KIPP Foundation. Valerie leads network-wide project teams to pursue key initiatives such as the development of KIPP's 2015 strategic priorities and the coordinated pursuit of large-scale public funding for the KIPP network.

Valerie came to KIPP from McKinsey & Company where she led teams to develop strategies for leading institutions in the financial, technology and education sectors and helped launch McKinsey's Financial Inclusion Practice. Prior to McKinsey, Valerie worked as an investment banking analyst at Morgan Stanley in the Latin America and Real Estate groups and also served as weekly tutor at a local public school.

Valerie holds an MBA from Harvard Business School and an BA in Economics from Princeton University.

Richard Garrett

Richard 'Dick' Garrett has spent over thirty years in all facets of commercial banking including operations and credit management. Dick founded Richard Garrett Associates in 1985. The firm specializes in credit examination, due diligence, Director seminars, litigation support and expert witness, and credit compliance. His credit examination experience includes credit quality, loan management, documentation, policies and procedures, commercial and corporate lending, consumer lending, asset based finance, commercial and residential construction, real estate lending, letters of credit, agricultural lending, and other specialized lending areas. His broad experience in banking included Branch Manager and Chief Credit Officer.

Dick is a graduate of Western State College of Colorado, completed his post-graduate studies at the University of Denver, and is a graduate of the Pacific Coast School of Banking, University of Washington.

Jacqueline Guzmán

Jaqui is a Senior Management Analyst with the City of Cupertino where she serves as a project manager for Budget, Finance, HR, Parks & Recreation, and other citywide projects. Previously, she served as a Budget Analyst in the City of San José's City Manager's Office where she helped develop and manage the City's budget. Prior to joining the City of San José, Jaqui provided non-partisan budget and policy advise on K-12 Education issues to the California State Legislature as a Fiscal and Policy Analyst with the Legislative Analyst's Office. She joined the LAO after earning a master's degree in public policy (MPP) from UCLA's School of Public Affairs in 2007. Prior to pursuing her MPP, Jaqui was a Public Policy Fellow at the Latino Issues Forum where she worked on Technology and Telecommunication issues facing the Latino community. She also has worked at the grassroots level, organizing immigrant parents in her hometown of Redwood City.

Jaqui received her B.A. in Diplomacy and World Affairs with minors in Economics and Spanish from Occidental College.

Allison Putnam

A product of public education and a native Californian, Allison is passionate about ensuring that all students have an equal opportunity to pursue educational and cultural opportunities. She is a proud Teach For America alumna, where she taught 5th grade in St. Louis, MO and was chosen to represent and speak on behalf of the 2005 corps at the 15th Anniversary Alumni Summit. Following her classroom experience, Allison worked for a marketing and customer loyalty company, where she managed on-site logistics for corporate events of Fortune 500 companies. Last year, Allison moved back to the Bay Area and now works for City Year San Jose / Silicon Valley, where she manages AmeriCorps corps members to implement high impact tutoring and extended learning time at an East San Jose elementary school.

Allison earned her Bachelor of Arts degree in Political Science and Psychology from the University of Southern California and Masters degrees in Arts Management and Business Administration from the University of Oregon.

Ann Waterman Roy

Ann Waterman Roy is Innovate's Managing Director, Schools and Operations. In this role, she directs Innovate's school support programs and leads the capacity-building efforts required to launch more world-class public schools in Silicon Valley. Before coming to Innovate, Ann spent almost two decades in leadership roles across the charter school, district and nonprofit sectors in Boston, MA. Most recently, Ann was Boston Executive Director of the Achievement Network, a nonprofit that partners with schools to boost student learning through standards- and data-driven teaching. At ANet, she built out a partnership with Boston Public Schools (BPS) to advise district leaders and provide intensive coaching and support to 40 district schools. She also oversaw ANet's partnership with 20 high-performing charters. Before that, Ann spent nearly four years as the BPS Director of Strategic Planning, where she led planning to open and expand autonomous district schools. This included launching in-district charters that successfully restarted some of BPS's lowest-performing schools; in its first year, UP Academy Boston doubled math proficiency rates and had the highest student growth in the state. Prior to BPS, Ann was Executive Director of Excel Academy, a charter public school serving primarily low-income, Latino students that has consistently been one of the top performing public middle schools in Massachusetts.

Ann is an alumna of the Broad Residency in Urban Education, and holds a bachelor's degree from Harvard and an MBA from the Tuck School of Business at Dartmouth.

Frances Teso

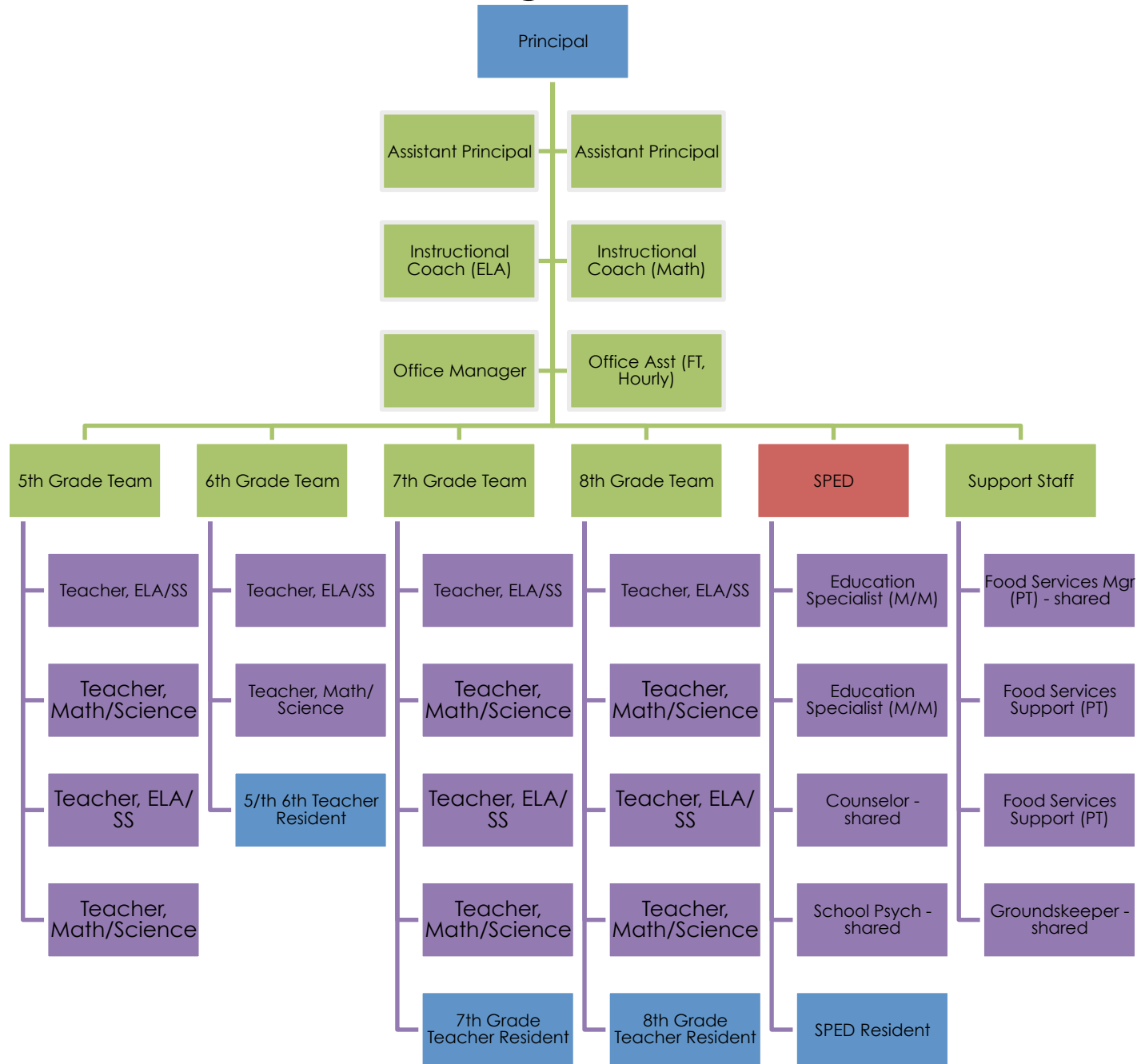
Mrs. Teso is the founder of Voices College-Bound Language Academies. As a child growing up in east San Jose, she dreamed of being a teacher in her neighborhood. Mrs. Teso would have been considered an underprivileged child. She spoke only Spanish when she first entered a kindergarten classroom in the neighborhood public school, and her parents did not complete High School. She was one of the few from her neighborhood, and the first in her family who went to college. She often wondered why she struggled in college (even though she did well in high school), and why so many of her classmates were not as fortunate. Why didn't an education make the difference? This provided the motivation to establish a school that built on student's assets and home culture in order to change life trajectories for historically underserved students.

Mrs. Teso holds a Bachelor of Science in Child Development and a Masters of Elementary Education from San Jose State University. Her graduate work focused on studying the effects of language, culture and society on schooling. In particular, her research examined a new transformational model for staff development. Mrs. Teso is a National Board Certified Teacher committed to serving children in urban school settings. In 2005 she was accepted into the

prestigious New Leaders for New School principal training program. She has worked as a university instructor, principal coach, school administrator, instructional facilitator and Dual Immersion Language teacher.



Alpha: José Hernández Org Chart 2016-2017



BYLAWS
OF
ALPHA PUBLIC SCHOOLS, INC.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Alpha Public Schools, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1601 Cunningham Ave., San Jose, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to improve educational opportunities for students enrolled in publicly funded schools through teacher training, leadership development, the creation of student programs, managing, operating, guiding, directing, and/or promoting one or more public charter schools, and other activities that help foster excellence in public education. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside

California.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than eleven (11), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. Directors may not serve more than two consecutive terms.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and

place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, shall be held on the first Wednesday of December, March, June and September at 9:30a.m., unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the

Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

**ARTICLE VIII
OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer, who shall be designated as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the CEO, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or

the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

**ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV
INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

**ARTICLE XVI
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Alpha Public Schools or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

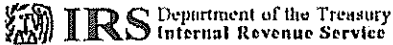
CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Alpha Public Schools, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on 4/29/13; and that these bylaws have not been amended or modified since that date.

Executed on 4/29/13 at San Jose, California.

Holly Smith

Holly Smith, Secretary



Department of the Treasury
Internal Revenue Service

P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077550279
Aug. 03, 2012 LTR 4168C 0
27-1881962 000000 00

00031798
BODC: TE

ALPHA PUBLIC SCHOOLS INC
% JOHN GLOVER
110 WEBSTER ST APT B
PALO ALTO CA 94301-1233

1343

238

Employer Identification Number: 27-1881962
Person to Contact: Sophia Brown
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your June 01, 2012, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in October 2010.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of this office.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 9 2010



Debra Bowen

DEBRA BOWEN
Secretary of State

3273296

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JAN 20 2010

**ARTICLES OF INCORPORATION
OF
COALITION FOR BETTER PUBLIC SCHOOLS, INC.**

I

The name of this corporation is COALITION FOR BETTER PUBLIC SCHOOLS, INC.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation law for public and charitable purposes.

B. The specific purpose of this corporation is to improve educational opportunities for students enrolled in publicly funded schools through teacher training, leadership development, the creation of student programs, and other activities that help to foster excellence in public education.

III

The name and address in the State of California of this corporation's initial agent for the service of process is:

JOHN P. GLOVER
110 WEBSTER ST. APT. B
PALO ALTO, CA 94301

IV

A. This corporation is organized and operated exclusively for public, charitable, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

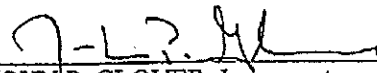
B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

Upon the dissolution of the corporation, assets shall be distributed to a nonprofit fund, foundation or corporation for one or more exempt purposes with the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine which are organized and operated exclusively for such purposes.

EXECUTION

IN WITNESS WHEREOF, the undersigned, who is the incorporator, has executed these Articles of Incorporation on 20 January 2010.



JOHN P. GLOVER, Incorporator



A0727291

CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

APR - 4 2012

CINDY AVITIA AND SOPHATH MEY CERTIFY THAT:

1. They are the president and secretary, respectively, of the Coalition for Better Public Schools, a California Non-Profit Corporation established in 2010.
Inc.,
2. Article I, Name, of the Articles of Incorporation of this corporation is hereby amended to read as follows:

ARTICLE I

The name of this corporation is ALPHA PUBLIC SCHOOLS, INC.

3. Article II, Purposes, of the Articles of Incorporation of this corporation is hereby amended to read as follows:

ARTICLE II

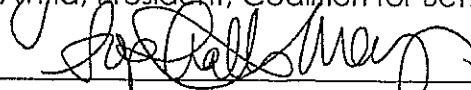
- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation law for public and charitable purposes.
 - B. The specific purpose of this corporation is to improve educational opportunities for students enrolled in publicly funded schools through teacher training, leadership development, the creation of student programs, managing, operating, guiding, directing, and/or promoting one or more public charter schools, and other activities that help to foster excellence in public education.
4. The foregoing amendment of the articles of incorporation has been duly authorized and approved by the Coalition for Better Public Schools Board of Directors.
 5. The corporation has no members.

We further declare under penalty of perjury according to the State of California that the matters set forth in this certificate are true and correct to the best of our knowledge.

Date January 17, 2012



Cindy Avitia, President, Coalition for Better Public Schools, *Inc.*



Sophath Mey, Secretary, Coalition for Better Public Schools, *Inc.*



I hereby certify that the foregoing
transcript of 1 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

MAY 08 2012

Date: _____

Debra Bowen
DEBRA BOWEN, Secretary of State



CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Alpha Public Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Alpha Public Schools and Alpha: Blanca Alvarado Middle School ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Alpha Public Schools' filing officer shall make and retain a copy of the Statement.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material

financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Alpha Public Schools Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Executive Director of Charter School
 - E. Principal of Charter School
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants¹
 - K. Other Employees²

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."
 - A. Purchasing Manager
 - B. Assistant Business Officer
 - C. Other Employees³

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
 - A. Information Systems Technician
 - B. Contractor
 - C. Other Employees⁴

¹ The Chief Executive Officer may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² "Other Employees" include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ "Other Employees" include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

⁴ “Other Employees” include employees with authority to make purchases that may foreseeably and materially affect investments and business positions in business entities that provide services, supplies, materials, or equipment in which the employee has authority to purchase.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include the interests described in Category 1.

Alpha Public Schools

Development and Evaluation Playbook

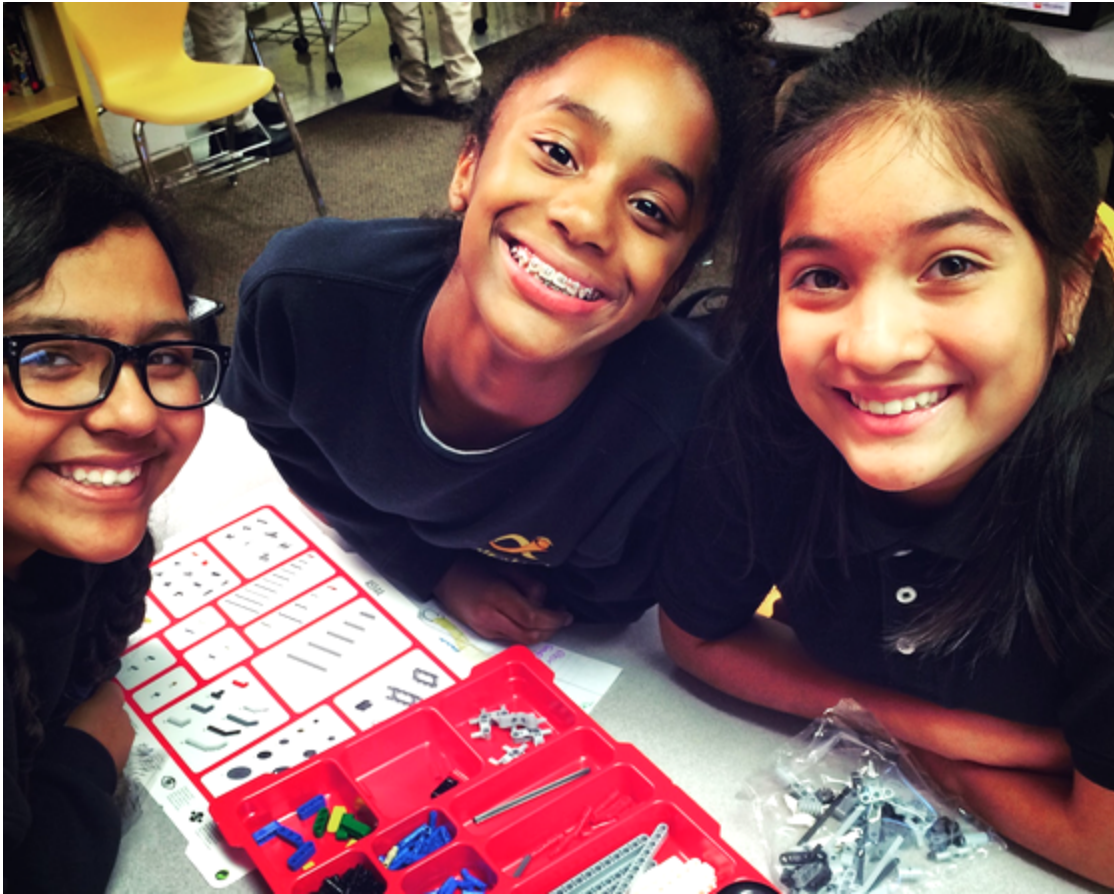


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- [Coach the Coach Meetings](#)
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- [Weekly Observation Notetaker](#)
- [Teacher Feedback Meeting Notetaker](#)
- [Action Step Identification Framework](#)
- [Real Time Coaching Cheat Sheet](#)
- [Professional Development Planner](#)
- [Leading Effective Role Plays](#)
- [APS Evaluation Process](#)

Evaluation:*

- [The Evaluation Process](#)
- [APS Teacher Evaluation Rubric](#)
- [APS PLT Coach Evaluation Rubric](#)
- [APS Leader Evaluation Rubric](#)

Coaching Professional Development Resources

**Materials adapted from Relay Graduate School of Education NPAF*

Instructional Coaching Systems and Guidelines

Use the Tools

- [Get Better Faster SAS](#)
- [Guide to Using the Get Better Faster SAS](#)
- [Culture Coaching SAS](#)

Bi-weekly 1:1 Meetings (N/A for CAPS)

Purpose: Providing individualized coaching support to strengthen coaching muscle, while ensuring both accountability and quality of coaching in the program

Before the Meeting

- Ensure your observation tracker is up-to-date with the latest action steps
- Submit a 20 minute coaching video to your [folder](#) highlighting the See It, Name It, Do It in portions of your coaching session. This video should be submitted at least 72 hours in advance of your meeting with HE
- Link a copy of the teacher's notes or your own coaching script (as needed). Feel free to use the feedback meeting notetaker or instructional coaching agenda below to capture notes.
- Submit coaching script/plan (as needed). Feel free to use the instructional coaching agenda in this document to organize your script.
- Feel free to use the observation notetaker to collect your data during the observation.

During the Meeting

- Bring your computer, DEP (Development and Evaluation Playbook), and a writing utensil

We will:

- Review your updated observation tracker action steps and complete the OBS/Feedback cycle on your coaching video.
- Identify an action step or area of focus for your coaching sessions

Coach the Coach Meetings

Purpose: Leveraging the coaching power of the team by thought partnering to better serve our most struggling teachers

Before the Meeting

- Share your coaching video 72 hours in advance and identify an area you want feedback on
- Review the video and bring your feedback (specifically on the key area of focus)

During the Meeting

- Peer review of action steps tracker
- Completing the CtC protocol on the video and identify action steps for the coach

Notes:

- [Middle School Agenda](#)
- [CAHS School Agenda](#)

First Coaching Meeting Template

Before the Meeting:

| | |
|---|---------------------|
| <ul style="list-style-type: none"> Establish a recurring meeting time that works for you and the teacher <ul style="list-style-type: none"> Category 1 Teachers = 2X each week Category 2 Teachers = 1X each week Category 3 Teachers = 1X every other week Create a tab for your teacher on the Teacher Observation Tracker. | <p><u>Notes</u></p> |
|---|---------------------|

During the Meeting:

| | |
|--|---------------------|
| <p><u>Review Expectations</u></p> <ul style="list-style-type: none"> Share excitement about coaching and the process Emphasize coaching as a collaborative process, and feedback as formative, and not evaluative <p>Coaches are expected to:</p> <ul style="list-style-type: none"> Complete regular observations based on the Category of the teacher Establish parameters of Dropcam use with teachers ahead of time Attend coaching sessions on time and prepared <p>Teachers are expected to:</p> <ul style="list-style-type: none"> Fully participate in the coaching process Attend coaching sessions on time and prepared Work with coach to determine goals and action steps | <p><u>Notes</u></p> |
| <p><u>Review the Coaching Format</u></p> <p>Preview the weekly coaching meeting format:</p> <ul style="list-style-type: none"> Review the GBF SAS for teacher skills progression. Start at the beginning for new teachers. | <p><u>Notes</u></p> |

| | |
|---|---------------------|
| <p>Based on a discussion of the teacher's needs, select the first action step.</p> <ul style="list-style-type: none"> • Emphasize purpose planning and practice - to ensure that teachers are able to execute on action steps with feedback • Model how staff member should update meeting notes on the tracker • Set timeline for follow up (e.g., date the next week for completed materials, observation, or video) | |
| <p>Task Management:</p> <ul style="list-style-type: none"> • Monitor that teacher is keeping up with teaching tasks - Ask, "How is the year going so far?" "Are you keeping up?" "How are you keeping yourself organized?" "What help do you need?" • Does teacher have effective systems in place to stay organized? If not, offer support • Is teacher using time effectively? | <p><u>Notes</u></p> |
| <p>End of the Meeting:</p> | |
| <p>Look Ahead:</p> <ul style="list-style-type: none"> • Preview/review upcoming events/deadlines/deliverables • What lesson planning and/or homework preparation is the teacher responsible for? • Does the teacher understand responsibilities? • Does teacher need assistance? Set up extra planning time if necessary | <p><u>Notes</u></p> |
| <p>Review Questions and Concerns:</p> <ul style="list-style-type: none"> • Ask the teacher if they have any pressing questions or areas of concern | <p><u>Notes</u></p> |

| | |
|--|--|
| | |
|--|--|

Weekly Observation Notetaker

| | | | | |
|----------------------------|------------|----------------|-------------|----------------|
| Teacher | | | | |
| Time Stamp and Date | | | | |
| Class | <i>ELA</i> | <i>History</i> | <i>Math</i> | <i>Science</i> |
| Objective | | | | |

Key Data Collection

| | | |
|--|---|-------------------------------|
| Engagement Data (Total: _____) | | |
| <u>Teacher Station</u> | <u>Blended</u> | <u>Independent/Group Work</u> |
| Corrective Ratio: (Total: ____ : ____) | <u>Positive Interactions</u> | <u>Negative Interactions</u> |
| Opportunities for Response: | <u>Recall or Application</u> | <u>Analysis or Evaluation</u> |
| | <u>Volunteers</u> | <u>Randomized</u> |
| Compliance | <u>% of students meeting behavior expectations:</u> | <u>Key student notes:</u> |

| | |
|------------------------|------------------------|
| Teacher Actions | Student Actions |
| | |

| | |
|--|--|
| | |
|--|--|

Teacher Feedback Meeting Notetaker

| Teacher | Coach | Class/Subject |
|-----------------------------|-------|---------------|
| | Hope | ELA/History |
| Accountability Steps | • | |

| | |
|--------------------------|--|
| Win of the Week | |
| Skill Gap | |
| What and How Action Step | |
| Planning Space | |
| Check In/ Concerns | |

Action Step Identification Framework

Highest Leverage

Clear and Measurable

Bite-sized

Transferable

- Rigor or Management?
 - Is the classroom unsafe?
 - Is management getting in the way of instruction and student achievement?
 - Is management impacting a significant number of students?
- Pressure Testing an Action Step (Highest Leverage)
 - If the teacher were to master this action step, would academic achievement dramatically improve?
 - Will this action step make the biggest impact most quickly?
 - Does this action step address the root cause? (The 5 Whys)
 - If we were to focus on _____ vs. _____, what would be the impact on student achievement?
- Clear and Measurable?
 - Is the teacher 100% clear on the concrete actions he/she needs to take in order to master this action step? Can he/she repeat the action step back to you?
 - Have you delivered the action step using the fewest and most precise words?
 - How will you know they have mastered the action step? What evidence/data will you look at?
 - Are you clear on how they will practice?
- Bite-sized
 - Can the action step be completed in one week?
- Transferable
 - Is this action step transferable to other lessons or content?
- Opportunities for Practice/Planning
 - How will you have them practice the action step on-the-spot?
 - Where are there opportunities for corrective feedback to allow for perfect practice?

Real Time Coaching Cheat Sheet

Real Time Coaching is immediate feedback to teachers. Coaches are able to see a teacher say/do something and immediately tell them how to fix it or better it in the moment. For teachers who are novice or struggling, a delayed feedback makes it hard for teachers to change their practice. RT Coaching provides immediate feedback to help a teacher change what they are doing right away and immediately see the impact of that change.

There are 3 strategies to use from least to most invasive:

Charades:

giving nonverbal signals to remind teachers to continue working on problem areas

- **When to use-** You and the teacher have identified 1-2 specific areas of focus and you have already discussed a plan to call their attention to the issue.
- **Example-** As a coach, I have already discussed improving the positive to negative ratio of corrections with my teacher. When I come in to observe and notice a negative ratio, I make the + signal with my hands silently in the back of the room to remind her to begin positively narrating. Alternative: Stand near the behavior hot spot and hold the card with the desired behavior to focus teacher's direction.
- **Tools-** Silent hand signals or gestures in the back of the room or color cards that are raised to signal a teacher to practice a skill you have previously discussed

Remix:

ask for students to do it again to maintain expectations or asks teacher to restate/clarify expectations

- **When to use-** When students in the class are failing to meet expectations, but are not being given redirections to correct behavior or the teacher is not providing clear WTD directions to set expectations for behavior.
- **Example-** As a coach, during an observation I notice that my teacher has not set any expectations for group work. As she is about to release students, I silently raise my hand in the back of the room, she calls on me, and I ask in front of the class, "Ms. Smith, can you remind me of the voice level expectations for group work?"
 - OR: During group work, I notice one group in particular not meeting volume expectations and I walk over to that group, stand, and/or verbally remind students of the VL expectation, then provide immediate feedback on a post-it to "Watch left corner group for voice level expectation."
- **Tools-** Proximity to draw the teacher's attention to the hot spot in the room, notes, or verbal reminders

Vogue:

pause the class to step in and provide instructions or modeling for content/management

- **When to use-** The classroom is unsafe, unruly, or the majority of students are not meeting basic expectations
- **Example-** As a coach, during a transition between stations takes well over 2 minutes. Students are milling about and/or completely ignoring voice level and timeliness expectations. Students are making physical contact with each other and engaging in horseplay. I hold my silent signal hand up until I have 100% of students attentively silent, ask everyone to sit back down, restate clear, WTD directions for the transition, and then aggressively monitor the transition to ensure expectations are met.
- **Tools-** School-wide silent signal and Teacher Voice to get student attention

| Scenario | Strategy |
|---|--|
| Management: Teachers not noticing minor misbehaviors | Charades: Use proximity and whisper redirections to address behavior and write a post it note to teacher telling her to proactively scan for misbehavior in left corner of the room |
| Management: Teacher is talking over students, which is an action step that we've been trying to problem solve. | Charades: I stand at the back of the class, and when you see me raise my folder, stop talking until class is silent |
| Management: The class is doing a TnT, the teacher has counted down, but students are continuing to talk over her. She has just started to begin debriefing the TnTs without 100% | Vogue: Move to the front of the room and give the silent signal. Say "I'm sorry Ms. Smith. I know what you're saying is really important and I just want to make sure everyone can hear it," and give clear WTD expectations. |
| Management: Teacher's instruction is wordy and confusing | Remix: Make question signal and wait for the teacher to call on you, say,"To clarify Ms. Smith, students should be..." and restate expectations or directions in clear WTD directions. |
| Instruction: During independent work, you see three different students answers that merit discussion | Remix: Raise hand to comment and wait for teacher to respond. Say "As was walking I saw interesting responses from x, y, z. Can you share your thinking with the class?" |
| Instruction: Teacher is having ping-pong conversation, not volleyball, which is the action step we're addressing this week. | Charades: Make ping pong signal in the back of the room and gesture to the students who the teacher should be calling on. |
| Instruction: Teacher is not holding out for right is right | Remix: Raise hand in the back of the room and allow the teacher to call on you. Say to student: "You're 60% there. Is there anyone who could help us get to 100% |
| Instruction: Teacher has misinterpreted the lesson objective or not focused on the most important element | Vogue: Move to the front of the room and say, "Scholars, remember: we are focusing on what are the character's traits. So please include that in your answer." |

Professional Development Planner

| | |
|-------------------------|--|
| <p>Objective</p> | <p><i>What teachers should be able to do by the end of the workshop</i></p> <p>Objectives should be:</p> <ul style="list-style-type: none"> ● High Leverage - the most important thing for teachers to focus on, directly impacting student results ● Practice Focused - at least 30% of the PD time is devoted to participants practicing w/ feedback ● Measurable - it can be observed and evaluated during practice ● Doable - it can be achieved in the allotted PD time |
| <p>See It</p> | <p><i>Short activities that are aligned to the objective and drive participant mastery</i></p> <p>This includes:</p> <ul style="list-style-type: none"> ● Easy to see examples (video clips, case studies, exemplars, live modeling) <ul style="list-style-type: none"> ○ Model vs. Anti-model <ul style="list-style-type: none"> ■ What's effective vs. diagnosing the problem ● Precise questions given BEFORE the activity to frame interactions w/ examples |
| <p>Name It</p> | <p><i>Participants identify the best practices from the "See It" activity and then give it formal language/rationale</i></p> <p>This includes:</p> <ul style="list-style-type: none"> ● Scaffolded questions are drafted ahead of time to draw attention to key details or takeaways during discussion ● Discussions that are like volleyball, rather than ping pong, and groups are deliberately selected and monitored for progress ● A CORE IDEA slide to stamp a key takeaway or idea that participants should walk away with after doing the cognitive work |
| <p>Do It</p> | <p><i>Solidify the learning through practice or planning</i></p> <p>This includes:</p> <ul style="list-style-type: none"> ● Practice that is real or directly related to the skills participants are developing ● Detailed instructions, roles, or a protocol for participants to follow so that the time is used effectively ● Having leaders on hand to observe practice/planning and give feedback so participants can redo/revise the most challenging parts of their practice/planning ● Identifying clear next steps that are easy to monitor after the session for guaranteed implementation |
| <p>Reflect</p> | <p><i>Solidify the learning through practice or planning</i></p> <ul style="list-style-type: none"> ● An opportunity to reflect and draft action steps on the colored reflection sheet that can be referred back to throughout the weekly PD sessions and aid in implementation |

Leading Effective Role Plays

"Getting students teachers to follow procedures on Day 1 cannot be done halfway; if you don't push for 100% compliance then, it will slowly unravel later."

Jarvis Sanford
Managing Director of AUSL

What is the facilitator doing?

- **INTRODUCE** the need for the routine. Discuss the overall vision of what the system should look like including the minute-by-minute. Provide a clear purpose for the system and highlight any undesirable behaviors that might be avoided if executed effectively. (Bringing in personal anecdotes)
- **MODEL** the routine for teachers so a clear exemplar is provided and set the tone for going ALL IN on role plays to establish muscle memory
- **FACILITATE** a discussion with teachers asking them to identify pieces of the model that were particularly effective and how they might positively impact student behavior
- **IDENTIFY** several teachers to lead the group in practicing and provide feedback on their execution
- **PROVIDE** one piece of RT feedback to the teacher in the moment (disregard if they have an exemplary execution)

What are teachers doing?

- **IDENTIFY** rationale for the routine after discussing how it might positively impact students and the impact if it is not mastered
- **READ** a script and minute by minute of the routine before it is modeled
- **SEE** leader execute an exemplar routine and experience from a student's perspective
- **PRACTICE** the routine with low resistance (no student misbehavior) by reading the script aloud to a partner to develop muscle memory and receive RT feedback
- **DEBRIEF** each practice session and provide an "effective" and "next time" piece of feedback
- **PRACTICE** a second time with high resistance in the larger group (supporting leaders will provide targeted misbehaviors)

What are supporting leaders doing?

- **PROVIDE** individual, specific feedback to any teacher while practicing to ensure they are practicing perfect
- **ENGAGE** in student misbehaviors during high resistance teacher roles plays
- **SUPPORT** leader in effectively executing PD

What will happen immediately if a teacher doesn't comply?

- **SUPPORTING LEADERS** should be observing to provide bite-sized RT feedback whenever possible and ask teachers to Do It Again, and then provide more feedback. If teachers continue to struggle to execute, they should model the desired behavior and ask the teacher to identify the gap between your model and their practice.
- **FACILITATORS** should be observing to ensure that all staff members are ALL IN on the role plays, if this isn't happening, pause the session and remind participant that they should not tell, but should do what they will be doing to build muscle memory. Continue to address as necessary.
- **TEACHERS** should hold each other accountable for going ALL IN and continuously reminding peers of expectations.

APS School Site Evaluation Process

Evaluation Timeline

- **Week 1:** Principals schedule formal evaluations.** Teachers complete self evaluation and review with Coach and share with Principal.
- **Week 2:** Principal conducts formal evaluation and schedules norming meeting with Coach to review ratings.
- **Week 3:** Principal and Coach norm on finalized ratings and areas of growth. Principal schedules debrief with Teacher.
- **Week 4:** Principal and Coach review ratings with Teacher during formal evaluation debrief



October Evaluation Cycle:

All teachers who are new to Alpha or in their first year
(Evaluations can also be requested by returning teachers and/or required by principals)

January Evaluation Cycle:

- Formative Feedback Meetings for GLCs (Hope) and Lead Teachers (Trudy)
- OM/OA Staff
- Mid Level Leaders*
- Category 1 Teachers
(principal discretion w/ PIP or Action Plan if needed)

February Evaluation Cycle:

- All Teachers
- PLT Coaches

**Principals may opt for a more frequent evaluation cycle for mid-level leaders and schedule informal debrief meetings on the 2x2 evaluation cycle (late October and March). This will be discussed with your manager ahead of time.*

*** With CSO approval, Principals may opt out of a formal observation and choose to complete a comprehensive evaluation using previous coaching data. This will be clearly communicated with staff before the evaluation process begins.*



Alpha: Blanca Alvarado Middle School
Alpha: José Hernández Middle School

School Safety Guide
2016 - 2017

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Intro

Rights

“All students and staff of primary, elementary, junior high, and high schools have an inalienable right to attend campuses which are safe, secure, and peaceful.”

: Right to Safe Schools

Definition of a Safe School

California State Department of Education's Safe Schools Planning Guide for Action

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

Our Goals

The Comprehensive School Safety plan has several goals: They are the following:

- To create a school atmosphere that is safe, respectful, fair, and conducive to learning.

- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well being of students and staff.
- To comply fully with all requirements of the California Education Code

Annual Review

The Alpha Public Schools Comprehensive School Safety Plan will be reviewed, evaluated, and amended, as needed each school year.

Assessment of Current Status of School Crime

There is a tradition of school pride and care at Alpha: Blanca Alvarado Middle School and Alpha: Jose Hernandez Middle School. The facilities and grounds are well maintained and cared for. The expectation is that each adult and student will do his or her part to help maintain the school campus.

Alpha: Jose Hernandez Middle School has a low incidence of school crime. There have been occasional cases of graffiti on bathroom walls and campus property, but this does not occur on a regular basis.

Students are held accountable for such actions. When a student is discovered to have been involved in graffiti or damage to school property, natural consequences are applied. The student is required to return the item to an acceptable condition, which may involve scrubbing walls or furniture.

Child Abuse Reporting Procedures

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Definitions

1. "**Child Abuse**" includes the following:
 - A physical injury inflicted by other than accidental means on a child by another person.
 - Sexual abuse of a child.

- Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
- Unlawful corporal punishment or injury resulting in a traumatic condition.
- Neglect of a child or abuse in out-of-home care.

2. "**Mandated Reporters**" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of child care institutions, Head Start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs, and those instructional aides or other classified employees trained in child abuse reporting.

3. "**Child Protective Agencies**" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

Disaster Procedures

To use the all-school paging function on the school's phone system, pick up your receiver and dial *888. To page a specific room or classroom, dial * and the extension of the room you are trying to reach.

The school owns two (2) two-way radios. These should be charged each night. One should always be left in the office. The other must be turned on and carried by the PLT coach during the day and by the after school coordinator in the afternoon.

You should have an updated class list and applicable emergency procedures on a clipboard near your door at all times.

Emergency Evacuation, Fire or Fire Drill

A fire, fire drill, or other emergency evacuation will be indicated either by the school's fire alarm or via an announcement over the intercom system.

During a fire drill or fire emergency evacuation, teachers should instruct students to evacuate the building in an orderly fashion, using designated routes, and assemble in their assigned Assembly Area. Teachers should take the student roster when leaving the building and take attendance once the class is assembled in their assigned Assembly Area. Teachers should confirm that all members of their class are accounted for.

Teachers and students should wait silently for an "all-clear" to return to class or for further instructions.

In an actual emergency, the ability to communicate quickly and clearly will be extremely important. It is vital that students remain silent in drills and during actual emergencies, to ensure the safety of students and staff.

Code Blue – Shelter in Place

In general, “code blue” will be called when there is police activity or danger in the surrounding neighborhood, but no immediate threat on campus. When code blue is called, all students and staff should go immediately to their classrooms/office, lock the doors, and close the blinds. All students should be accounted for. Missing students should be reported to the office immediately by phone.

Office staff should notify classrooms of code blue by dialing *111 on the office phones and announcing “code blue – please lock doors, close blinds, account for all students, and remain in your classroom until you receive an ‘all clear.’” Office staff should notify PLT coaches or after school coordinators of code blue by using the two-way radio. Finally, office staff should confirm that bathrooms are empty, lock bathroom doors, and return to the office.

PE coaches and after school coordinators should ensure all students return immediately to their classrooms

During a code blue, once the campus is secure and all students are accounted for, please ensure students of their safety and continue with instructional activities. Do not leave your classroom or send students out of classrooms for any reason until receiving an “all-clear” or specific instruction from a member of the office staff.

Code Red – Emergency Lockdown

In general, “code red” will be called only when there is immediate threat on campus. When code red is called, all students and staff should go immediately to their classrooms/office, lock the doors, close the blinds, turn off lights, and barricade the doors. Students and staff should move away from windows, set up an interior barricade, and lie silently on the floor. All students should be accounted for. Missing students should be reported to the office immediately by phone - extensions.

Office staff should notify classrooms of code red by dialing *111 on the office phones and announcing “code red – please lock doors, close blinds, barricade doors, account for all students, and remain away from windows behind interior barricade, on floors, in silence until you receive an ‘all clear.’” Office staff should notify PLT coaches or after school coordinators of code red by using the two-way radio. Finally, office staff should check bathrooms for students reported missing by classroom teachers, returning with them to the office if located.

PLT coaches and after school coordinators should ensure all students returns immediately to their classrooms. If the classroom has already been barricaded, students should go directly to the office.

Any staff member who needs to report an in-class emergency during a code red should Dial 911.

Code 9 – Bomb Threat

In general, “code 9” will be called when there is the potential for immediate danger in the school building, as in a bomb threat or interior environmental hazard. Fire drill procedures should be followed.

Earthquake emergency Procedures

Earthquake – Drop, Cover and Hold

1. An administrator/teacher will announce that a Drop, Cover Hold Drill will begin.
2. The administrator/teacher will announce that you _____ to leave the classroom for this drill.
3. At the administrator/teacher's command, all students will drop under their desks.
4. All students will drop under the desk, hold the desk and remain under the desk until told to return to the seated position by the administrator/teacher
5. Teachers should monitor students to be sure all students are under their desks. The administrator/teacher will tell the students to return to their seats
7. The administrator/teacher will remind students of the need to follow this procedure whenever there is an earthquake and to remain in the duck hold position until they are told to evacuate the building.

In the event of an actual earthquake, Office staff will use the intercom or go from classroom to classroom to begin evacuation procedures. At this point, teachers should check the exit to ensure there are no hazards (downed electrical lines, etc.). Then, they should follow the emergency evacuation procedures above.

Emergency Evacuation Drill Schedule

The Emergency Drill Schedule should be completed at the beginning of each school year by the Principal and office staff. The annual schedule should include one emergency drill each month between August and May. The principal and office staff should ensure that school staff are trained on emergency procedures at the beginning of the school year and regularly notified of the monthly emergency drill schedule.

Maintaining a Safe and Orderly Environment

Visitors

While the School encourages parents/guardians and interested members of the community to the School and the educational program, the School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or the Board President within five days after the denial or revocation. The Principal or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held

within seven days after the Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Parent Unification

Student Pick-up in the Event of an Emergency

In the event of an emergency, it may become necessary to relocate the school population. Such a move would take place when it is determined by school or county officials that keeping students in the school would be hazardous to students and staff.

Parents will be notified of the relocation via a mass one-call sent out by school administrators. When parents are notified of the relocation, you will be told which site the students have been transported to. It is critically important that the school office has all necessary CURRENT phone numbers so that we are able to contact you at any time during the school day in the event of an emergency.

When you arrive to pick up your child—either at Alpha: Jose Hernandez or one of the alternative sites—there will be a student release station. Please pay attention to all directions for parking. Locate the release station and give the station worker your child's name. Once you have been identified, your child will be brought to you at the station. It is essential that parents cooperate with the release station procedures.

We must be organized in order to ensure 100% accountability for our students. All individuals picking up students must be positively identified by our staff or provide valid identification. Unless a person's name is on your emergency card as having your permission to pick up your child, we will not release your child to them. Student safety is one of our primary concern.

Alpha Public Schools Safety and Evacuation Procedures



[Insert Name Here]

“Keeping our students and staff safe is our top priority”

[Insert Address Here]

2016 - 2017

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** Indicates school specific items that will need to be updated by each site*

| What Should Be in Your Classroom | | |
|--|---|---|
| Item | Location | Suggestions |
| Campus Map: evacuation routes, fire alarms, fire extinguishers and chemistry lab(s) clearly marked | <ul style="list-style-type: none"> • By the classroom door • Not covering classroom windows | <i>(i.e. On a pin board, clipped to a surface. Not stapled or glued down)</i> |
| Emergency Resources Contact List | <ul style="list-style-type: none"> • By the office phone • Not covering classroom windows | Easily tangible so student/staff can easily grab and take with them if necessary. <i>(i.e. On a pin board, or clipboard)</i> |
| Emergency Code Descriptions | <ul style="list-style-type: none"> • clearly visible place in your room • Not covering classroom windows | Posted on brightly colored paper that aligns with the various emergency codes <i>(i.e.- "Code Red"- On Red Paper)</i> |
| Determination of Threat Explanation Sheet | <ul style="list-style-type: none"> • In clearly visible place in your room • Not covering classroom windows | Large Font and clearly labeled |
| Emergency Bag (see next page for items that should be in this bag) | <ul style="list-style-type: none"> • In an easy to access location, so it can simply be grabbed in the event of an emergency | Possibly assigning two responsible students to grab this during a drill/emergency |

| | | |
|---|--|--|
| <p>Audio/visual impairment Notification (Only post if applicable, copy in back of your Emergency Binder)</p> | <ul style="list-style-type: none"> • In a clearly visible place for people who may be entering the room | <p>Notification should be posted in the same location for each classroom, emergency personnel should be notified of location. <i>(i.e. corner of the classroom window)</i></p> |
|---|--|--|

| What Should Be In Your Safety Bag |
|---|
| |
| <ul style="list-style-type: none"> • First Aid Kit |
| <ul style="list-style-type: none"> • Emergency Binder |
| <ul style="list-style-type: none"> • Two Pens |
| <ul style="list-style-type: none"> • One Highlighter |
| <ul style="list-style-type: none"> • One Dry Erase Marker |
| <ul style="list-style-type: none"> • Clipboard |
| <ul style="list-style-type: none"> • One Whistle |
| <ul style="list-style-type: none"> • Flashlight |
| <ul style="list-style-type: none"> • Color-coded paper to alert outside help about injuries (Laminated) • (life-threatening, non life-threatening or no injuries) |

Teacher/Staff Roster

Insert Staff Roster On this Page

Roster should include:

- First and Last Name
- Title of staff member
- Email Address
- Room Extension
- Cell Phone number

Student Roster

Insert Student Roster on this Page

There should be a roster for each period and should include:

- Teacher's Name
- Class Period
- Student's First and Last Name
- Student's Grade
- Student's emergency contact information
*(including Medical/Special requirements for
any students who require this)*

Campus Map

Insert Campus Map Here

Map should have the following clearly identified:

- Major Streets
- Room numbers
- Two evacuation routes
(One main, One backup)
- Location of fire alarms/fire extinguishers on campus
- AED Location
- Chemistry Lab/Classroom(s)

Emergency Codes and Descriptions

Code Red/Lockdown

- Threat on campus: announcement made, *“This is a code red.”*
- Move all students, staff and identified visitors into the **nearest classroom, office or secure room.**
 - **Lock all interior and exterior doors.**
 - Turn off all lights.
 - Move students **away from windows and doors.**
 - Have students **crouch down and remain quiet.**
Students who are physically unable to crouch down may use a low chair/ wheelchair (if applicable).
 - Moveable furniture can be used as a buffer between students and doors/windows.
- Under your door slide:
 - **Green card-** all students are accounted for
 - **Red Card-** Student(s) is missing
 - With a dry erase marker write:
 - **# of students missing**
 - **Location code (if known)**
- Procedure ends when announcement is made, **“All clear”**

**Location Codes: * B - Bathroom, * O - Office, * X - Don't know
* OC (please indicate classroom # after code) - other classroom**

Emergency Codes and Descriptions

Code Blue/“Shelter In Place”

- Police activity in the neighborhood, shelter in place, announcement is made, *“This is a code blue.”*
- Shelter in place – don’t leave room, (not even for the bathroom)
- Lock door, close blinds
- Keep teaching/normal classroom activities
- Check email for updates
- Cell phone on, on silent, emergency use only
- Procedure ends when announcement is made, **“All clear”**

Determination of Threat

The Safety Director and/or Back-up Safety Directors will determine the appropriate response to any threat. This Multi-Hazard Evacuation Plan outlines procedures for situations that present imminent danger to students, staff and property beyond the school's ability to control and involve a 911 emergency response. These situations most likely will require evacuation or containment/lockdown.

Evacuation will be required in the event of:

- Fire
- Explosion
- Hazardous Material Spill (Inside)
- Hostage Situation
- Bomb Threat
- Gas Leak

Containment and/or Lockdown will be required in the event of:

- Riot
- Shooting
- Armed Person On or Near Site
- Hazardous Material Spill (Outside)
- Hostage Situation
- Suicide
- Earthquake (unless hazard inside classroom)

Emergency Drill Schedule/Guidelines

* We are required to have the following drills throughout the academic school year

- 2 Fire Drills/academic school year (**High School**)
- 4 Fire Drills/academic school year (**Middle School**)
- 1 Lock Down Drills/academic school year (**High School/Middle School**)
- 4 Earthquake Drills/academic school year (**High School/Middle School**)

Note: The “California ShakeOut Drill” will be held every year on the 3rd Thursday in October. The next scheduled ShakeOut Drill will be:

October 19, 2017 at 10:19 a.m.

| <u>Date</u> | <u>Type of drill</u> | <u>Start Time</u> | <u>End Time</u> | <u>Notes</u> (i.e.- areas of improvement/additional needs) |
|-------------|----------------------|-------------------|-----------------|---|
| | | | | |
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| Role | Role Description | Faculty Assignment/Title |
|---|--|---------------------------------|
| Safety Director | Sweep of the school after evacuation | |
| Backup Safety Director | Sweep of the school after evacuation | |
| Assistant Safety Director | Call 911, greet responding agencies, verify attendance, support efforts to establish control | |
| Backup Assistant Safety Director | Call 911, greet responding agencies, verify attendance, support efforts to establish control | |
| Assistance Monitor | Assist students, ensure students with disabilities or requiring extra assistance are accounted for | |
| Risk Analyst | Assess injuries and medical risk analysis | |
| Risk Analyst | Assess injuries and medical risk analysis | |
| Reunion Gate Attendant | Assist in reuniting parent(s)/guardians with their student in an orderly fashion | |
| Reunion Gate Attendant | Assist in reuniting parent(s)/guardians with their student(s) in an orderly fashion | |
| Reunion Gate Attendant | Assist in reuniting parent(s)/guardians with their student(s) in an orderly fashion | |
| Parent Representative: | Point person for notifying parents of updates and procedures on campus | |
| Additional Role: | | |

| Emergency Contact Resources | |
|--|--|
| Organization Name | Contact Information |
| General Emergency Number | 911 |
| American Red Cross (Silicon Valley) | (877) 727-6771 |
| Emergency Broadcast Radio Stations | <ul style="list-style-type: none"> ● KCBS - AM 740 ● KGO - AM 810 ● KLIV - AM 1590 ● KQED - FM 88.5 ● KSOL - FM 98.9 (Spanish) ● KSJX - AM 1500 (Vietnamese) |

Emergency Evacuation, Fire or Fire Drill Procedures

A fire, fire drill, or other emergency evacuation will be indicated either by the school's fire alarm or via an announcement over the intercom system.

During a fire drill or fire emergency evacuation, teachers should instruct students to evacuate the building in an orderly fashion, using designated routes, and assemble in their assigned Assembly Area. Teachers should take their emergency bag (which should have an updated student roster) when leaving the building. Teachers will take attendance once the class is assembled in their assigned Assembly Area. Teachers should confirm that all members of their class are accounted for by displaying their "Green" all students present card. If students are missing, teachers should display their "red" missing students card. Teachers and students should wait silently for an "all-clear" to return to class or for further instructions.

In an actual emergency, the ability to communicate quickly and clearly will be extremely important. It is vital that students remain silent in drills and during actual emergencies, to ensure the safety of students and staff.

In the event that the Fire Alarm should sound between classes or during lunch transitions:

- Students within a classroom are to stop what they are doing immediately and form a single line near the doorway.
- Teacher will check to ensure that all students are out of the classroom, then proceed to escort students to the assigned assembly place.
- If there are students in the multipurpose room when the alarm sounds, again they are to immediately stop what they are doing and line up single file nearest to the doorway and head to the assigned assembly place.

- All **staff/faculty** should be outside making sure the students are lined up and **quiet**.

Evacuation of Individuals with Disabilities

The Assistant Monitors will maintain an active list of the names of individuals who might require assistance during an evacuation, which will be kept on the in the front office where it's easily accessed. Assistance Monitors will be responsible for ensuring that individuals requiring assistance are safely evacuated from the building.

Evacuation, Fire or Fire Drill Procedures at a Glance

- Fire alarm with sound and flashing lights/silent students
- Take emergency bag with roster, and red and green cards
- Door closed
- Walk to the assigned assembly place; students sit down in a line
- Teacher takes attendance
- Show green flag for all clear signal, or red flag if a student is missing
- If student is missing, Ops team searches for the scholar
- If a student is injured, display the Injury Assessment Card and indicate the severity
 - (1- Non life-threatening, 2- life-threatening)
- Cell phone on, on silent, emergency use only
- Procedure ends when PA announcement is made: “All Clear”

Earthquake Procedures

In the event of an earthquake, either you feel the earth shaking or Safety Director makes an announcement indicating **“This is an Earthquake.”**

Teachers are to direct students to duck and cover. Duck and cover under the table with head and neck underneath and cover your neck with the back of your hands. Once the earthquake has stopped or a second announcement is made indicating “Earthquake has stopped.”

- o Once the Earthquake has stopped, teachers will assess students in the classroom for potential injuries.
- o Teacher will then display their Injury poster outside their door (i.e. life-threatening injury, non life-threatening or no injuries)
- o Risk Analysis personnel will assess the classrooms for potential injuries/hazards.

In the event of a potential threat/hazard inside the classroom after earthquake has stopped. between classes or during lunch transitions:

- o Teachers will grab their emergency bag and escort students to designated assembly location in an orderly fashion.
- o Once assembled, teachers will take attendance and indicate whether students are all accounted for (by displaying their green card) or missing (by displaying their red card).
- o Teachers will also indicate if there are any injuries by displaying their injury assessment card.
- o Risk Analysis personnel will then sweep the area and notify teachers of next steps.

Earthquake, Earthquake Drill Procedures at a Glance

- PA announcement or shaking earth
- Duck and cover under table – head and neck underneath, cover back of neck with hands
- 2nd PA announcement or when earth stops shaking,
- Assess room for injuries, and put the appropriate card on door
- If potential hazard in the room, take emergency bag and escort students to assigned assembly place
- Once outside, take attendance and indicate whether all students are present (green card) or students are missing (red card).
- Indicate if there are any injuries, by displaying the appropriate “injury card.”
- Wait for Risk Analysis personnel to instruct teacher on the “next steps.”

Containment/Lockdown

- If a staff member or student sees or smells an incident that may require containment, they should immediately contact the Main Office to report the incident.
- In the event of a lockdown, there will be an announcement indicating **“This is a Lockdown Emergency, Code Red.”**
- Staff will either be advised to stay put or reassemble in a common location.
- Unless more detailed instructions are given, securing the location requires locking all doors and windows, covering windows, barricading the door and ensuring students are out of sight.
- Safety Director and Backup Safety Director will call 9-1-1 immediately, and will begin sweep of all classrooms and portables.
 - Safety Director and Backup Safety Director will close and lock all building entrance/exit points and will assist emergency responders with accessibility to mechanical rooms.
- Using their Emergency binders, teachers will slide a Green Card under the door indicating *All Students Accounted For*, or Red Card indicating *Students are Missing, along with the student(s) names on the card*.
- **Under no circumstances are teachers to open the door.**
 - All classroom teachers must lockdown in their classrooms.
 - All staff and teachers not with a class must lockdown in nearest office space or classroom. **Please remember, classroom doors are not to re-open for any circumstance.**
 - If students are in the Multipurpose Room, they are to be locked in place and doors are barricaded, e.g. lunch.
 - If students are at recess/gym they are to their homerooms.
- Safety Director and Backup Safety Director will verify containment of all persons on the premises. If any of the above are not present on day of emergency, monitors will assist with sweep of building.

Thank you for working together as a team to ensure that we are in compliance with the school safety regulations, and keeping the students and faculty at Alpha Public Schools safe.



Student Discipline, Suspension, & Expulsion Policy and Procedures

Teachers and administrators will use a large array of strategies to promote positive behavior and to correct problem behaviors. We also use consequences and a problem-solving approach to help students fix behavior problems. Students may lose privileges when they violate the rules.

The School's administrative team will work closely with teachers, families, and students to help them learn and grow and has the authority to decide on the appropriate consequences for student behavior. The administrative team may solicit parent / guardian input in certain situations, but they retain all decision-making authority.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the School. In creating this policy, the School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School's Main Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

B. Progressive Discipline

The School believes in progressive discipline as a means to ensuring due process, intervention, and fairness to the disciplinary process. However, the School is committed first and foremost to the health and safety of our students and staff; and second to creating the strongest possible learning and teaching environment free from the distractions of poor student behavior. Accordingly, the following progressive discipline steps **SHALL NOT** preclude the immediate suspension and/or recommendation for expulsion of any student for any of the enumerated offenses listed below in Section C in accordance with the procedures outlined below. In addition, the following progressive discipline steps shall not preclude the initiation of alternative discipline/warning activities with a student and his/her parent(s) or guardian(s) upon the discretion of the Principal or designee.

1. Each teacher shall implement a school-wide classroom behavior strategy that is developed by the teachers, and explained to students and parents verbally and in

writing and implemented consistently amongst all students unless otherwise dictated by Section 504 Accommodation Plan or Individualized Education Plan. Teachers shall facilitate the translation of the behavior strategy into a pupil or parent's primary language if in the teacher's professional judgment the translation is necessary for a parent or student's full understanding and support of the behavior strategy.

2. Each classroom behavior strategy shall specifically allow for the referral of a student to the Principal for any of the enumerated offenses listed below in Section C.
3. Upon the 1st referral in one school year of a student to the Principal:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent/ guardian. This notice shall be followed by telephonic notice by the teacher to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the teacher shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. A student may be sent home for the day depending on the severity of the offense. The suspension shall be in accordance with the procedures described in Section D1 below.
4. Upon the 2nd referral in one school year of a student to the Principal:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent /guardian. This notice shall be followed by telephonic notice by the teacher to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the teacher shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. A conference will be held with the student, the parent / guardian, the classroom teachers, and the administrative team in order to implement a behavior plan. At this conference, a follow-up date will be set to assess the progress of the student's behavior plan.
 - c. A student may be sent home for the day depending on the severity of the offense. The suspension shall be in accordance with the procedures described in Section D1 below.

5. Upon the 3rd referral of a student in one school year to the Principal:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the teacher to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the teacher shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. The student may be suspended for 1-3 days with the amount determined by the discretion of the Principal taking into consideration the severity of the offense and the student's behavior history. The suspension shall be in accordance with the procedures described in Section D1 below.

6. Upon the 4th referral of a student in one school year to the Principal:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the teacher to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the teacher shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. The student may be suspended for 3-5 days with the amount determined by the discretion of the Principal taking into consideration the severity of the offense and the student's behavior history. The suspension shall be in accordance with the procedures described in Section D1 below.

7. Upon the 5th referral of a student in one school year to the Principal:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the Principal to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the Principal shall make a reasonable effort to leave a telephone message notifying the

parent/guardian of the offense(s) committed by the student which resulted in the referral.

- b. The student may be suspended for up to 5 days. The suspension shall be in accordance with the procedures described in Section D1 below.
- c. Automatic recommendation to the Chief Schools Officer of the student for expulsion in accordance with the authority granted and the process outlined in Sections E-O below. Upon such a recommendation the pupil and the 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. This determination will be made by the Chief Schools Officer or designee 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. All results will be documented in the student information system.

C. Enumerated Offenses

- 1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of

execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the

students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 3) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - v. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - vi. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - vii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - viii. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.
 - 4) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the designee with the student and his or her parent and, whenever practical, the teacher, supervisor or School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. 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. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or designee, the pupil and the 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. This determination will be made by the Principal or designee upon either of the following: 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.

E. Authority to Expel

A student may be expelled either by the School Board of Directors following a hearing before it or by the School Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student'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:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject

the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the

complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record 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.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, Panel 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 or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Principal or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the School as the School Board of Director's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Chief Schools Officer, Principal, and/or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Schools Officer or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for

in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Alpha Public Schools

PBIS & Multi-Tiered Systems of Support (MTSS)

Playbook: *Middle School*

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Multi-Tiered Systems and Supports (MTSS) Overview:

Why MTSS?

Time and energy are a finite resource in schools. While we would love to pour a million dollars worth of tools and individualized support to all students at all times, this is not realistic. As a result, every extra hour or dollar of extra support we spend on unnecessary individualized intervention is an extra hour or dollar we are *not* spending on supporting additional students who may also need support.

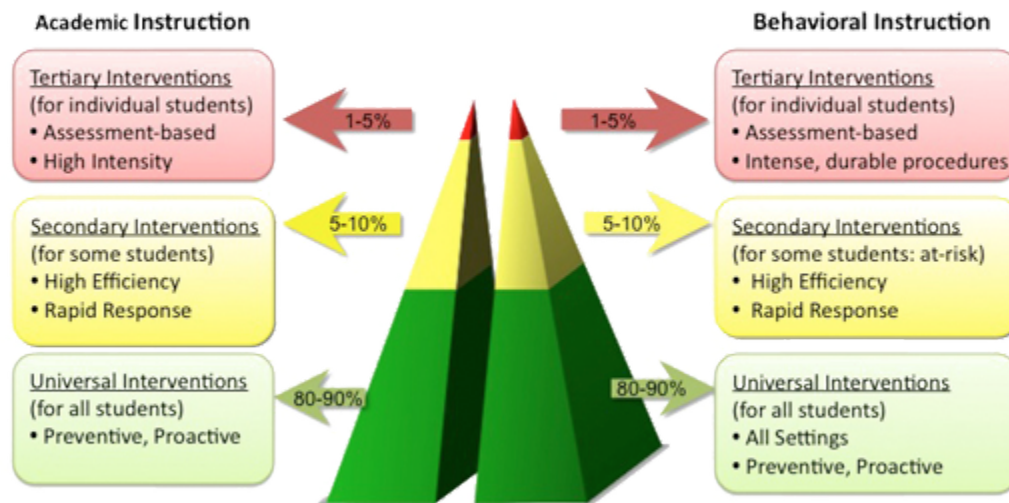
All too often, when we see students (or families, or teachers) struggle, we immediately jump to coming up with individualized supports and accommodations for those students - regardless of need. As a result, teachers, admin, and network staff find themselves spending time propping up one single student - who may not even need that level of support - while other students fall through the cracks.

Therefore, to make sure that we are maximizing the impact of our support for students with additional needs (academically or social-emotionally), ***we need an evidence-based framework and data-based processes for attending to students' needs in the most efficient and effective way possible.***

Summary Overview of MTSS

Tiers of Service:

Multi-Tiered Systems of Support rely upon viewing support and intervention through the lens of 3 different tiers of service:



- **Tier 1 (whole population):**
 - Interventions and supports that are available and provided to 100% of the population served. In a school setting, this can include everything from core academic curriculum to school-wide incentive systems.
 - When carried out with consistency and integrity, Tier 1 supports should be sufficient for ~80% of the population to be successful, without additional supports.
 - All school-site staff are involved in providing Tier 1 supports.
- **Tier 2 (small-group):**
 - Interventions and supports that are available and provided to small groups of students only.

- In a school setting, this includes pull-out academic intervention or ELL supports.
- If Tier 1 supports are carried out with consistency and integrity, Tier 2 supports should only be necessary for ~15 - 20% of the population to be successful.
- School site Admin and network staff are involved in providing Tier 2 supports, with limited teacher involvement.
- **Tier 3 (individualized):**
 - Interventions and supports that are available and provided on an individual basis. In a school setting, this includes IEPs and individualized behavior plans.
 - If Tier 1 and 2 supports are carried out with consistency and integrity, Tier 3 supports should only be necessary for ~5% or less of the population to be successful.
 - School site Admin and network staff are involved in providing Tier 3 supports.

Data-based Movement Through Tiers:

While all schools provide supports that align to the Tiers mentioned above, most fail to have clear, data-based processes for determining need and deciding which individuals should be moving through the tiers.

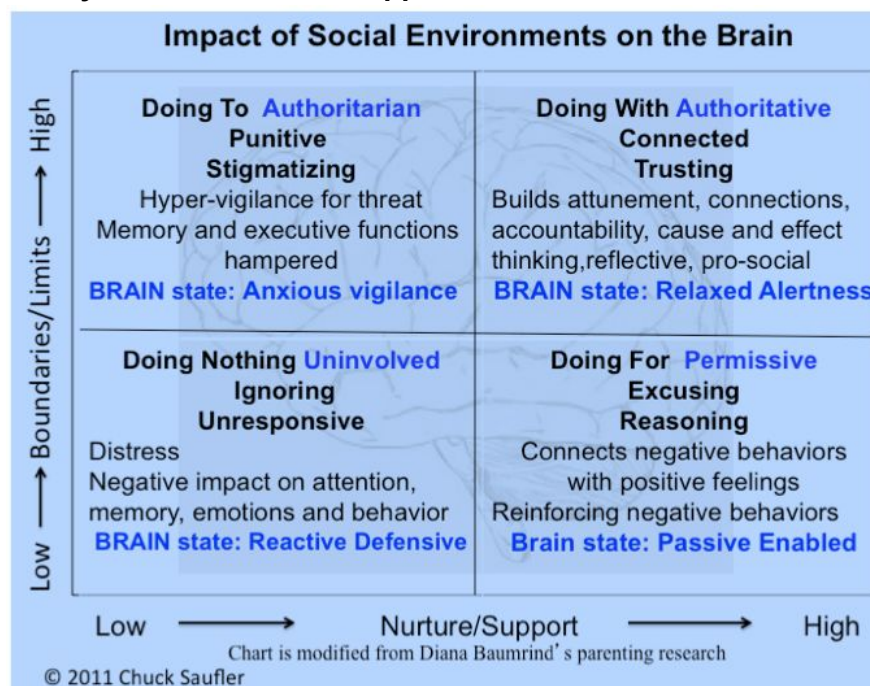
- The key to successful MTSS is an emphasis on capacity-building and providing consistent, quality Tier 1 support as a response to the majority of situations
- If too many people (more than the percentages mentioned above) need Tier 2 or Tier 3 supports to be successful, then that is clear evidence that staff should spend significant time and energy on broadening and improving Tier 1 supports across the school.

MTSS at Alpha

A Framework for Guiding all Human Supports:

At Alpha, we use the MTSS framework to think through how we are best leveraging resources to support our teachers and families - as well as our students. This forces us to “stay honest” and make sure we are maximizing our time and resources in everything we do.

Increased Accountability tied to Increased Supports:



We do our best to teach and grow everybody we work with, which entails providing additional support and teaching as well as additional accountability when people move to higher Tiers.

- **We do not increase consequences without providing additional support.** When it comes to behavioral support, there are some students (and adults) who will make poor choices that they are fully capable of not making. However, we cannot know the difference between those individuals and others who simply lack the ability to change without providing supports and additional opportunities for practice in tandem with increased consequences as students move to higher Tiers.
- **We do not increase support without additional accountability.** To go along with the preceding point, we also do not want to “reward” individuals with additional supports without them putting in their own work - ultimately, growth and learning come from hard work, and we do not want to reinforce opposite beliefs.

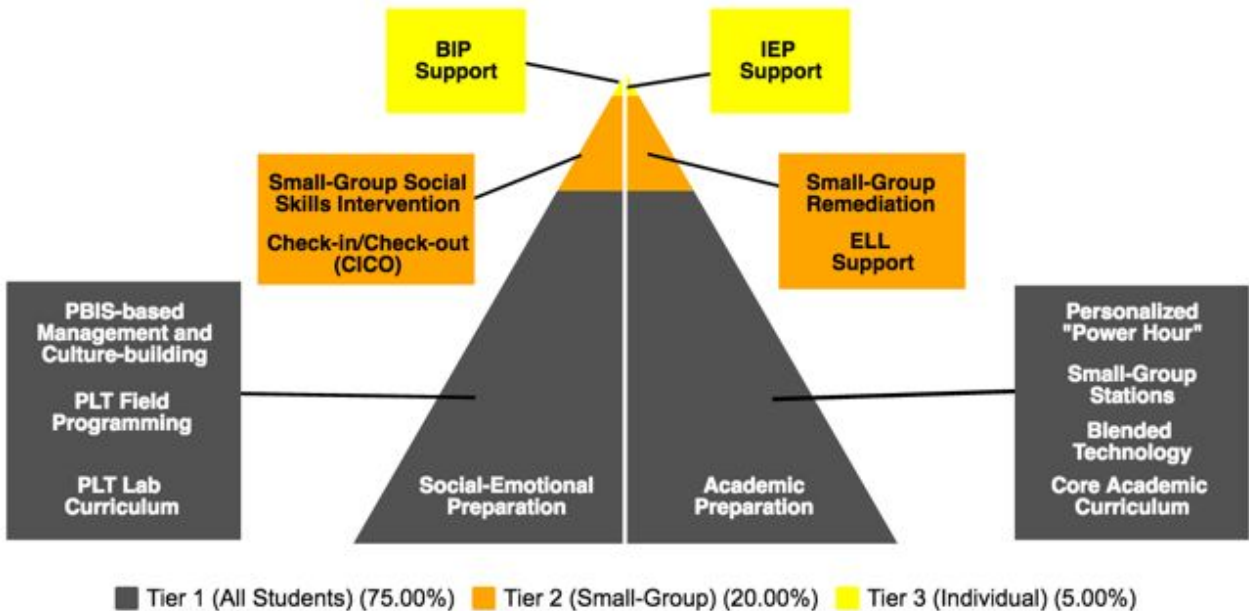
Fluid Movement Between Tiers:

Alpha’s MTSS process is fluid - as we want individuals to spend the minimum amount of time possible in Tier 2 and Tier 3.

- Quickly (but effectively) moving individuals back down to lower tiers makes sure that we are not building dependency on additional supports in those we are serving.
- Maintaining fluidity also works to prevent individuals from identifying themselves with “Tier 2” or “Tier 3” labels (and prevents us doing it to them, as well)

Meeting Students Where They Are:

Tiered supports are provided to address the specific needs of students. Therefore, a single student could be getting Tier 3 supports in math computation, while only receiving Tier 1 supports for ELA and SEL due to their needs while another student may be receiving Tier 2 supports for SEL and ELA, but Tier 1 supports in Math.



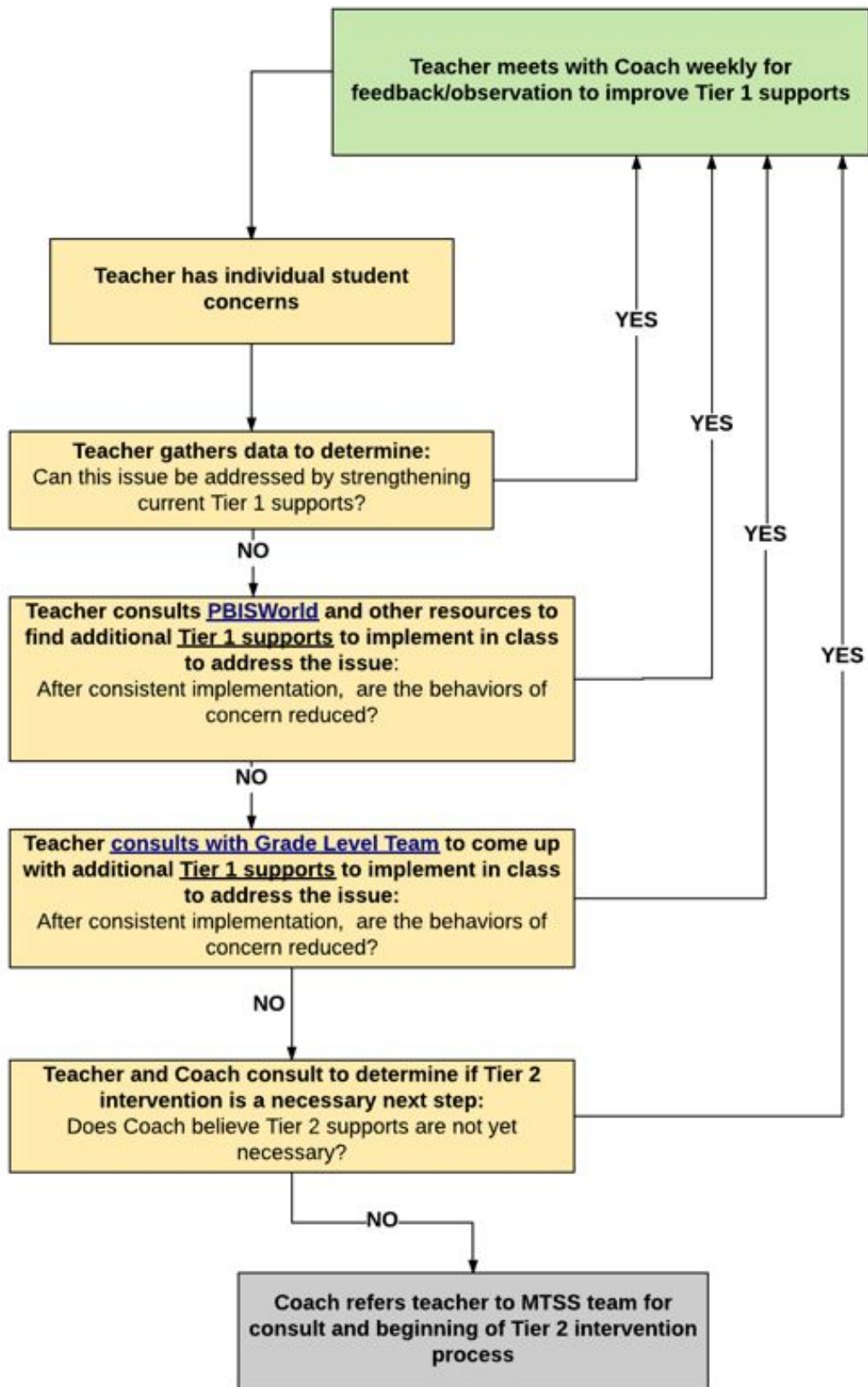
Tier 1 Student Systems and Supports

| Tier 1 Student Systems and Supports <i>(All students receive these supports)</i> | | |
|--|---|---|
| | Social-Emotional | Academic |
| Classroom | <ul style="list-style-type: none"> ● Classroom Management Plans: <ul style="list-style-type: none"> ○ Positive Incentive Plan ○ Celebrations ○ Relationship-building ○ CHAMPS Expectations ○ Routines and Procedures ○ Leveled Responses to Behavior ● PLT Lab: <ul style="list-style-type: none"> ○ Communication skills and strategies ○ Coping Skills ○ Problem-solving skills ○ Team-building ○ Digital Check-ins (and teacher responses) ● Family Outreach and Connection <ul style="list-style-type: none"> ○ Student-led conferences ○ Positive communications ○ Progress Reports ○ Memos ○ Behavior communications ● Culture and Mindsets: <ul style="list-style-type: none"> ○ Teacher use of Growth Mindset language and strategies ○ Student use of “Accountable Talk” stems | <ul style="list-style-type: none"> ● Differentiated Instruction: <ul style="list-style-type: none"> ○ Flexible data-driven grouping ○ Homogeneous group instruction ○ Blended instruction ○ Multimodal instruction ● Groupwork: <ul style="list-style-type: none"> ○ Rotating group roles and responsibilities ○ Heterogeneous collaboration ○ Team projects |
| Schoolwide | <ul style="list-style-type: none"> ● School-wide Management and Motivation: <ul style="list-style-type: none"> ○ Guiding Principles (3 Bes+) ○ School-wide incentive systems ○ School-wide acknowledgment systems ○ School-wide celebrations ○ School-wide expectations and procedures ○ Strategic release of structure ○ Foundations Team ● PLT Field: <ul style="list-style-type: none"> ○ Leadership skill development | <ul style="list-style-type: none"> ● Power Hour: <ul style="list-style-type: none"> ○ Flexible, leveled instructional hour ● |

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| | | |
|--|---|--|
| | <ul style="list-style-type: none">and practice<ul style="list-style-type: none">■ Trainers○ Communication skills and strategies○ Coping Skills○ Problem-Solving skills and strategies○ Team-building○ Strategic release of structure● Peer Supports:<ul style="list-style-type: none">○ Peer Mediation | |
|--|---|--|

Teacher Tier 1 Intervention Process:



MTSS Team Overview:

Summary Description:

The “MTSS Team” is a school-site MTSS support team consisting of representatives from the following groups:

- Site Leadership (Principals, APs, and Instructional Coaches)
- SpED Resource Staff (Resource Specialists)
- Mental Health Support Staff (Counselor, Psychologist, or Occupational Therapist, as necessary)
- Alpha Network Team (Director of SEL, Director of SpED)

The MTSS Team will have regular (weekly or bi-weekly, depending on the site) office hours open to appointment or drop-in.

- The MTSS team should serve as the “gateway” between Tier 1 and Tier 2 support - teachers should go through the [Tier 1 Intervention Process](#) prior to attending an MTSS team meeting
- During MTSS team meetings, teachers will present a particular problem they are having in class (academic or behavioral), and the MTSS team will go through a protocol to help the teacher come up with additional Tier 1 supports (and provide resources).
- The MTSS team will also serve as additional support in determining whether or not individual students should begin to receive Tier 2 supports

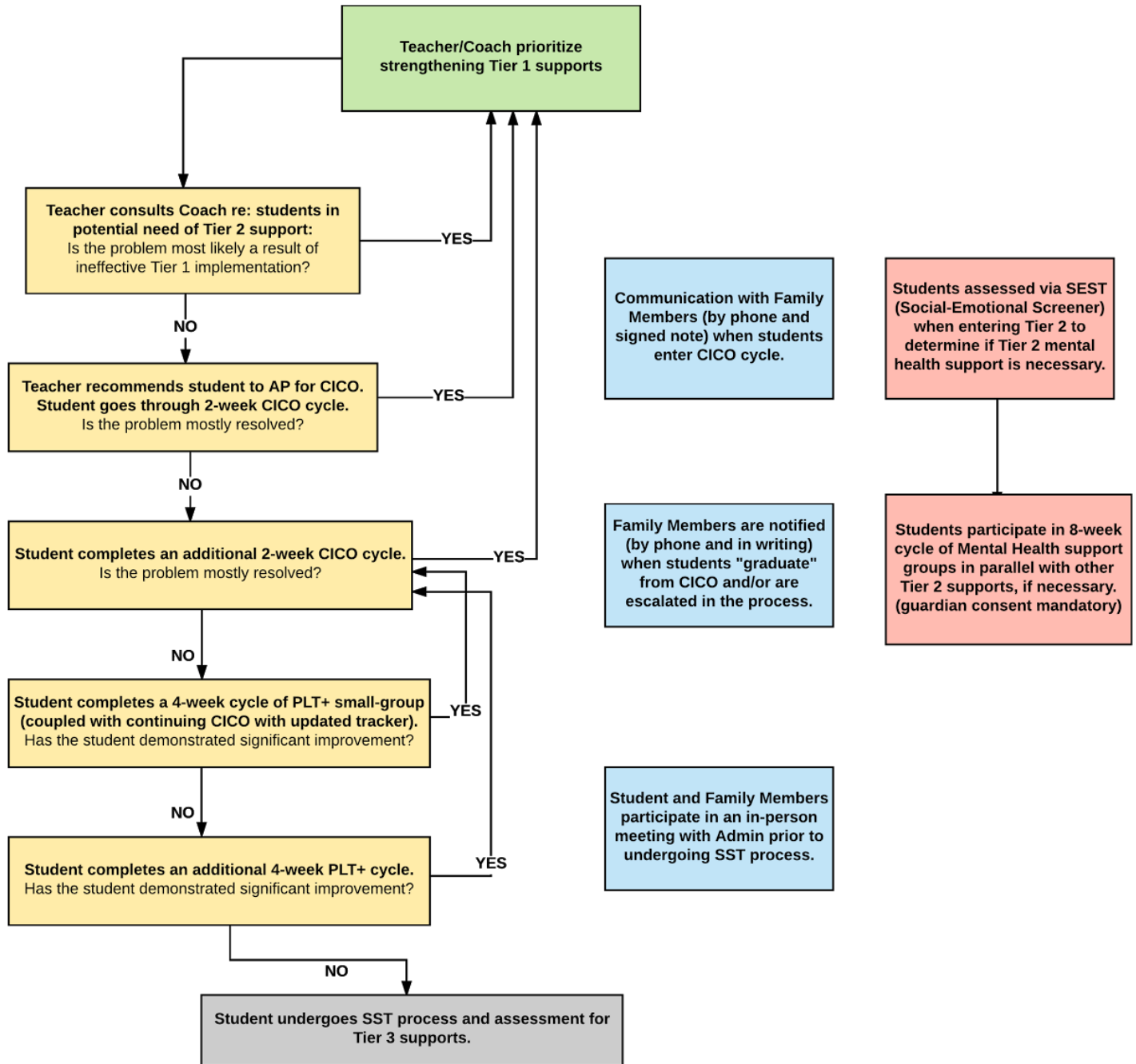
Tier 1 Student Support Resources:

- For SEL/Behavioral support, coaches should reference the [“Culture Coaching Scope and Sequence”](#) to determine appropriate Tier 1 action steps
- [PBIS World](#) also has a number of ideas for Tier 1 supports
 - **Important Note:** Tier 1 supports should be provided to *all students* in a classroom - therefore, *“positive notes home” is a Tier 1 intervention if there is a system by which all students can earn them, but becomes a Tier 2 or 3 support if only specific students can receive them*
- When getting assistance from Grade-level Team peers, teachers should use the [“Student Problem-Solving Protocol”](#)
- Consistent use of [Teach Like a Champion](#) techniques can go a long way towards reducing individual student behaviors
- A major cause of “problem behavior” is teacher-caused escalation with students - practicing appropriate [“Reset Conversations”](#) can greatly reduce these behaviors
- This [“Clean up and Start Fresh Protocol”](#) is also a good way to help students re-enter the classroom after an office referral or after a bad day
- Teachers can use this [“Positive Relationship Building” resource](#) to build better relationships with all students
- If a teacher is really struggling with a broken relationship, a successful [Student-Staff Mediation](#) can help to reset behaviors and provide an opportunity to get back on track without moving to Tier 2 supports
- **For Admin**, this [Office Referral Protocol](#) can help maintain consistent responses to behavior
- **When students are being recommended for Tier 2**, use [this data-gathering form](#) to gather appropriate data, then complete the [“Request for Tier 2 Support Form”](#)
- This [Tier 2 scoring guide](#) can also help make decisions regarding a student’s move into Tier 2

Tier 2 Student Systems and Supports

| Tier 2 Student Systems and Supports <i>(Specific sub-groups of students receive these supports; ~ 15 - 20% of population)</i> | | |
|---|---|---|
| | Social-Emotional | Academic |
| Classroom | <ul style="list-style-type: none"> ● Residents and Learning Coaches: <ul style="list-style-type: none"> ○ Push-in group support ○ Co-teaching structures | <ul style="list-style-type: none"> ● Residents and Learning Coaches: <ul style="list-style-type: none"> ○ Push-in group support ○ Co-teaching structures ● Classroom Teachers: <ul style="list-style-type: none"> ○ After or before school homework support ○ After or before school tutoring |
| Schoolwide | <ul style="list-style-type: none"> ● Check-in/Check-out (CICO) - 2-week cycles <ul style="list-style-type: none"> ○ Universal behavior tracker ○ Entry/exit check-in with AP ○ Data analysis ● “PLT Plus” - 4-week cycles <ul style="list-style-type: none"> ○ Small-group (pull-out) skill development and practice ○ Skill-specific behavior tracker ● Mental Health Support Groups - 6-8-week cycles <ul style="list-style-type: none"> ○ Small-group (pull-out) mental health support groups | <ul style="list-style-type: none"> ● Citizen Schools After School Program: <ul style="list-style-type: none"> ○ Tutoring ○ Extensions ○ Homework support |

Teacher Tier 2 Intervention Process:



Check-in/Check-out (CICO) Overview:

The CICO process is the first level of Tier 2 support for struggling students.

- CICO cycles are 2 weeks in length
- During this time, students carry a [daily CICO tracker](#) to every class
 - At the end of each class, teachers must initial their period and enter a score for each of the tracker domains
 - Students take tracker home daily for parent signature
- Students meet with their assigned AP first thing every morning before going to class, and at the end of the day before school is out
- During these meetings, students spend ~ 5 minutes (or less) with the AP:
 - The morning is a quick “pep-talk” seeing how the student is doing and reviewing key strategies for classroom success
 - Afternoon meetings are a debrief of the day’s tracker results, with reflection on how to improve or maintain the following day
- Assistant Principals are responsible for inputting daily CICO tracker data for analysis and contacting family for weekly summary/review of progress

CICO for Retained Students

Students who have been retained (repeating a grade), should start the new school year in a modified CICO process:

- [CICO for Retention trackers](#) focus only on Professionalism (on-task behavior and work completion)
- CICO for Retention should happen *weekly* for the first quarter of the school year
- Students who do not show progress after 1 month should move into a daily CICO process
- All students should have a monthly check-in throughout the second quarter

PLT+ Groups:

PLT+ groups are the second level of Tier 2 support for students who continue to struggle in spite of 4 weeks of CICO.

- PLT+ cycles are 4 weeks in length
- During this time, students participate in a weekly “PLT+” small-group with their assigned AP and other “PLT+” students
 - PLT+ sessions are focused on additional practice and development of strategies to address students’ particular area of struggle (coping skills, speaking to be heard sentence stems, etc.)
- Students continue to go through the CICO process with their APs, with [an updated tracker \(CICO+\)](#):
 - The CICO+ tracker mirrors the original CICO weekly tracker, but focused on tracking the use of the specific PLT+ strategies the student is learning/practicing in group
- APs are responsible for inputting daily CICO+ tracker data for analysis and contacting family for weekly summary/review of progress

Tier 2 Student Support Resources:

- [Check-in/Check-out protocol](#)
- [CICO Tracker](#)
- [CICO Tracker for Retained Students](#)

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- [Family CICO Support Letter \(English\)](#)
- [CICO+ Tracker](#)
- [CICO data input form](#)
- PLT+ Facilitation Guide
- [Social-Emotional Screener](#)

| Tier 3 Student Systems and Supports <i>(Specific individual students receive these supports; ~ 5-10% of population)</i> | | |
|--|---|---|
| Classroom | Social-Emotional | Academic |
| | <ul style="list-style-type: none"> ● Education Specialists: <ul style="list-style-type: none"> ○ IEP implementation ● SST Behavior Support Plans | <ul style="list-style-type: none"> ● Education Specialists: <ul style="list-style-type: none"> ○ IEP implementation ● SST Academic Support Plans |
| Schoolwide | <ul style="list-style-type: none"> ● School Support Team (SST) <ul style="list-style-type: none"> ○ Individual needs assessment ○ SpED eval (if necessary) ● Individualized Behavior Plans and Contracts <ul style="list-style-type: none"> ○ Managed at Admin level ● MH Counselor/Outside Agencies <ul style="list-style-type: none"> ○ Weekly individual or group therapy | <ul style="list-style-type: none"> ● School Support Team (SST) <ul style="list-style-type: none"> ○ Individual needs assessment ○ SpED eval (if necessary) |

Triggers for the SST Process:

- Parent makes an evaluation request (with a small amount of exceptions)

Flags for Director of SpED consideration for SST Process:

- Academic:
 - 2 MAP iterations with no growth or backwards growth (unexplained by other factors) (definitely Q1, maybe Q2)
 - 2-3 MTSS cycles with little to no progress
 - Possibly grades?
- Behavior:
 - X amount of behavior referrals per week (over the course of 4 weeks)
 - Behavior requiring hands on interventions
- Mental Health:
 - Multiple counseling referral forms
 - Participation in 2-3 Tier 2 MH Groups with little to no progress
 - Recent/extreme trauma

Tier 3 Student Support Resources:

- [Introduction to the SST Process](#)
- [SST Referral Form](#)
- [SST Round 1 Form](#)
- [SST Round 2+ Form](#)
- [Special Education Evaluation Tracker](#)
- Building SST Mindsets in School Teams
 - [Article](#)
 - [Presentation](#) (needs editing)

Summary Description:

The “SST Team” is a school-site SST support team consisting of representatives from the following groups:

- Site Leadership (Principals, APs, and Instructional Coaches)
- SpED Resource Staff (Resource Specialists)
- Mental Health Support Staff (Counselor, Psychologist, or Occupational Therapist, as necessary)
- Director of Special Education
- Parents and student

The SST Team will have as-needed (eventually becoming regular) team meetings to design and review intervention plans for individual students

- The SST team should serve as an intensive intervention for students who struggle to access their education within Tier 1 and 2 supports; this team is also the last step before a full special education evaluation is conducted
- During SST meetings, the team will go through a protocol to gather information on student strengths, areas of concern, and attempted interventions from all stakeholders (staff, student, and parents); the team will then create an individualized intervention plan that will be implemented and tracked over a 6 week cycle; team will hold a follow up meeting to review progress and determine next steps; paperwork is reviewed, and consent of the intervention plan must be signed by the parent
- The SST team will serve as a deciding entity regarding whether or not a student is referred for a full special education evaluation

Additional Supports for Implementation of School-level MTSS

- **Coaching and Consultation:**
 - **Monthly Site Leader (Principal) meeting with Director of SEL and Director of SpED**
 - **Tier 2**
 - Ongoing AP check-ins with Director of SEL
 - Data analysis
 - Skill development and practice
 - **Tier 3**
 - As-needed check-ins/consult with Director of SpED
 - DoSE observation of students who are in or approaching the evaluation pipeline
- **Professional Development:**
 - **Mental Health Consult/PD:**
 - Monthly mental health workshops for school leaders (Director of SpED, Director of SEL, Counselor)?
 - **Behavior Consult/PD**
 - As needed behavior PD (DoSE, SELPA)
 - School, teacher (coaching), grade level, network, etc.
 - **Accommodations/Modifications Consult/PD**
 - Delivered by DoSE + SPED team: during Summer PD & as needed

Teacher Tiered Intervention and Support

Tier 1 Teacher Systems and Supports

(All teachers receive these supports)

- **Instructional Coaching**
 - Bi-weekly coaching meetings, observations, and feedback
- **Professional Development (PD)**
 - Weekly Culture Check meetings
 - Weekly Grade-level team meetings
 - ~ Weekly differentiated professional development workshops/seminars
 - Annual Summer PD
 - “Professionalism Boot Camp”

Tier 2 Teacher Systems and Supports

(Specific sub-groups of teachers receive these supports; ~ 15 - 20% of population)

- **Instructional Coaching**
 - Weekly+ coaching meetings, observations, and feedback
 - Live-coaching in class
- **Professional Development (PD)**
 - Weekly skills/strategies practice sessions (TLAC role plays, etc.)
 - Optional Interest-Groups:
 - Foundations Team
 - SEL Development Committee
- **Multi-Tiered Systems of Support (MTSS) Team**
 - Drop-in consults and resource requests

Tier 3 Teacher Systems and Supports

(Specific individual teachers receive these supports; ~ 5-10% of population)

- **Personal Improvement Plan**
 -

Alpha Public Schools Complaint Policy

Internal Complaint Policy

Suggestions for improving the School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to the School. We ask you to first discuss your concerns with your child's teacher, and follow these steps:

Any complaint shall be put in writing using the "Complaint Form" and addressed to the Principal. A written complaint shall include:

1. The full name of each person involved
2. A brief but specific summary of the complaint and the facts surrounding it
3. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter

The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than ten (10) school days following the receipt of complaint.

If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Chief Schools Officer.

The Chief Schools Officer may seek additional investigation by the Principal as he/she deems necessary and will issue a resolution. The Chief Schools Officer will make the final determination regarding the dispute and shall notify the Complainant of the resolution within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the

Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Chief Schools Officer. The decision of the Chief Schools Officer shall be final.

Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Nondiscrimination

The School does not discriminate against any student or employee on the basis of actual or perceived 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 in the California Penal Code.

The School adheres 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 in Education Improvement Act of 2004.

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment. The School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Uniform Complaint Policy

Scope

The School's policy is to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the School finds merit in a pupil fees complaint the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The School's Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the School's compliance with law:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

The Chief Schools Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Chief Schools Officer or designee.

Should a complaint be filed against the Chief Schools Officer, the compliance officer for that case shall be the CEO.

Notifications

The Chief Schools Officer or designee shall annually provide written notification of the School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than English.

The Principal or designee shall make available copies of the School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's Decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the School.

A complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, and/or bullying occurred, or six months from the date when the Complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and/or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, and/or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, and/or bullying.

Pupil fees complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, and/or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

Step 5: Final Written Decision

The School's decision shall be in writing and sent to the Complainant. The School's decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The decision shall include:

- 1048576. The findings of fact based on evidence gathered.
- 1048577. The conclusion(s) of law.
- 1048578. Disposition of the complaint.
- 1048579. Rationale for such disposition.
- 1048580. Corrective actions, if any are warranted.
- 1048581. Notice of the Complainant's right to appeal the School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
- 1048582. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- 1048583. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the School's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving the School's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the School's decision.

Upon notification by the CDE that the Complainant has appealed the School's decision, the Chief Schools Officer or designee shall forward the following documents to the CDE:

- 52. A copy of the original complaint.

53. A copy of the decision.
54. A summary of the nature and extent of the investigation conducted by the School, if not covered by the decision.
55. A copy of the investigation files, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
56. A report of any action taken to resolve the complaint.
57. A copy of the School's complaint procedures.
58. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the School has not taken action within 60 days of the date the complaint was filed with the School.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation, and/or bullying complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

GENERAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Alpha Public Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd, Suite 250
San Jose, CA 95122

Alpha Public Schools

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

INTRODUCTION

This Handbook is designed to help employees get acquainted with Alpha Public Schools (hereinafter referred to as "Alpha"). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Alpha. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Alpha or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that Alpha is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Alpha also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the CEO and the HR Manager has the authority to enter into any employment or other agreement that modifies Alpha policy. Any ~~such~~ modification be in writing.

This Handbook is the property of Alpha, and it is intended for personal use and reference by employees of Alpha. Circulation of this Handbook outside of Alpha requires the prior written approval of the CEO.

EMPLOYEES MUST SIGN THE ACKNOWLEDGMENT FORM AT THE BEGINNING OF THIS HANDBOOK, TEAR IT OUT, AND RETURN IT TO THE HR MANAGER. THIS WILL PROVIDE ALPHA WITH A RECORD THAT EACH EMPLOYEE HAS RECEIVED THIS HANDBOOK AND ACKNOWLEDGES THE GUIDELINES CONTAINED HEREIN.

EMPLOYMENT POLICIES

Equal Employment Opportunity

Alpha is an equal opportunity employer. It is the policy of Alpha to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, sex (including gender, gender identity, gender expression, pregnancy, childbirth or related medical condition, or breastfeeding), religion (including dress and grooming practices), marital status, registered domestic partner status, veteran or military status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, political affiliation, or association with someone because of any of the foregoing characteristics, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Alpha will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact his or her manager with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Alpha then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Alpha will identify possible accommodations, if any, to help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Alpha will make the accommodation.

At-Will Employment

Except if stated expressly otherwise by an employment contract signed both by the employee and the Chief Executive Officer, it is the policy of Alpha that all employees are considered "at-will" employees of Alpha. Accordingly, either Alpha or the employee can terminate this relationship at any time, for any reason whatsoever, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, Alpha memoranda or other materials provided to employees in connection with their employment shall require Alpha to have "cause" to terminate an employee or otherwise restrict Alpha's right to release an employee from their at-will employment with Alpha. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Alpha's right to terminate at-will. No Alpha representative, other than the CEO or HR Manager, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Alpha that are not consistent with Alpha's policy regarding "at will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, Alpha memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code §11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Alpha will provide annual training on the mandated reporting requirements, using either in person training or the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of CA Penal Code §11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at Alpha will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise Alpha's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at Alpha include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with Alpha, be arrested or convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such an arrest or conviction to the HR Manager. Noncompliance with this notice requirement, or misrepresentation of the circumstances of a conviction, may constitute grounds for immediate dismissal. Alpha does not reimburse employees for background check expenses.

Tuberculosis Testing

All employees of Alpha must submit written proof from a physician of an examination for tuberculosis (TB) within the last sixty (60) days showing that they are free of active TB. The examination for tuberculosis consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with Alpha and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to Alpha will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with Alpha students.

Immigration Compliance

Alpha will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States.

Alpha shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Alpha shall not discriminate against any individual because he or she holds or presents a driver's license issued under section 12801.9 of the Vehicle Code.

If you have any questions or need more information on immigration compliance issues, please contact the HR Manager.

Staff/Student Interaction Policy

Alpha recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Alpha personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students perform physical acts that cause pain as a form of punishment;
 - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all Alpha faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to his or her manager. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Manager Permission

(These behaviors should only be exercised when a staff member has parent and manager permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their manager of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and concise.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your manager if conflict arises with the student.
- (k) Informing your manager about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Teacher Credentials

All Alpha teachers will either possess or be in the process of obtaining the appropriate teaching credentials, per the required California state/local laws. Proof of a teacher credential must be submitted to the HR Manager within the first 30 days of employment.

Instructional coaches and school leaders are strongly encouraged to keep an updated teaching credential, per the required California state/local laws.

Policy Prohibiting Harassment

Alpha is committed to providing a work and educational atmosphere that is free of unlawful harassment of any employee, independent contractor, unpaid interns and volunteers. Alpha's policy prohibits sexual harassment and harassment based upon sex, race, religion, creed, color, gender (including gender identity and gender

expression), national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Alpha will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which Alpha does business. This policy applies to all employee actions and relationships, regardless of position or gender. Alpha will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

When Alpha receives allegations of misconduct, it will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The Board (if a complaint is about the CEO) or the CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Differential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Alpha is committed to provide a workplace free of sexual harassment and considers such behavior to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All managers of staff will receive sexual harassment and abusive conduct training within six (6) months of their assumption of a manager position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to such training will include the prevention of abusive conduct undertaken with malice in the workplace that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct, including but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with managerial responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken

to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to his or her manager and the HR Manager, as appropriate. **See Appendix A for the "Harassment Complaint Form."** **See Appendix B for the general "Complaint Form."**

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment, sexual harassment, and abusive conduct above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Alpha policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

Alpha will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. Alpha is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Whistleblower Policy

Alpha requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within Alpha. As representatives of Alpha, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that Alpha has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of Alpha to raise serious concerns about the occurrence of illegal or unethical actions within Alpha before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of Alpha have a responsibility to report any action or suspected action taken within Alpha that is illegal, unethical or violates any adopted policy of Alpha, a local rule or regulation. Anyone reporting a violation must act in good faith, without malice to Alpha or any individual at Alpha and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report that the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who Alpha believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug Free Workplace

Alpha is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers and to other Alpha stakeholders.

Employees may face disciplinary action up to and including termination for reporting to work under the influence of drugs or alcohol, possessing or using drugs or alcohol in the workplace, using drugs and/or abusing alcohol outside of the workplace, or otherwise engaging in illegal or irresponsible behavior with drugs and/or alcohol in a way that calls into question the employee's competency.

At Alpha events, which are designated as "Alpha sponsored events" by Human Resources, employees may have a maximum of two (2) alcoholic drinks. Nonetheless, employees are still required to maintain responsible and professional behavior.

Confidentiality Policy

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate, locked files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest.

The term "actual or potential conflict of interest" describes any circumstance that would or would appear to

cast doubt on an employee's ability to act with total objectivity with regard to Alpha's interest. Each employee is expected to avoid any action or involvement, which would or would appear to in any way compromise his or her actions on behalf of Alpha. Activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- To conduct business on behalf of Alpha with a member of the employee's family or a business organization in which the employee or a member of his or her family has a significant association, which could give rise to an actual or potential conflict of interest.
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with Alpha that does significant work with or performs similar functions as Alpha.

If an employee is involved in any relationships or situations that may constitute a conflict of interest, the employee should immediately and fully disclose the relevant circumstances to his or her manager or the HR Manager, for a determination about whether a potential or actual conflict exists. The manager or HR Manager will summarize the employee-reported conflict that may constitute a conflict of interest and will immediately and fully disclose the relevant circumstances to Alpha's CEO and HR Manager. If an actual or potential conflict is determined, Alpha may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

All Alpha facilities are non smoking facilities. Employees may not use any tobacco products on school grounds, anywhere off of school grounds that is visible from school grounds, or anywhere it could be reasonably expected to encounter students during the day. Any violation of this policy may result in disciplinary action, up to and including release from at-will employment with Alpha.

THE WORKPLACE

Employment Classifications

All employees of Alpha Public Schools will be classified as either full-time or part-time, and either exempt or non-exempt. Alpha may also hire consultants and/or temporary employees.

- Full-time employees: Full-time employees are those scheduled to work the full academic year and who work at least thirty (30) regular hours per week.
- Part-time employees: Part-time employees are those who work fewer than thirty (30) hours per week.
- Exempt: Alpha will abide by applicable law in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- Non-exempt: Alpha will abide by applicable law in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay and meal/rest periods.
- Consultant: Consultants are independent contractors who work under an independent contractor/consultancy agreement. Consultants have no employee status nor any employment rights, and are not eligible for benefits.
- Temporary Employee: Temporary employees are those employees whose employment with Alpha is for a limited period. Temporary employees are not entitled to Alpha's benefit program.

Work Schedule

Business hours vary depending on school site and normally an eight (8) hour period Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Break Periods

Alpha provides meal and rest breaks in accordance with applicable law. Non-exempt employees are provided with at least thirty (30) minute uninterrupted and unpaid meal period, to be taken approximately in the middle of the workday—at any time of the employee's choosing between the time of the employee's shift starts and no later than after the 5th hour of continued work.

Additionally, non-exempt employees are eligible for two (2) paid rest periods of ten (10) minutes each during a full eight (8)-hour workday (i.e., one paid rest period for every four (4) hours worked), typically with one taken on each side of the meal period, unless practical work considerations make it infeasible. Your manager should be aware of and approve your scheduled meal and rest periods.

If you are a non-exempt employee, you are expected to observe your assigned working hours and the time allowed for meal and rest periods. Do not leave the premises during your rest period, but you may leave the premises during the meal period, so long as you notify your manager that you are doing so.

If anyone interferes with a non-exempt employee's ability to take a required meal period or rest break, such employee should notify his or her manager immediately.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects Alpha's ability to implement its educational program and disrupts consistency in students' learning.

If you find it necessary to be absent or late, you are expected to telephone your manager as soon as possible but no later than one-half hour before the start of the workday. If you are absent from work longer than one day, you are expected to keep your manager sufficiently informed of your situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with Alpha. Absence for more than three (3) consecutive days without notifying your manager will be considered a voluntary resignation from employment.

Time Cards/Records

By law, Alpha is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize Alpha's timesheet system.

Non-exempt employees must accurately clock in and out of their shifts, as this is the only way Alpha knows how many hours each employee has worked and how much each employee is owed. The timesheet indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep their manager informed of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the timesheet, the employee must contact his or her manager to make the correction.

No one may record hours worked on another's worksheet. Any employee, who tampers with his/her own timesheet, or another employee's timesheet, may be subjected to disciplinary action, up to and including release from at-will employment with Alpha.

Alpha Technology Acceptable Use Policy

Alpha will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
- The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to

others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

- Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
- Alpha staff will not enter an employee's personal e-mail files or voicemail unless there is a business need to do so. System security features, including passwords and delete functions, do not neutralize Alpha's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
- Furthermore, employees generally have no presumption of privacy in e-mail messages, whether personal or company-related, that are transmitted, received, or stored using computer hardware, Internet service providers, and/or software paid for in whole or in part by Alpha.

The Acceptable Use Policy is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network.") regardless of the physical location of the user. This policy applies even when Alpha provided equipment (laptops, tablets, phones, etc.) is used off of Alpha property.

Alpha will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are over the network. Alpha reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of Alpha property, network and/or Internet access or files, including email.

Acceptable Uses of the Alpha Computer Network or the Internet

Employees and other users are required to follow this policy. Employees are required to confirm their consent to this policy when they activate their account or change passwords. Even without this confirmation, all users must follow this policy and report any misuse of the network or Internet to a manager or other appropriate Alpha personnel. Access is provided primarily for education and Alpha business. Staff may use the Internet, for incidental personal use during duty-free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a manager or other appropriate Alpha personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the Alpha network, but Alpha reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for Alpha students, employees, schools, network or computer resources, or (2) that expend Alpha resources on content Alpha in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by Alpha as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law,**

confidential information or copyrighted materials;

- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- The unauthorized collection of email addresses ("harvesting") of e-mail addresses from directories or mail listings;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any Alpha computer to pursue "hacking," internal or external to Alpha, or attempting to access information protected by privacy laws; or Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:
 1. Using another's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing your or anyone's password to others or allowing them to use your or another's account(s).
- Using the network or Internet for Commercial purposes:
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Penalties for Improper Use

The use of an Alpha account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from Alpha employment, or criminal prosecution by government authorities. Alpha will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

Alpha makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Should the employee lose or damage any property, they are responsible for paying the entire cost of the replacement or repair. Any additional charges a user accrues due to the use of Alpha's network are to be borne by the user. Alpha also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of Alpha, its affiliates, or employees.

Use of E-Mail, Voicemail and Internet Access

Alpha will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or E-mail or voicemail messages without the latter's express permission.
4. Alpha staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. Alpha retains a copy of all passwords; passwords unknown to the Alpha may not be used. System security features, including passwords and delete functions, do not neutralize Alpha's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Cell Phone and Personal Device Policy

Alpha may provide a cell phone to some employees that are required to be "on-call" for emergency and urgent school business purposes, including Alpha leaders (Principal and Assistant Principals), operations, recruiting and human resources staff, and other staff as required. These phones are provided to allow such employees to efficiently conduct business and be more accessible to students, parents, colleagues and community members. Alpha will pay all expenses to maintain this cell phone. This policy does not prohibit or otherwise restrict an employee from using another cell phone for personal use. Alpha issued cell phones are not intended for personal use.

Terms of Use:

- Each cell phone is the property of Alpha and is issued to Alpha personnel for Alpha business only.
- Alpha and school site administrators reserve the right to issue, revoke, or modify usage of cell phones for employees.
- Each employee that is issued an Alpha phone is responsible for the safekeeping of the phone during his or her term of employment. Alpha employees are expected to treat and safeguard the phone like any other personal belonging.
- Examples of acceptable use of Alpha issued cell phones include:

- o Placing or accepting calls to, or from, parents, students, other teachers, administrators, or other Alpha employees.
- o Placing (accepting) text messages to (from) other teachers, administrators, or other Alpha employees.
- o Accessing voicemail.
- Examples of unacceptable use of Alpha issued cellular phones include:
 - o Calling or texting non-school or non-Alpha employees.
 - o Calling 976, 900 or other fee-based phone services.
 - o Calling 411 or directory assistance services should be done with discretion.
 - o Charging or billing other services to your cell phone account.
- By accepting a phone, you accept that your phone records may be viewed by Alpha staff, including, but not limited to, Alpha support personnel, school site administrators, and other office personnel.
- Alpha will pay for all usage minutes (including paging and text messaging) and applicable taxes and service charges, based on each employee's approved service plan.
- Employees are responsible for reimbursing Alpha for any charges related to any non-business calls above and beyond the approved monthly service plan.

For the avoidance of doubt, if an employee conducts any personal business on the Alpha-issued cell phone, the employee acknowledges that there is no presumption of privacy in electronic communications made on the phone, and that Alpha reserves the right at any time to access records of the phone which may include records of the employee conducting personal business (including, but not limited to, phone call records, e-mails, text messages, social media use, or use of any other application that retains personal data of the user).

Personal Business

Alpha's facilities for handling mail and telephone calls are designed to accommodate Alpha business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use Alpha material, time or equipment for personal projects.

Personal Property

Employees may bring their own property for use in classrooms or offices at their own risk. Alpha is not responsible and cannot be held liable for any property that is lost or stolen. This policy applies to staff, students, families, and other visitors.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- Alpha equipment, including Alpha computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the Alpha;
- Employees may not use the logos, trademarks and/or copyrighted material and are not authorized to speak on the Alpha's behalf;

- Employees are not authorized to publish any confidential or proprietary information maintained by the Alpha;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing Alpha, the employee's supervisors, co-workers and competitors;
- Employees must comply with all Alpha policies, including, but not limited to, rules against unlawful harassment and retaliation.

Alpha reserves the right to take disciplinary action against any employee whose Internet postings violate this or other Alpha policies.

Employee Key and Alarm Policy

The purpose of this Key and Alarm Policy is to establish reasonable personal security for members of the Alpha community and to ensure the protection of personal and Alpha property through the control of keys and alarm codes.

Keys and alarm codes will be issued to Alpha Employees only. Do not ever let someone borrow your key or alarm code. This includes students, parents, and other staff members.

No key will be duplicated except by approval and control of the office. The unauthorized duplication of keys adversely affects the security of persons and property at Alpha and violations of this rule are considered serious and grounds for discipline.

Lost or stolen keys must be reported to the Office by the quickest means available. An incident report will be completed. If you feel your alarm code has been compromised, please alert the office immediately so that your alarm code can be changed.

By signing this handbook, you agree to abide by the Alpha Key and Alarm Policy.

Health and Safety Policy

Alpha is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with Alpha's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to their manager any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, Alpha will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

Alpha has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the manager. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks.

No key will be duplicated except by approval and control of the Operations Manager. The unauthorized

duplication of keys adversely affects the security of persons and property at Alpha, and violations of this rule are considered serious and may be grounds for discipline. Employees should immediately notify their manager when keys are missing or if security access codes or passes have been breached.

Occupational Safety

Alpha is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every manager. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Alpha that accident prevention shall be considered of primary importance in all phases of operation and administration. Alpha's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Alpha's safety and health rules, practices and procedures could result in disciplinary action up to and including termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on Alpha locations so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Please report accidents or incidents to your manager. Managers will report accidents and incidents to HR.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Dress Code and Personal Appearance Policy

Alpha believes that teachers serve as role models. All employees are expected to maintain the highest degree of professionalism throughout the workday. Professional attire is expected for all employees. Employees may also wear appropriate casual attire on field trip days and during other special events as directed by their managers. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Alpha encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. If there is a question as to whether a choice may fit within these guidelines, consult your manager or the HR Manager.

No dress code can cover all contingencies, so employees must exert a certain amount of judgment in their choice of clothing to wear to work. If clothing fails to meet professional standards, as determined by the

employee's manager, the employee will be asked not to wear the inappropriate item to work again. If the problem persists, the employee may be sent home to change clothes and will receive a verbal warning for the first offense. If you experience uncertainty about acceptable professional attire for work, please ask your manager.

Examples of attire that fail to meet professional standards may include, but are not limited to:

- Denim (jeans, shorts, skirts, overalls)
- Sweatpants, exercise pants, shorts, spandex bike shorts
- Short skirts and dresses
- Spaghetti-strap or strapless tops/dresses
- Halter tops, midriff tops
- Flip flops/slippers
- Baseball caps
- Excessive visible body piercings
- Any article of clothing that is revealing or contains offensive language, logos, pictures, cartoons, or slogans

Staff Relationships

There may be occasions when members of the same family or individuals in a romantic/sexual or platonic living relationship are concurrently employed by Alpha. Alpha does not discriminate in its employment and personnel actions with respect to its employees or applicants on the basis of marital or familial status. However, Alpha has the right to refuse to appoint or retain a person to a position in the same department, division or facility so as to avoid any potential conflict of interest. Alpha's human resources department shall have the authority and responsibility for determining if such a potential conflict exists.

Alpha will not hire or retain individuals in familial, romantic/sexual, or platonic living relationships:

- Where one would have the authority or practical power to supervise, appoint, remove, or discipline the other;
- Where one would be responsible for auditing the work of the other;
- Where other circumstances exist which would place the individuals in a situation of actual or reasonably foreseeable conflict between the employer's interest and their own.

Applicants who are denied employment to a particular position for one of the foregoing reasons may be considered for other vacant positions for which they may be qualified.

For purposes of these provisions, "supervisory employee" or "manager" means any employee, regardless of job description or title, having authority in the interest of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

Familial Relationships

Individuals who are related in the following manner are considered to have a familial relationship for the purposes of this policy: spouse, child or stepchild, parent or stepparent, grandparent or grandchild, brother or sister, uncle or aunt, nephew or niece, or in-laws including father, mother, daughter, son brother or sister.

An applicant for a position with Alpha must disclose this relationship to the human resources department and the position's hiring manager upon submitting an application. If two or more employees have (or develop) a

familial relationship as described above, it is the responsibility of the employees to promptly disclose this relationship to the Alpha human resources department.

Romantic and/or Sexual Relationships

This section of the policy addresses consensual romantic and/or sexual relationships between employees.

Employees in romantic and/or sexual relationships are not permitted to be in the chain of supervision of one another. If such a relationship arises between a manager and an employee, the manager AND employee are required to disclose the relationship to the human resources department so that alternative options may be explored, including but not limited a change in the responsibilities of the individuals involved, a transfer to a new supervisor, and/or a transfer of location. Under no circumstance may the manager participate in activities or decisions that may reward or disadvantage the employee or employees with whom he or she is involved, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments and discipline.

Platonic Living Relationships

Where possible, two (2) employees in the chain of supervision of one another should not cohabitate. We recognize, however, that co-workers often engage in platonic living arrangements and that promotions into managerial positions may occur with individuals in this arrangement.

If such a situation arises, it is the responsibility of all involved employees to disclose this situation to the human resources department and the employee's manager. Alpha will work closely with the manager and employee to determine the appropriate action in this case. Under no circumstances may the manager participate in activities or decisions that may reward or disadvantage the employee or employees with whom he or she lives, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments and discipline.

Failure to comply with this policy, including its disclosure obligations, will result in discipline, including the possibility of immediate discharge.

EMPLOYEE WAGES AND EXPENSES

Payroll Withholdings

As required by law, Alpha shall withhold Federal Income Tax, State Income Tax, Social Security (FICA), and State Disability Insurance as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors that apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Alpha.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

In addition to the above withholdings, you may also see deductions on your paycheck regarding to :

5. Medical benefits: payroll deduction amounts will be based on employee decisions regarding the health plans they choose to enroll in.
- 6.. Retirement accounts:
 - CalSTRS (California State Teachers' Retirement System) Employees who are members of CalSTRS will have predetermined amounts deducted. These amounts follow a predetermined percentage increase
 - Employees who are enrolled in a Simple IRA/401k/403b or any other retirement account offered by Alpha will have contributions/withholding from their pay determined by their choice.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Director of Finance to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form via your Zenefits account.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status and to fill out a new W-4 form via Zenefits.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers, administrators, office managers,

CMO staff and other non-instructional staff are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Alpha will attempt to distribute overtime evenly and accommodate individual schedules. The HR Manager or a manager must previously authorize all overtime work. Off-the-clock work is never authorized. Alpha provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedule as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled on the last working day of each month. All requisite contributions to benefits will be deducted from this paycheck. If you observe any error in your check, please report it immediately to the Director of Finance.

Wage Attachments and Garnishments

Under normal circumstances, Alpha will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Alpha, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If Alpha is presented a second garnishment request concerning you, the Director of Finance will discuss the situation with you.

Meals and Entertainment Expenses

For U.S. tax reporting purposes, meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures, whether client or firm related, require pre-approval.

Entertainment expenses include, but are not limited to, the cost of amusement or recreational facilities, attendance at the theater and sporting events.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. For meals, Alpha has set a maximum daily reimbursement, exclusive of tips, of:

\$9 for breakfast
\$13 for lunch
\$29 for dinner

These rates were benchmarked against the U.S. General Services Administration reimbursement rates (<http://www.gsa.gov/perdiem>). If an employee is traveling to a particularly expensive state (e.g., New York, Massachusetts), the rates are \$12 for breakfast, \$18 for lunch and \$36 for dinner. Tips considered reasonable and necessary are eligible for reimbursement. In addition, exceptions are made for meals with potential donors or funders, but should still be reasonable.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Each transaction for meals and entertainment expenses must be listed separately on the reimbursement.
- Itemized, detailed receipts must be included. Each employee must also include a form of payment such as a canceled check, credit card or bank statement.
- Alpha does not reimburse an employee for alcohol.

HEALTH BENEFITS

This section only intends to highlight certain health benefits provided to Alpha employees. For more information, please consult the full descriptions contained in Alpha's employee benefit health plan. If there are any inconsistencies between the benefits described herein and such plan, the plan descriptions control and contain the official policy.

Eligibility

You are eligible for medical coverage if you are a full-time regular employee working for Alpha. The provision of medical coverage for part-time employees will be determined on a case-by-case basis.

"Full-time" employee means that you are hired to work at least thirty (30) regular hours per week.

Employees who transition from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

All eligible employees will be subject to a thirty (30) day waiting period prior to the start of medical coverage. All medical coverage will begin on the first of the month. As a result, employees who are hired mid-month may not receive medical benefits for more than thirty (30) days. Your enrollment forms must be submitted via Zenefits by the required deadline. The forms submitted via Zenefits serve as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE ALPHA'S HEALTH PLAN ENDS, EMPLOYEES OR THEIR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When coverage under the Alpha's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the Alpha's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months if an employee is disabled at the time of termination or reduction in hours if the employee meets certain requirements. This eighteen (18)-month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Alpha will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying Alpha within thirty (30) days of the event. Alpha will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Alpha stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by his or her manager. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of Alpha and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your manager, and that you are aware of its contents.

Newly hired employees may have their performance goals reviewed by his or her manager within the first ninety (90) days of employment.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, your manager will review your job performance with you in order to establish goals for future performance and to discuss your current performance. Alpha's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the human resources department advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Alpha to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of an Alpha representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. Alpha will restrict disclosure of your personnel file to authorized individuals within Alpha. A request for information contained in the personnel file must be directed to the HR Manager. Only the Senior Director of Talent or the HR Manager is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Alpha will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

HOLIDAYS, TIME OFF AND LEAVES

While Alpha recognizes the importance of time off as a period of rest and rejuvenation away from the job, time off must be scheduled with due consideration for “peak traffic periods” in the school. With this in mind, it is expected that time off will be taken when school is not in session. The amount of time off in each category of paid time-off is as described below and depends on the staff classification that an employee holds.

Alpha Public Schools 2016-2017 Holidays & School Breaks

The calendar reflects any and all holidays observed by Alpha. See the full and updated list in Zenefits. The following holidays are generally observed by public entities, including public schools:

- New Year’s Day
- Martin Luther King Jr. Birthday
- Cesar Chavez Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran’s Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day

Other days during the school year, such as days during the Alpha’s calendared breaks, shall be unpaid time for all non-exempt employees in active status unless otherwise directed.

Non-Instructional Staff = All Network Staff, Principals, Assistant Principals, Office Staff, Instructional Coaches
Instructional Staff = Teachers, Teacher Residents, PLT Coaches, Paraprofessionals, Counselors, Psychologist

An employee whose religion requires observance of a particular day may take off recognized religious holidays. Employees must request the day off in advance by written notice to his or her manager. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Time Off Classifications

- Paid Time Off: Full-time exempt, Non-Instructional Staff
- Personal Days: Full-time exempt and non-exempt, Instructional Staff
- Sick Leave: Full-time exempt, Non-Instructional Staff, Full-time exempt and non-exempt, Instructional Staff, Part-time non-exempt staff

Paid Time Off (PTO)

This PTO Policy does not cover other kinds of paid or unpaid leave, including bereavement, jury duty, military, and/or maternity/paternity leave, all of which are covered by different policies.

, excluding exempt instructional staff, are entitled to PTO terms based upon date of hire, length of service and status with Alpha. Eligible staff will accrue paid PTO each month. Employees working on part-time basis (less than full-time) shall not earn PTO.

Any PTO time taken during the school year or otherwise must be coordinated and cleared by the employee's manager subject to scheduling.

PTO may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused PTO days. PTO can accrue up to a maximum of ten (10) days of pay or eighty (80) hours. Once this cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO compensation will begin to accrue again. There is no retroactive grant of PTO compensation for the period of time the accrued PTO compensation was at the cap.

Personal Days

that are tied to the academic year schedule for work, are eligible to receive a maximum of two (2) Personal Days per school year. Personal Days are days for personal time, which an employee may accrue and voluntarily elect, to be paid for not attending work as described below.

Employees may take Personal Days off for any purpose including rest, relaxation, illness/sickness, or any other personal necessity reason (other than bereavement, jury duty, or maternity/paternity leave which are covered by other policies). Exempt employees must use time off in full day or 1/2 day increments (i.e. 4 or 8 hours per day). Any unused Personal Days at the end of the academic year will be paid out. Personal Days will not roll over to the following year. An employee whose employment terminates will be paid for accrued unused Personal Days.

Paid Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, Alpha offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Generally, time off for medical and dental appointments will be treated as sick leave. Alpha will not tolerate abuse or misuse of your sick leave privilege.

In accordance with California law, Alpha offers paid sick leave to all employees working thirty (30) or more days at Alpha within a year. This includes any part-time, full-time, exempt and non-exempt employees.

- Full-time, Exempt and Non-exempt employees will receive five (5) days or forty (40) hours of paid sick leave time upfront at the beginning of each academic year, or dated from the time of hire.
- Part-time, Non-exempt employees will receive a maximum of three (3) days or 24 hours of paid sick leave upfront at the beginning of each academic year, or dated from the time of hire

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Paid sick leave does not carry over from year to year and Alpha does not pay employees in lieu of unused sick leave.

All employees will give reasonable advance notification for sick leave that is foreseeable to the employee, and give notice as soon as it is practicable for leave that is unforeseeable (i.e., emergencies).

If an employee is absent longer than three (3) days due to illness, medical evidence of the illness and/or medical certification of fitness to return to work satisfactory to Alpha will be required before Alpha honors any sick pay requests. Alpha may withhold sick pay if it suspects that sick leave has been misused.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Alpha must approve any employee requests for unpaid medical leave in advance.

Process for requesting PTO, Personal Days or Sick Leave

1. Notify your manager as soon as possible
2. Ensure that your PTO does not conflict with your school or team's peak work periods
 - a. Work with your manager on a coverage plan while you are away
3. Your request should align with the PTO you have available
 - a. Check in Zenefits for availability
4. Submit your request via Zenefits
5. Managers—approve or deny requests via Zenefits for all PTO and Sick Leave

If you have questions regarding your time of policies or your employee classification please see HR.

Unpaid Leave of Absence

Alpha recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, Alpha may grant employees leaves of absence. Alpha must approve any unpaid leave of absence in advance.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused PTO or Personal Days, provided that the PTO or Personal Days were earned prior to the commencement of leave.

Family Care and Medical Leave

This policy explains how Alpha complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require Alpha to permit each eligible employee to take up to 12 workweeks (or 26 workweeks where indicated) of CFRA leave in any 12-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "CFRA leave."

Employee Eligibility Criteria

To be eligible for CFRA leave, the employee must have been employed by Alpha for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the CFRA leave.

Events That May Entitle an Employee to CFRA leave

The 12-week (or 26-week where indicated) CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If Alpha employs both parents, they will be entitled to a combined total of 12 weeks of leave for this purpose. CFRA leave for an employee's own pregnancy can be taken in addition to eligible Pregnancy Disability Leave, as outlined elsewhere in this Handbook.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Alpha's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, same-sex partner, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) -month period to provide said care.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of CFRA Leave Which May Be Taken

1. CFRA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks—calculated as the weekly average of hours scheduled over the twelve (12) month period before the beginning of leave. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" will generally mean sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall be entitled to a total of twenty-six (26) workweeks of CFRA leave during a twelve (12) month period to care for the Armed Forced member.
3. The "12 month period" in which twelve (12) weeks of CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any CFRA leave.
4. If a holiday falls within a week taken as CFRA leave, the week is nevertheless counted as a week of CFRA leave. If, however, Alpha's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days Alpha's activities have ceased do not count against the employee's CFRA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during CFRA leave

1. An employee on CFRA leave because of his or her own serious health condition may use any or all accrued paid sick leave at the beginning of any otherwise unpaid CFRA leave period. If an employee is receiving a partial wage replacement benefit during the CFRA leave, Alpha and the employee may agree to have an Alpha-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on CFRA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid CFRA leave.
3. If an employee has exhausted their sick leave, leave taken under CFRA shall be unpaid.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the CFRA leave. Sick pay accrues during any period of unpaid CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of Alpha's various employee benefit plans govern continuing eligibility during CFRA leave, and these provisions may change from time to time. The health benefits of employees on CFRA leave will be paid by Alpha during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for CFRA leave is

granted, Alpha will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, Alpha will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Alpha may recover the health benefit costs paid on behalf of an employee during his/her CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from CFRA leave. If the employee retires during CFRA leave or during the first thirty (30) days after returning from CFRA leave, then that employee is deemed to have returned from leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

1. An employee requesting CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Alpha. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of Alpha's request for certification) may result in denial of the leave request until such certification is provided.
2. Alpha will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. Alpha may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
3. If Alpha has good faith, objective reason to doubt the validity of the medical certification supporting a leave, because of the employee's own serious health condition, Alpha may request a second opinion by a health care provider of its choice (paid for by Alpha). If the second opinion differs from the first one, Alpha will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling CFRA leave

1. An employee should request CFRA leave by completing a Request for Leave form and submitting it to his or her manager. An employee asking for a Request for Leave form will be given a copy of Alpha's then-current CFRA leave policy.
2. Employees should provide no less than thirty (30) day's notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Alpha's operations.
4. If CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that Alpha will grant a request for CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. Alpha will respond to a CFRA leave request no later than five (5) business days of receiving the request. If a CFRA leave request is granted, Alpha will notify the employee in writing that the leave will be counted against the employee's CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the CFRA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to Alpha's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless a reduction in workforce has occurred because of legitimate business reasons unrelated to the employee's CFRA leave.
2. When a request for CFRA leave is granted to an employee (other than a "key" employee), Alpha will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, Alpha will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Alpha.

Limitations on Reinstatement for "Key" Employees

1. Alpha may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to Alpha's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of Alpha's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, CFRA leave, or otherwise as soon as practicable if Alpha needs time to determine whether employee is a "key" employee, that the employee qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if Alpha determines that substantial and grievous injury to Alpha's operations will result if the employee is reinstated from CFRA leave. At the time it determines that refusal is necessary, Alpha will notify the "key" employee in writing (in person or by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause Alpha to suffer substantial and grievous injury. If Alpha realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
3. If a "key" employee on leave does not return to work in response to Alpha's notification of intent to deny reinstatement, the employee continues to be entitled to maintenance of health benefits coverage and Alpha may not recover its cost of health benefit premiums. A "key" employee's rights under CFRA continue unless and until the "key" employee either gives notice that he or she no longer wishes to return to work, or Alpha actually denies reinstatement at the conclusion of the leave.
4. After Alpha notifies a "key" employee that substantial and grievous economic injury will result if Alpha reinstates the "key" employee, the "key" employee still is entitled to request reinstatement at the end of the leave period even if he or she did not return to work in response to Alpha's notice. Alpha must then again determine whether reinstatement will result in substantial and grievous economic injury, based on the facts at that time. If Alpha determines that substantial and grievous economic injury will result, Alpha shall notify the employee in writing (in person or by certified mail) of the denial of reinstatement.

Employment during Leave

No employee, including employees on CFRA leave may accept employment with any other employer without Alpha's written permission. An employee who accepts such employment will be deemed to have resigned from employment at Alpha.

Pregnancy Disability Leave

This policy explains how Alpha complies with the California Pregnancy Disability Act, which requires Alpha to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for Alpha. Alpha is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does not count against the leave that may be available as Family Care and Medical Leave.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued PTO or Personal Days time at the beginning of any otherwise unpaid leave period.
2. The receipt of PTO or Personal Days pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

3. PTO or Personal Days pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

Alpha shall provide continued health insurance coverage while an employee is on a PDL leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a 12-month period. Alpha can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking CFRA leave.
 - There is a continuation, recurrence or onset of a health condition entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of Alpha and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by contacting his or her manager and the HR Manager. An employee will be referred to Alpha's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Alpha's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, Alpha will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, Alpha will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. Alpha will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, Alpha will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Alpha policy, before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, Alpha will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Alpha.

Employment During Leave

No employee, including employees on pregnancy disability leave may not accept employment with any other employer without Alpha's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Alpha, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Director of Recruitment and Talent;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the HR Manager; and
- Provide Alpha with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is Alpha's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. Alpha, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to Alpha's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the HR Manager and to the individual responsible for reporting to Alpha's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to Alpha's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from Alpha's approved medical facility before returning to work.
- Any time there is a job-related injury, Alpha's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Alpha shall grant an unpaid military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Alpha shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued PTO or Personal Days as wage replacement during time served, provided such PTO or Personal Days accrued prior to the leave.

Alpha will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA shall be credited, upon his or her return to Alpha, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Alpha shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Alpha with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Exempt employees are entitled to paid leave of up to five (5) work days due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild) and other household members. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays, PTO and Personal Days) falling during the absence will be counted as both bereavement leave and scheduled days off. Bereavement leave will be unpaid for non-exempt employees and any bereavement exceeding five (5) work days for exempt employees. Employees taking Bereavement Leave are required to notify their manager and the HR Manager immediately.

Jury Duty or Witness Leave

For all exempt employees, Alpha will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, Alpha will pay for up to three (3) days if you are called to serve on a jury.

Victims of Domestic Violence, Sexual Assault or Other Crimes

Any employee who is a victim of domestic violence, sexual assault, or stalking may take unpaid time off from work to obtain or attempt to obtain any of the following to help ensure the health, safety, and or welfare of the victim or a victim's child: (i) a restraining order; (ii) a temporary restraining order; or (iii) other injunctive relief.

An employee who is a victim of domestic violence or sexual assault may also use PTO, Personal Days, and/or take unpaid time off (not to exceed twelve (12) weeks) from work to:

- Seek medical attention for injuries caused by domestic violence or sexual assault
- Obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence or sexual assault
- Obtain psychological counseling related to an experience of domestic violence or sexual assault
- Participate in safety planning and take other actions to increase safety from future domestic violence or sexual assault, including temporary or permanent relocation.

Employees who are victims of violent or serious felonies or felonies that involve theft or embezzlement may take PTO, Personal Days, and/or unpaid time off to attend judicial proceedings related to the crime. Immediate family members, registered domestic partners or children of registered domestic partners of crime victims are also eligible for this PTO, Personal Days, and/or unpaid time off to attend judicial proceedings related to the crime.

Employees should provide reasonable advance notice of an intention to take time off unless advance notice is not feasible, in which case the employee should provide certification within a reasonable time after the absence. Employees who request such time off may be asked in any event to produce certification of the reason for the absence which may be in the form of a police report, court order or documentation from a medical professional. Alpha will maintain confidentiality of all information provided for certification purposes.

Alpha will not discharge, threaten to discharge, demote, suspend, or in any other manner discriminate or retaliate against any employee for taking leave for reasons concerning domestic violence, sexual assault, or other violent or serious crimes.

Volunteer Firefighter, Reserve Peace Officer, or Emergency Rescue Personnel Leave

An employee who is called for emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel or is required to engage in fire, law enforcement, or emergency rescue training, may request unpaid leave. For emergency duty, there is no limit to duration of leave. For training, an employee may not request leave exceeding fourteen (14) days per calendar year.

Alpha will not discharge, threaten to discharge, demote, suspend, or in any other manner discriminate or retaliate against any employee for taking leave for reasons concerning volunteer firefighting.

Alcohol and Drug Rehab Leave

Any employee may take unpaid time off to participate in an alcohol or drug rehabilitation program, and may utilize any available sick pay to compensate during such absence. Alpha retains the discretion to deny leave if the employee's proposed absence imposes an undue hardship on Alpha. However, if such employee is eligible to take FMLA/CFRA leave (employee has worked at least 1,250 hours during the 12 months prior to the start of leave and has worked for Alpha for at least 12 cumulative months), then FMLA/CFRA reinstatement rules will apply.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give his or her manager at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, Alpha will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one parent or guardian is an employee of Alpha, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) paid workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) paid workdays off in a 12-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by Alpha for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to Alpha that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation or for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. Alpha may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization. When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give his or her manager thirty (30) days' notice before returning from leave. Whenever Alpha is notified of an employee's intent to return from a leave, Alpha will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the HR Manager.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by Alpha. This list of prohibited conduct is illustrative only and applies to all employees of Alpha; other types of conduct that threaten security, personal safety, employee welfare and Alpha's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of Alpha. If an employee is working under a contract with Alpha which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Alpha property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Alpha property.
5. Fighting or instigating a fight on Alpha premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on Alpha premises.
8. Gambling on Alpha premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on Alpha premises without prior written approval of management, unless posting is on an Alpha bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or Alpha's interests or its efficient operations.

23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While Alpha does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Alpha's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Alpha or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Alpha's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by Alpha, employees are expected to devote their energies to their jobs with Alpha. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our Alpha.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our Alpha.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Alpha.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Alpha explaining the details of the additional employment. If the additional employment is authorized, Alpha assumes no responsibility for it. Alpha shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with Alpha, please notify your manager and the HR Manager regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned, but unused vacation pay, if eligible. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of Alpha the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the human resources department to express their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under Alpha's "Policy Against Unlawful Harassment."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when an Alpha employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the HR Manager::

1. The complainant will bring the matter to the attention of the HR Manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The HR Manager will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of Alpha, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, Alpha values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about an Alpha employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Human Resources Department or Board Chair (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, HR Manager (or designee) shall abide by the following process:

1. The HR Manager or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the HR Manager (or designee) finds that a complaint against an employee is valid, the HR Manager (or designee) may take appropriate disciplinary action against the employee. As appropriate, the HR Manager (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The HR Manager's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of Alpha. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

AMENDMENTS TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of Alpha in effect at the time of publication.

Alpha reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT COMPLAINT FORM

Alpha

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present:

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize Alpha to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date

Print Name

Received by: _____

Date: _____

APPENDIX B
Alpha Public Schools
Complaint Form

Name:

Address:

Telephone #:

1. Who is your complaint against?

School:

Position:

2. Has this been discussed with him/her? Y ___ N ___ If Y, date:

3. Has the complaint been discussed with the CEO or Principal? Y ___ N ___ If Y, date:

4. Where did the incident(s) occur? _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

I hereby authorize Alpha to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature:

Date:

Date received by Alpha Office:

APPENDIX B

Alpha Public Schools
Formulario de quejas

Nombre:

Domicilio:

Teléfono #:

1. ¿Contra quién es su queja?

Escuela:

Posición:

2. ¿Ha discutido este asunto con el/ella? Sí ___ No ___ Si, fecha:

3. ¿Ha discutido este asunto con el director? Sí ___ No ___ Si, fecha:

Descripción de la queja: Favor de incluir toda la información importante como lugar, nombres, fechas, testigos, y a quién se reportó. Puede incluir una hoja adicional si necesita más espacio.

Con ésta, autorizo a la escuela para que divulgue la información que he dado como lo considere pertinente en la investigación de esta queja/reclamo. Con la presente certifico que toda la información que he dado es verdadera, correcta, y completa de acuerdo a mis conocimientos. Entiendo, que dar falsa información a este respecto podría resultar en acción disciplinaria incluyendo el despido.

Firma:

Fecha:

Fecha recibida en la oficina de Alpha:

Alpha: José Hernández School

Charter Petition Budget

The following assumptions for Alpha: José Hernández School (“AJHS”) are conservative wherever possible. School leadership feels that being conservative ensures the long-term financial stability of the organization. Because of that, operating income steadily decreases each year. However, if all of the conservative assumptions in these projections were to be fully realized and the school did ultimately experience such decreasing operating income, it would alter its budget in order to maintain a positive operating income and reasonable fund balance.

Enrollment

Alpha: José Hernández Middle School opened in 2014-15 with 150 students in grades 6-7. It reached full capacity in grades 5-8 in 2015-16. The charter renewal proposes an expansion to increase the number of grades served to K-8, beginning with the 2017-18 school year. These projections assume the following enrollment and ADA assumptions, with class sizes of 30 students in grades TK-4 and 34 students in grades 5-8.

| Enrollment Breakdown | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|-----------------------------|----------------|----------------|----------------|----------------|
| TK/K | - | 60 | 60 | 60 |
| 1 | - | - | 60 | 60 |
| 2 | - | - | - | 60 |
| 3 | - | - | - | - |
| 4 | - | - | - | - |
| 5 | 136 | 68 | 68 | 68 |
| 6 | 68 | 136 | 68 | 68 |
| 7 | 136 | 68 | 136 | 68 |
| 8 | 136 | 136 | 68 | 136 |
| Enrollment Summary | | | | |
| TK-3 | - | 60 | 120 | 180 |
| 4-6 | 204 | 204 | 136 | 136 |
| 7-8 | 272 | 204 | 204 | 204 |
| Total Enrolled | 476 | 468 | 460 | 520 |
| ADA % | | | | |
| TK-3 | 96% | 96% | 96% | 96% |
| 4-6 | 94% | 94% | 94% | 94% |
| 7-8 | 94% | 94% | 94% | 94% |
| Average | 94% | 94% | 94% | 95% |
| ADA | | | | |
| TK-3 | 0.0 | 57.6 | 115.2 | 172.8 |
| 4-6 | 191.8 | 191.8 | 127.8 | 127.8 |
| 7-8 | 255.7 | 191.8 | 191.8 | 191.8 |
| Total ADA | 447.4 | 441.1 | 434.8 | 492.4 |

Demographics

These projections assume that José Hernández's 2015-16 demographic breakdowns will continue for the next three years. When analyzing enrollment trends, we believe that these are reasonable estimates.

Free and Reduced Lunch: 97%

English Learners: 54%

Unduplicated: 97%

Revenue

Local Control Funding Formula

The majority of the school's funding comes from the Local Control Funding Formula. Using the school's 2015-16 P-2 funding levels as a base, and the FCMAT LCFF calculator (Version 17.2b) to calculate the target rates and transition funding, the school will receive the following LCFF Revenues:

| Components of LCFF By Object Code | | | | |
|-------------------------------------|---------------------|---------------------|---------------------|---------------------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| 8011 - State Aid | \$ 3,365,510 | \$ 3,519,812 | \$ 3,563,490 | \$ 4,375,523 |
| EPA (for LCFF Calculation purposes) | 89,488 | 88,224 | 86,960 | - |
| <i>Local Revenue Sources:</i> | | | | |
| 8096 - In-Lieu of Property Taxes | 812,354 | 800,880 | 789,405 | 893,982 |
| Total Phase-In Entitlement | \$ 4,267,352 | \$ 4,408,916 | \$ 4,439,855 | \$ 5,269,505 |

Annual COLA and LCFF Gap Closure percentages were based on the assumptions built into the FCMAT calculator, driven by the Department of Finance.

These calculations are also dependent on the percentage of unduplicated students for the district in which José Hernández is located. Since it is located in more than one district, the school is able to choose which district to claim for its concentration grant cap. In line with the 2015-16 P-2 apportionment calculations, these projections assume 89.01% unduplicated percentage for the Alum Rock Union Elementary School District in which it is physically located.

Title Funding

The school's Local Education Agency (LEA) Plan was approved in 2014-15 and the school has since received Title I and II funding. In order to project these revenues, the school is assuming that the proportion of free-and-reduced lunch students remains steady and that 15-16 rates stay flat for the duration of the four-year projections. Enrollment increases by more than 25% in 2016-17, so entitlements were based on current year demographics for that one year. For the remaining years in which enrollment does not increase by more than 25%, funding amounts are based on the number of students who qualify for free-and-reduced lunch in the prior year.

Child Nutrition

Based on AJHS' percentage of students who qualify for free-and-reduced lunch and the school's experience in the 2015-16 fiscal year, child nutrition revenues are assumed to be the following percentages of expenses:

- Federal – 85%
- State – 6%
- Local – 5%

- Total – 96%

(Assumes 4% waste factor to account for unpurchased meals and uncollected revenues)

Special Education

AJHS has joined the El Dorado County of Education SELPA for Special Education purposes. The school began receiving funding in 2014-15 and is projected to continue for these projections. Rates are based on the EDCOE SELPA's projections for 2016-17, \$503 per current year ADA for state funding and \$125 per prior-year enrollment for federal funding. Because Federal funding is based on prior-year enrollment, each year's entitlement may not grow in line with enrollment growth for that year. Additionally, state mental health reimbursements are conservatively assumed at 12.5% of the State entitlement. An administrative fee of 4% of state and federal funding is included in Services & Other Operating Expenses.

Other State Revenues

AJHS applied for and received the After School Education and Safety (ASES) grant starting in 2014-15. Because of enrollment and demographics, the school qualified for the full \$150,000 grant. This grant is projected to continue each year going forward.

Additional state revenues are based on current guidance provided by the CDE for 2016-17 funding levels:

- State Lottery: \$189 per P-Annual ADA
- Mandate Block Grant: \$14.21 per prior year P-2 ADA*

* Because the Mandate Block Grant is based on prior-year P-2 ADA, each year's entitlement may not grow in line with enrollment growth for that year.

One-Time Funds for Outstanding Mandate Claims have been received in 2014-15 and 2015-16, and were included in the approved 2016-17 California state budget. The amount included in these projections for 2016-17 is \$210 per 2015-16 P-2 ADA. These funds are not projected to continue in the remaining years of these projections.

Local Revenues

AJHS is projecting direct sales for lunches and uniforms. Uniform purchases are not required of parents. The school has a dress code, but not a required uniform. While assuming that most of the lunches served will be to students who are eligible for free or reduced priced meals, revenue will be collected for the students who do not qualify. Negligible amounts are budgeted for local merchandise sales and miscellaneous revenues.

Accounting

Like most charter schools, AJHS will use accrual based accounting. This means that AJHS will recognize revenues when they are earned, not when they are received.

Expenses

School leadership based on AJHS' experiences in its first two years of operation has estimated expenses. Expense assumptions have been increased for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

Staffing and Benefits

Salaries will increase an average of 4% per year.

| | | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|-------------|--|------------------|------------------|------------------|------------------|
| 1000 | Certificated Salaries | | | | |
| 1100 | Teachers Salaries | 790,000 | 821,600 | 854,464 | 1,023,626 |
| 1148 | Teacher - Special Ed | 129,333 | 134,507 | 139,887 | 145,482 |
| 1150 | Teacher - Resident Teachers | 124,000 | 128,200 | 113,568 | 118,111 |
| 1300 | Certificated Supervisor & Administrator Salaries | 332,000 | 345,280 | 359,091 | 373,455 |
| 1311 | Cert Admin - Instructional Coach | 157,500 | 163,800 | 170,352 | 177,166 |
| | SUBTOTAL - Certificated Employees | 1,532,833 | 1,593,387 | 1,637,362 | 1,837,840 |
| | | | | | |
| | | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| 2000 | Classified Salaries | | | | |
| 2201 | Classified Support Salaries - SPED Aides | 32,288 | 108,459 | 112,797 | 117,309 |
| 2203 | Classified Support Salaries - School Support | 140,680 | 146,307 | 152,159 | 158,246 |
| 2400 | Classified Clerical & Office Salaries | 86,360 | 89,814 | 93,407 | 97,143 |
| 2905 | Other Classified – After School | 6,300 | 6,552 | 6,814 | 7,087 |
| 2928 | Other Classified - Food | 13,440 | 13,978 | 14,537 | 15,118 |
| | SUBTOTAL - Classified Employees | 279,068 | 365,110 | 379,715 | 394,903 |

Leadership structure at AJHS will be one Principal, two Vice-Principals and two Instructional Coaches at each middle school in each of the next four years. The number of certificated teachers is equal to the number of classrooms as outlined in the enrollment section. All other staffing assumptions from the current year (2016-2017) remain in place throughout the budget.

AJHS offers health benefits for all full time staff members. The average cost in 2016-17 is projected to be \$5,200. That rate is then increased at a rate of 10% each year in order to maintain conservative estimates.

The school does not participate in STRS or PERS. All employees participate in social security and the school provides a match of up to 3% of SIMPLE IRA contributions. The full amount of this 3% match is built into the budget.

Books and Supplies

AJHS is budgeting costs of \$84 per existing student and \$440 per new student to purchase textbooks and core curricular activities. In addition, the school budgeted \$750 per classroom for Books and Reference Materials. These rates are then increased with 3% inflation each year.

Educational Software is budgeted at \$120 per student and Instructional Materials and Supplies are budgeted at \$38 per student. Furniture and Equipment are budgeted at \$1,200 per existing classroom and \$12,000 per new classroom.

The food service program is based on the actual experience of the school in its first two years of operations. Breakfast, lunch, and snacks are built in at \$5.75 per student, with a 50% participation rate. Meals will be served for 180 days.

CMO Management and Facilities Fees

A Charter Management Organization (CMO) based in San Jose manages four Alpha schools, including AJHS. The CMO provides wide-ranging support including management and coaching of school leaders, professional development, staff recruitment, fundraising and more. This way, the organization's schools can focus on teaching and learning.

In consideration for the services, Alpha (CMO) shall receive a monthly CMO Management Fee equal to 17% of local, state, and federal revenues of AJHS (excluding revenues from reimbursement programs such as NSLP and school uniforms, ASES, CSFIG, Special Education, and Federal Title revenue) determined in accordance with United States generally accepted accounting principles which are consistently applied; provided, however, that if in any month AJHS suffers a net loss, the amount of such net loss will be carried forward to succeeding months and no further payment of the Services Fee shall be made until and to the extent that the cumulative amount of all such losses is recouped against net income of AJHS earned in such succeeding months. The Services Fee shall be payable by AJHS to the CMO on or before the 30th day after the end of each fiscal quarter.

The Manager shall receive a quarterly "Facilities Fee" equal to 13% of local, state, and federal revenues of AJHS (excluding revenues from reimbursement programs such as NSLP and school uniforms, ASES, PCSGP, Special Education, and Federal Title revenue), determined in accordance with United States generally accepted accounting principles which are consistently applied and the facilities lease payments for that quarter.

The Services Fee and Facilities Fee are the only compensation or other payments to which the CMO will be entitled hereunder; AJHS shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including, but not limited to, compensation and other benefits payable to any employees and any travel expenses.

Services and Other Operating Expenses

The remaining Services and Other Operating Expenses are further broken down by individual account codes in the Multiyear Budget Summary table. The rates are based on AJHS' experiences in its first two years of operation and also the experiences of Alpha's two other charters. If dependent on variables like enrollment/ADA, number of classrooms, or staffing levels, assumptions were increased accordingly with grade growth in each year. All per-classroom, per-student, or flat rates are then grown with 3% inflation each year.

Certain expenses normally incurred by a school, such as legal fees, insurance costs, accounting fees, or business services are not included in these Services and Other Operating Expenses. As a member of the Alpha network, these costs are captured at the Alpha CMO. This allows each individual school, such as José Hernández, to benefit from the scale of a much larger organization.

This section of the budget also includes an entry for "CMO SPED Reserve." The CMO acts as a district for Special Education purposes and wants to protect the individual sites against the possibility of high-need, high-cost IEPs that exceed the funding received. If the school was to experience such a circumstance, it would then have these reserves to help alleviate the effect of this encroachment. This reserve comes out of the general fund, not Special Education revenues, as those are spent entirely in the year received.

Alpha Public Schools
Multiyear Budget Summary

| | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|--|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | Current Forecast - Jose Hernandez | Preliminary Budget - Jose Hernandez | Preliminary Budget - Jose Hernandez | Preliminary Budget - Jose Hernandez |
| SUMMARY | | | | |
| Revenue | | | | |
| General Block Grant | 4,267,352 | 4,408,916 | 4,439,855 | 5,269,505 |
| Federal Revenue | 451,078 | 454,818 | 458,758 | 496,228 |
| Other State Revenues | 571,042 | 508,012 | 511,315 | 569,020 |
| Local Revenues | 52,575 | 64,359 | 65,317 | 74,797 |
| Fundraising and Grants | - | - | - | - |
| Total Revenue | 5,342,046 | 5,436,105 | 5,475,245 | 6,409,550 |
| Expenses | | | | |
| Compensation and Benefits | 2,261,952 | 2,459,789 | 2,547,378 | 2,831,671 |
| Books and Supplies | 596,526 | 527,467 | 535,106 | 669,283 |
| Services and Other Operating Expenditures | 1,794,966 | 1,829,005 | 1,943,537 | 2,271,676 |
| Depreciation | - | - | - | - |
| Total Expenses | 4,653,444 | 4,816,261 | 5,026,021 | 5,772,631 |
| Operating Income | 688,602 | 619,844 | 449,224 | 636,920 |
| Fund Balance | | | | |
| Beginning Balance (Unaudited) | 725,438 | 1,414,040 | 2,033,884 | 2,483,108 |
| Audit Adjustment | - | - | - | - |
| Beginning Balance (Audited) | 725,438 | 1,414,040 | 2,033,884 | 2,483,108 |
| Operating Income | 688,602 | 619,844 | 449,224 | 636,920 |
| Ending Fund Balance | 1,414,040 | 2,033,884 | 2,483,108 | 3,120,028 |
| Ending Fund Balance as a % of Expense | 30% | 42% | 49% | 54% |
| Capital Outlay | - | - | - | - |

Alpha Public Schools
Multiyear Budget Summary

| | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|--|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | Current Forecast - Jose Hernandez | Preliminary Budget - Jose Hernandez | Preliminary Budget - Jose Hernandez | Preliminary Budget - Jose Hernandez |
| Detail | | | | |
| Enrollment Breakdown | | | | |
| TK/K | - | 60 | 60 | 60 |
| 1 | - | - | 60 | 60 |
| 2 | - | - | - | 60 |
| 3 | - | - | - | - |
| 4 | - | - | - | - |
| 5 | 136 | 68 | 68 | 68 |
| 6 | 68 | 136 | 68 | 68 |
| 7 | 136 | 68 | 136 | 68 |
| 8 | 136 | 136 | 68 | 136 |
| Enrollment Summary | | | | |
| K-3 | - | 60 | 120 | 180 |
| 4-6 | 204 | 204 | 136 | 136 |
| 7-8 | 272 | 204 | 204 | 204 |
| Total Enrolled | 476 | 468 | 460 | 520 |
| ADA % | | | | |
| TK-3 | 96% | 96% | 96% | 96% |
| 4-6 | 94% | 94% | 94% | 94% |
| 7-8 | 94% | 94% | 94% | 94% |
| Average | 94% | 94% | 95% | 95% |
| ADA | | | | |
| TK-3 | 0.0 | 57.6 | 115.2 | 172.8 |
| 4-6 | 191.8 | 191.8 | 127.8 | 127.8 |
| 7-8 | 255.7 | 191.8 | 191.8 | 191.8 |
| Total ADA | 447.4 | 441.1 | 434.8 | 492.4 |
| Demographic Information | | | | |
| Prior Year | | | | |
| ADA (P-2) | 306 | 447 | 441 | 435 |
| CALPADS Enrollment (for unduplicated % calc) | 328 | 476 | 468 | 460 |
| # Unduplicated (CALPADS) | 320 | 464 | 456 | 448 |
| # Free & Reduced Lunch (CALPADS) | 317 | 460 | 452 | 444 |
| # ELL (CALPADS) | 178 | 258 | 254 | 250 |
| Current Year | | | | |
| CALPADS Enrollment (for unduplicated % calc) | 476 | 468 | 460 | 520 |
| # Unduplicated (CALPADS) | 464 | 456 | 448 | 506 |
| # Free & Reduced Lunch (CALPADS) | 460 | 452 | 444 | 502 |
| # ELL (CALPADS) | 258 | 254 | 250 | 283 |
| New Students | 148 | - | - | 60 |

Alpha Public Schools

Multiyear Budget Summary

| | | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|--|---|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | Current Forecast - Jose Hernandez | Preliminary Budget - Jose Hernandez | Preliminary Budget - Jose Hernandez | Preliminary Budget - Jose Hernandez |
| LCFF Entitlement | | | | | |
| 8011 | Charter Schools LCFF - State Aid | 3,365,510 | 3,519,812 | 3,563,490 | 4,375,523 |
| 8012 | Education Protection Account Entitlement | 89,488 | 88,224 | 86,960 | - |
| 8096 | Charter Schools in Lieu of Property Taxes | 812,354 | 800,880 | 789,405 | 893,982 |
| SUBTOTAL - LCFF Entitlement | | 4,267,352 | 4,408,916 | 4,439,855 | 5,269,505 |
| 8100 Federal Revenue | | | | | |
| 8181 | Special Education - Entitlement | 41,000 | 60,160 | 60,581 | 61,135 |
| 8220 | Child Nutrition Programs | 209,381 | 212,037 | 214,665 | 249,945 |
| 8291 | Title I | 198,795 | 179,860 | 180,800 | 182,484 |
| 8292 | Title II | 1,902 | 2,760 | 2,712 | 2,664 |
| SUBTOTAL - Federal Income | | 451,078 | 454,818 | 458,758 | 496,228 |
| 8300 Other State Revenues | | | | | |
| 8381 | Special Education - Entitlement (State) | 225,062 | 224,346 | 226,483 | 263,335 |
| 8382 | Special Education Reimbursement (State) | 28,133 | 28,043 | 28,310 | 32,917 |
| 8520 | Child Nutrition - State | 14,780 | 14,967 | 15,153 | 17,643 |
| 8550 | Mandated Cost Reimbursements | 68,501 | 6,358 | 6,268 | 6,179 |
| 8560 | State Lottery Revenue | 84,566 | 84,297 | 85,100 | 98,947 |
| 8596 | ASES | 150,000 | 150,000 | 150,000 | 150,000 |
| SUBTOTAL - Other State Income | | 571,042 | 508,012 | 511,315 | 569,020 |
| 8600 Other Local Revenue | | | | | |
| 8632 | Sale of Publications | 2,250 | 2,318 | 2,387 | 2,459 |
| 8634 | Food Service Sales | 12,317 | 12,473 | 12,627 | 14,703 |
| 8636 | Uniforms | 31,456 | 42,821 | 43,351 | 50,476 |
| 8638 | Merchandise Sales | 2,500 | 2,575 | 2,652 | 2,732 |
| 8699 | All Other Local Revenue | 4,052 | 4,174 | 4,299 | 4,428 |
| SUBTOTAL - Local Revenues | | 52,575 | 64,359 | 65,317 | 74,797 |
| 8800 Donations/Fundraising | | | | | |
| 8801 | Donations - Parents | - | - | - | - |
| 8802 | Donations - Private | - | - | - | - |
| 8803 | Fundraising | - | - | - | - |
| SUBTOTAL - Fundraising and Grants | | - | - | - | - |
| TOTAL REVENUE | | 5,342,046 | 5,436,105 | 5,475,245 | 6,409,550 |

Alpha Public Schools
Multiyear Budget Summary

| | | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|---|---|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | Current Forecast - Jose Hernandez | Preliminary Budget - Jose Hernandez | Preliminary Budget - Jose Hernandez | Preliminary Budget - Jose Hernandez |
| SUBTOTAL - Employee Benefits | | 450,051 | 501,292 | 530,301 | 598,928 |
| 4000 | Books & Supplies | | | | |
| 4100 | Approved Textbooks & Core Curricula Materials | 99,960 | 40,491 | 40,993 | 76,578 |
| 4200 | Books & Other Reference Materials | 10,500 | 10,815 | 11,139 | 13,113 |
| 4320 | Educational Software | 49,840 | 57,845 | 58,562 | 68,186 |
| 4325 | Instructional Materials & Supplies | 19,096 | 18,455 | 18,684 | 21,754 |
| 4330 | Office Supplies | 15,000 | 23,830 | 24,126 | 28,091 |
| 4335 | PE Supplies | 1,000 | 1,030 | 1,061 | 1,093 |
| 4346 | Teacher Supplies | 8,400 | 8,652 | 8,912 | 10,490 |
| 4350 | Uniforms | 31,456 | 42,821 | 43,351 | 50,476 |
| 4351 | Yearbook | 3,332 | 3,374 | 3,416 | 3,978 |
| 4352 | SPED Materials & Supplies | 2,102 | 2,165 | 2,230 | 2,297 |
| 4410 | Classroom Furniture, Equipment & Supplies | 63,200 | 16,800 | 16,800 | 43,198 |
| 4420 | Computers (individual items less than \$5k) | 25,810 | 26,584 | 27,382 | 28,203 |
| 4430 | Non Classroom Related Furniture, Equipment & Supplies | 14,500 | 18,969 | 19,538 | 21,217 |
| 4710 | Student Food Services | 246,330 | 249,456 | 252,547 | 294,053 |
| 4720 | Other Food | 6,000 | 6,180 | 6,365 | 6,556 |
| SUBTOTAL - Books and Supplies | | 596,526 | 527,467 | 535,106 | 669,283 |
| 5000 | Services & Other Operating Expenses | | | | |
| 5101 | CMO Management Fee | 650,960 | 663,062 | 757,112 | 915,322 |
| 5102 | CMO Facilities Fee | 564,165 | 574,654 | 578,968 | 699,952 |
| 5103 | SPED Reserve | 21,699 | 22,102 | 22,268 | 26,921 |
| 5200 | Travel & Conferences | 16,000 | 16,480 | 16,974 | 17,484 |
| 5305 | Dues & Membership - Professional | 5,712 | 5,784 | 5,856 | 6,819 |
| 5520 | Security | 7,140 | 7,231 | 7,320 | 8,523 |
| 5605 | Equipment Leases | 25,500 | 25,235 | 25,992 | 30,596 |
| 5805 | Administrative Fees | 11,768 | 12,502 | 12,615 | 14,295 |
| 5817 | Contribution | 500 | 515 | 530 | 546 |
| 5820 | Consultants - Non Instructional - ASES | 188,750 | 150,000 | 150,000 | 150,000 |
| 5824 | District Oversight Fees | 42,674 | 44,089 | 44,399 | 52,695 |
| 5826 | Directors Contingency | 19,040 | 19,282 | 19,521 | 22,729 |
| 5829 | Enrichment Program | 7,000 | 7,210 | 7,426 | 7,649 |
| 5830 | Field Trips Expenses | 35,000 | 35,000 | 35,000 | 41,000 |
| 5843 | Interest - Loans Less than 1 Year | 128 | - | - | - |
| 5851 | Marketing and Student Recruiting | 9,660 | 9,950 | 10,248 | 10,556 |
| 5863 | Professional Development | 68,587 | 94,277 | 97,105 | 105,449 |
| 5869 | Special Education Contract Instructors | 44,650 | 62,045 | 70,637 | 74,614 |
| 5874 | Sports | 7,000 | 7,210 | 7,426 | 7,649 |
| 5875 | Staff Recruiting | 15,000 | 15,450 | 15,914 | 16,391 |
| 5877 | Student Activities | 5,000 | 5,150 | 5,305 | 5,464 |
| 5878 | Student Assessment | 10,000 | 11,426 | 11,567 | 13,469 |
| 5880 | Student Health Services | 2,380 | 2,410 | 2,440 | 2,841 |
| 5884 | Substitutes | 4,000 | 5,600 | 5,600 | 6,400 |
| 5899 | Miscellaneous Operating Expenses | 23,000 | 23,690 | 24,401 | 25,133 |
| 5905 | Communications - Cell Phones | 3,000 | 3,090 | 3,183 | 3,278 |
| 5910 | Communications - Internet / Website Fees | 3,000 | 3,090 | 3,183 | 3,278 |
| 5915 | Postage and Delivery | 3,654 | 2,472 | 2,546 | 2,623 |
| SUBTOTAL - Services & Other Operating Exp. | | 1,794,966 | 1,829,005 | 1,943,537 | 2,271,676 |
| 6900 | Total Depreciation (includes Prior Years) | - | - | - | - |
| TOTAL EXPENSES including Depreciation | | 4,653,444 | 4,816,261 | 5,026,021 | 5,772,631 |

Alpha Public Schools - Jose Hernandez
Monthly Cash Forecast

2016/17
Projected

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Forecast | AP/AR |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|
| | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Forecast | AP/AR |
| Beginning Cash | 997,419 | 769,088 | 675,564 | 435,795 | 413,271 | 293,777 | 174,284 | 100,715 | 691 | 220,688 | 497,275 | 643,261 | | |
| Revenue | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 145,696 | 145,696 | 262,253 | 262,253 | 262,253 | 262,253 | 262,253 | 623,355 | 555,079 | 487,963 | 487,963 | 4,267,352 | 510,335 |
| Federal Income | - | - | 17,448 | 17,448 | 17,448 | 17,448 | 17,448 | 17,448 | 17,448 | 67,623 | 41,638 | 17,448 | 451,078 | 152,055 |
| Other State Income | 1,407 | 1,407 | 10,860 | 108,360 | 10,860 | 10,860 | 10,860 | 10,860 | 31,116 | 68,616 | 31,116 | 31,116 | 571,042 | 243,606 |
| Local Revenues | - | - | 5,257 | 5,257 | 5,257 | 5,257 | 5,257 | 5,257 | 5,257 | 5,257 | 5,257 | 5,257 | 52,575 | - |
| Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | 1,407 | 147,103 | 179,262 | 393,319 | 295,819 | 295,819 | 345,933 | 295,819 | 677,177 | 696,575 | 565,974 | 541,784 | 5,342,046 | 905,996 |
| Expenses | | | | | | | | | | | | | | |
| Compensation & Benefits | 180,027 | 190,916 | 194,104 | 190,916 | 190,385 | 190,385 | 194,635 | 190,916 | 190,916 | 187,948 | 187,948 | 172,854 | 2,261,952 | - |
| Books & Supplies | 49,710 | 49,710 | 49,710 | 49,710 | 49,710 | 49,710 | 49,710 | 49,710 | 49,710 | 49,710 | 49,710 | 49,710 | 596,526 | - |
| Services & Other Operating Expenses | - | - | 175,216 | 175,216 | 175,216 | 175,216 | 175,216 | 175,216 | 196,553 | 182,329 | 182,329 | 182,329 | 1,794,966 | 128 |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 229,737 | 240,627 | 419,031 | 415,843 | 415,312 | 415,312 | 419,562 | 415,843 | 437,180 | 419,988 | 419,988 | 404,893 | 4,653,444 | 128 |
| Operating Cash Inflow (Outflow) | (228,331) | (93,524) | (239,769) | (22,524) | (119,493) | (119,493) | (73,569) | (120,024) | 239,997 | 276,587 | 145,987 | 136,891 | 688,602 | 905,868 |
| Revenues - Prior Year Accruals | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current Year | - | - | - | - | - | - | - | 20,000 | (20,000) | - | - | - | - | - |
| Summerholdback for Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Long Term) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Changes | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 769,088 | 675,564 | 435,795 | 413,271 | 293,777 | 174,284 | 100,715 | 691 | 220,688 | 497,275 | 643,261 | 780,153 | | |

Alpha Public Schools - Jose Hernandez
Monthly Cash Forecast

2017/18
Projected

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Forecast | AP/AR |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|
| | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Forecast | AP/AR |
| Beginning Cash | 780,153 | 838,992 | 1,181,775 | 1,070,253 | 1,501,461 | 1,546,529 | 1,649,661 | 1,828,595 | 1,780,343 | 1,716,359 | 1,735,560 | 1,685,676 | | |
| Revenue | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 227,246 | 275,987 | 629,867 | 386,296 | 386,296 | 521,359 | 349,531 | 340,701 | 328,758 | 307,334 | 307,334 | 4,409,916 | 348,206 |
| Federal Income | - | - | 17,670 | 17,670 | 17,670 | 17,670 | 63,325 | 17,670 | 17,670 | 63,325 | 53,164 | 17,670 | 454,818 | 151,315 |
| Other State Income | 12,655 | 12,655 | 24,912 | 122,412 | 24,912 | 24,912 | 24,912 | 13,771 | 4,592 | 50,387 | 12,887 | 12,887 | 508,012 | 166,118 |
| Local Revenues | - | - | 6,436 | 6,436 | 6,436 | 6,436 | 6,436 | 6,436 | 6,436 | 6,436 | 6,436 | 6,436 | 64,359 | - |
| Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | 12,655 | 239,901 | 325,005 | 776,385 | 435,314 | 435,314 | 616,032 | 387,409 | 369,399 | 448,906 | 379,821 | 344,327 | 5,436,105 | 665,639 |
| Expenses | | | | | | | | | | | | | | |
| Compensation & Benefits | 201,041 | 207,240 | 210,666 | 207,240 | 206,669 | 206,669 | 211,237 | 207,240 | 207,240 | 204,035 | 204,035 | 186,478 | 2,459,789 | - |
| Books & Supplies | 43,956 | 43,956 | 43,956 | 43,956 | 43,956 | 43,956 | 43,956 | 43,956 | 43,956 | 43,956 | 43,956 | 43,956 | 527,467 | - |
| Services & Other Operating Expenses | 2,560 | 5,121 | 181,905 | 181,905 | 181,905 | 181,905 | 181,905 | 184,466 | 182,187 | 181,715 | 181,715 | 181,715 | 1,829,005 | - |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 247,557 | 256,316 | 436,527 | 433,101 | 432,530 | 432,530 | 437,098 | 435,661 | 433,382 | 429,705 | 429,705 | 412,148 | 4,816,261 | - |
| Operating Cash Inflow (Outflow) | (234,902) | (16,415) | (111,523) | 343,284 | 2,784 | 2,784 | 178,934 | (48,253) | (63,983) | 19,200 | (49,884) | (67,822) | 619,844 | 665,639 |
| Revenues - Prior Year Accruals | 293,869 | 359,199 | - | 87,925 | 42,283 | 100,349 | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | (128) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Summerholdback for Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Long Term) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Changes | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 838,992 | 1,181,775 | 1,070,253 | 1,501,461 | 1,546,529 | 1,649,661 | 1,828,595 | 1,780,343 | 1,716,359 | 1,735,560 | 1,685,676 | 1,617,854 | | |

Alpha Public Schools - Jose Hernandez
Monthly Cash Forecast

| | | 2018/19 | | | | | | | | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|
| | | Projected | | | | | | | | | | | | | |
| | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Forecast | AP/AR |
| | | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Forecast | AP/AR |
| Beginning Cash | | 1,617,854 | 1,584,862 | 1,828,155 | 1,698,541 | 2,061,542 | 2,090,503 | 2,168,626 | 2,322,757 | 2,258,659 | 2,221,591 | 2,235,566 | 2,180,797 | | |
| Revenue | | | | | | | | | | | | | | | |
| LCFF Entitlement | | - | 228,809 | 276,862 | 615,428 | 389,432 | 389,432 | 515,281 | 352,630 | 376,729 | 341,027 | 319,919 | 319,919 | 4,439,855 | 314,390 |
| Federal Income | | - | - | 17,889 | 17,889 | 17,889 | 17,889 | 17,889 | 17,889 | 17,889 | 63,767 | 53,631 | 17,889 | 486,758 | 152,372 |
| Other State Income | | 12,633 | 12,633 | 24,881 | 122,381 | 24,881 | 24,881 | 24,881 | 13,968 | 13,968 | 51,468 | 13,968 | 13,968 | 511,315 | 156,801 |
| Local Revenues | | - | - | 6,532 | 6,532 | 6,532 | 6,532 | 6,532 | 6,532 | 6,532 | 6,532 | 6,532 | 6,532 | 65,317 | - |
| Fundraising and Grants | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | | 12,633 | 241,442 | 326,163 | 762,230 | 438,733 | 438,733 | 610,460 | 391,019 | 415,118 | 462,794 | 394,050 | 358,308 | 5,475,245 | 623,563 |
| Expenses | | | | | | | | | | | | | | | |
| Compensation & Benefits | | 211,596 | 214,439 | 217,744 | 214,439 | 213,888 | 213,888 | 218,285 | 214,439 | 214,439 | 211,175 | 211,175 | 191,862 | 2,547,378 | - |
| Books & Supplies | | 44,592 | 44,592 | 44,592 | 44,592 | 44,592 | 44,592 | 44,592 | 44,592 | 44,592 | 44,592 | 44,592 | 44,592 | 535,106 | - |
| Services & Other Operating Expenses | | 2,645 | 5,291 | 193,441 | 193,441 | 193,441 | 193,441 | 193,441 | 196,086 | 193,155 | 193,052 | 193,052 | 193,052 | 1,943,537 | - |
| Capital Outlay | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | | 258,834 | 264,321 | 455,778 | 452,472 | 451,921 | 451,921 | 456,328 | 455,117 | 452,186 | 448,819 | 448,819 | 429,506 | 5,026,021 | - |
| Operating Cash Inflow (Outflow) | | (246,201) | (22,880) | (129,614) | 309,758 | (13,187) | (13,187) | 154,132 | (64,098) | (37,068) | 13,975 | (54,769) | (71,199) | 449,224 | 623,563 |
| Revenues - Prior Year Accruals | | 213,101 | 266,152 | - | 53,243 | 42,149 | 91,310 | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | | 128 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Current Year | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current Year | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Summerholdback for Teachers | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Long Term) | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreciation | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Changes | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | | 1,584,862 | 1,828,155 | 1,698,541 | 2,061,542 | 2,090,503 | 2,168,626 | 2,322,757 | 2,258,659 | 2,221,591 | 2,235,566 | 2,180,797 | 2,109,599 | | |

Alpha Public Schools - Jose Hernandez
Monthly Cash Forecast

| | 2019/20 Projected | | | | | | | | | | | | Forecast | API/AR |
|--|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|
| | Jul Projected | Aug Projected | Sep Projected | Oct Projected | Nov Projected | Dec Projected | Jan Projected | Feb Projected | Mar Projected | Apr Projected | May Projected | Jun Projected | | |
| Beginning Cash | 2,109,599 | 2,003,225 | 2,223,770 | 2,042,480 | 2,352,147 | 2,340,536 | 2,378,130 | 2,476,447 | 2,372,391 | 2,402,479 | 2,484,421 | 2,518,645 | | |
| Revenue | | | | | | | | | | | | | | |
| LCFF Entitlement | - | 240,540 | 287,904 | 629,521 | 410,868 | 410,868 | 521,819 | 375,443 | 516,483 | 489,015 | 469,015 | 469,015 | 5,269,505 | 469,015 |
| Federal Income | - | - | 20,829 | 20,829 | 20,829 | 20,829 | 67,116 | 20,829 | 20,829 | 67,116 | 56,898 | 20,829 | 486,228 | 159,297 |
| Other State Income | 12,970 | 12,970 | 25,728 | 123,228 | 25,728 | 25,728 | 25,728 | 14,517 | 8,661 | 55,334 | 17,834 | 17,834 | 569,020 | 202,759 |
| Local Revenues | - | - | 7,480 | 7,480 | 7,480 | 7,480 | 7,480 | 7,480 | 7,480 | 7,480 | 7,480 | 7,480 | 74,797 | - |
| Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | 12,970 | 253,510 | 341,341 | 781,058 | 464,905 | 464,905 | 622,142 | 418,269 | 553,452 | 598,944 | 551,227 | 515,157 | 6,409,550 | 831,071 |
| Expenses | | | | | | | | | | | | | | |
| Compensation & Benefits | 235,507 | 238,437 | 242,007 | 238,437 | 237,842 | 237,842 | 242,602 | 238,437 | 238,437 | 234,840 | 234,840 | 212,442 | 2,831,671 | (0) |
| Books & Supplies | 55,774 | 55,774 | 55,774 | 55,774 | 55,774 | 55,774 | 55,774 | 55,774 | 55,774 | 55,774 | 55,774 | 55,774 | 669,283 | - |
| Services & Other Operating Expenses | 2,664 | 5,328 | 225,450 | 225,450 | 225,450 | 225,450 | 225,450 | 228,114 | 229,154 | 226,389 | 226,389 | 226,389 | 2,271,676 | - |
| Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses | 293,945 | 299,539 | 523,230 | 519,661 | 519,066 | 519,066 | 523,825 | 522,325 | 523,365 | 517,002 | 517,002 | 494,604 | 5,772,631 | - |
| Operating Cash Inflow (Outflow) | (280,975) | (46,029) | (181,290) | 261,397 | (54,161) | (54,161) | 98,317 | (104,056) | 30,087 | 81,942 | 34,225 | 20,553 | 636,920 | 831,071 |
| Revenues - Prior Year Accruals | 174,729 | 266,574 | - | 48,270 | 42,550 | 91,756 | - | - | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | (128) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Receivable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Summerholdback for Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loans Payable (Long Term) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Balance Sheet Changes | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash | 2,003,225 | 2,223,770 | 2,042,480 | 2,352,147 | 2,340,536 | 2,378,130 | 2,476,447 | 2,372,391 | 2,402,479 | 2,484,421 | 2,518,645 | 2,539,198 | | |

Alpha Public Schools Fiscal Policies and Procedures

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OVERVIEW

The Board of Directors of Alpha Public Schools has reviewed the following policies and procedures to ensure the most effective use of the funds of Alpha Public Schools to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulate financial policies and procedures, delegate administration of the policies and procedures to the CEO and Executive Director and review operations and activities on a regular basis.
2. The CEO of Alpha Public Schools has responsibility for all operations and activities related to financial management of Alpha Public Schools. The Executive Director of Alpha Middle School has responsibility for all operations and activities related to financial management at Alpha Middle School.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
5. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to them. The Board of Directors will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.
6. With reference to the following procedures, if the organization does not have a CFO, the CEO will complete all CFO duties. In the event there is a conflict of interest, the Treasurer of the Alpha Board will complete all duties assigned to the CFO.

Annual Financial Audit

1. The Board of Directors will annually appoint an audit committee by January 1 to select an auditor.
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
 - a. An audit of the accuracy of the financial statements
 - b. An audit of the attendance accounting and revenue accuracy practices
 - c. An audit of the internal control practices

PURCHASING

1. The CEO/Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Board of Directors must approve expenditures that would result in a budget variance of \$25,000 of the specific budget line item.
2. The Board of Directors must approve contracts over 5% of operating expenses, with the exception of Intersession Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Intersession contracts must be approved by the CEO/Executive Director and the CFO.
3. The CEO/Executive Director or CFO must approve all purchases. When approving purchases, the CFO, CEO/Executive Director must:
 - a. Determine if the expenditure is budgeted
 - b. Determine if funds are currently available for expenditures (i.e. cash flow)
 - c. Determine if the expenditure is allowable under the appropriate revenue source
 - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 - e. Determine if the price is competitive and prudent. All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO/Executive Director.
5. Any individual making an authorized purchase on behalf of the school must provide the bookkeeper with appropriate documentation of the purchase.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

Petty Cash

1. The Operations/Office Manager will manage the petty cash fund.
2. The petty cash fund will be capped at \$300.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Executive Director will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. The Bookkeeper will insure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$300. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Executive Director or Bookkeeper within 48 hours of withdrawing

the petty cash. 7. When expenditures total \$200 (when cash balance is reduced to \$100), the Bookkeeper will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the CEO/Executive Director. This should be done on at least a twice monthly.

8. Petty cash fund reimbursement checks will be made payable to the CEO/Executive Director.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the CEO/Executive Director.
10. Loans will not be made from the petty cash fund.
11. The Bookkeeper will conduct surprise counts of the petty cash fund.

Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The CEO/Executive Director may also require that contract service providers list the school as an additional insured.
3. The CEO/Executive Director will approve proposed contracts in writing.
4. Contract service providers will be paid in accordance with approved contracts as work is performed.
5. The Board of Directors must approve contracts over 5% of operating expenses, with the exception of Intersession Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Intersession contracts must be approved by the CEO/Executive Director and the CFO.

Credit Card

The purpose of this policy is to ensure that the school credit card is used in an appropriate and approved manner.

1. The credit card shall be used to facilitate school related purchases only.
2. The credit card will have no cash advance option.
3. Expenditures must be in the approved budget.
4. Personal use is strictly prohibited. Personal use includes, but is not limited to, alcoholic beverages, partner expenses, gifts, and entertainment.
5. The school's normal approval, limits, and purchasing policies and procedures will apply for all expenditures.
6. It is the purchaser's responsibility to obtain a detailed receipt for all purchases. Failure to provide a detailed receipt will make the purchaser responsible for the

expenditure incurred. Those expenditures are to be reimbursed to the school no later than 10 working days following notification of improper documentation or use of the school credit card. In certain circumstances, a claim may be allowed without a proper receipt.

7. The credit card statements will be reviewed by the CFO on a monthly basis.
8. It is the responsibility of the Board to determine through the audit and approval process whether the school credit card has used for appropriate school business.
9. Unauthorized use of the school credit card subjects the purchaser to discipline up to and including termination.

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the CFO for approval.
2. The CFO will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to The Bookkeeper with the invoice. The Bookkeeper will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. In the case that a purchase is not in the approved budget, the CFO will consult the CEO/Executive Director before approving the expense.
4. Once approved by the CFO, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to The Bookkeeper on at least a weekly basis. The Bookkeeper will then process the invoices with sufficient supporting documentation.
5. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO/Executive Director.

Bank Checks

1. The CEO/Executive Director will be authorized to open and close bank accounts. The two overseeing Board Members (the Board Finance Committee Chairperson and one other Board Member) may sign bank checks within established limitations (please see #6 below).
2. The Bookkeeper will ensure that payments from private funds are drawn on the appropriate bank account.
3. The Bookkeeper and CEO/Executive Director will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the CEO/Executive Director will send appropriate approved documentation to The Bookkeeper.
5. Once approved by the CEO/Executive Director, The Bookkeeper types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
7. The Bookkeeper will record the check transaction(s) into the appropriate checkbook and in the general ledger.
8. The Bookkeeper will distribute the checks and vouchers as follows:
 - a. Original – mailed or delivered to payee
 - b. Duplicate or voucher – attached to the invoice and filed by account number

- c. Cancelled Checks – filed numerically with bank statements by the Operations/Office Manager
9. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to the Bookkeeper who will attach any other related documentation as appropriate.

Bank Reconciliation

1. Bank statements will be received directly, unopened, by the CFO.
2. The CFO will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Bookkeeper. Any discrepancies regarding the paid checks or any checks over 60 days will be researched and if applicable deleted from the accounting system.
3. The Bookkeeper will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The Bookkeeper will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the CEO/Executive Director.

Accounts Receivable

1. Documentation will be maintained for accounts receivable and forwarded to the Bookkeeper.
2. Accounts receivable will be recorded by the Bookkeeper in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. All cash and check receipts will be immediately endorsed with the school deposit stamp.
2. By the close of business each day, the Operations/Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be given to the Bookkeeper with the weekly invoices.
3. A deposit slip will be completed by the Operations/Office Manager for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. All checks will be endorsed as follows: "For Deposit Only; Agency; Program; Bank Account number."
6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to the Bookkeeper to be filed and recorded monthly.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the Bookkeeper or the CEO/Executive Director, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the CEO/Executive Director and/or Board of Directors.

Personnel

1. The CEO/Executive Director will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The CEO/Executive Director will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and have been completed.

Acceptance of Gifts/Donations

The purpose of this policy is to provide guidelines for the acceptance of gifts/donations by the school.

1. It is the policy of Alpha to accept gifts/donations only in compliance with state law.
2. Administration may receive, for the benefit of the school, bequests, donations or gifts/donations for any proper purpose. The Board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school and whether it should be accepted or rejected.
3. The Board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.
4. If the Board agrees to accept a bequest, donation, gift, grant or device which contains preconditions, conditions or limitations on use, the Board shall

administer it in accordance with those terms. Once accepted, a gift shall be the property of the school unless otherwise provided in the agreed upon terms.

PAYROLL

Timesheets

1. All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to The Bookkeeper on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the CEO/Executive Director for further guidance.

Payroll Processing

1. For hourly employees, the signatory supervisor will verify the timesheets for appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to the Bookkeeper who will verify the calculations for accuracy.
2. For certificated employees, the authorized supervisor will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The authorized supervisor will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

3. For confidential employees, the CEO/Executive Director will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The CEO/Executive Director will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Operations/Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Operations/Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to the Bookkeeper.
5. The CEO/Executive Director will notify the Bookkeeper of all authorizations for approved stipends.
6. The Bookkeeper will prepare the payroll worksheet based on the summary report from the designated school employee.
7. The payroll checks (if applicable) will be delivered to the school. The CEO/Executive Director will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. The Bookkeeper will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. The Bookkeeper will authorize the contracted payroll processor to process federal and state payroll taxes.
3. The Bookkeeper will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the CEO/Executive Director, and submit the forms to the respective agencies.

Record Keeping

1. The CEO/Executive Director will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
 - a. The designated school employee will immediately notify the CEO/Executive Director if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
 - b. Records will be reconciled when requested by the employee.

EXPENSES

Expense Reports

1. Employees will be reimbursed for expenditures within two weeks of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to the Bookkeeper.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the CEO/Executive Director must sign expense reports.
5. CEO/Executive Director expense reports should always be submitted to the Bookkeeper for processing and payment. The CEO/Executive Director's expense reports must be approved by a designated Board Member (who does not have check signing authority.)

Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The CEO/Executive Director must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the CEO/Executive Director.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the CEO/Executive Director for approval and then on to the Bookkeeper for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Board of Directors Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
2. The CEO/Executive Director will approve and sign the expense report, and submit it to the Bookkeeper for payment.

Telephone Usage

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.
3. The Operations/Office Manager will review and properly account for all long distance calls in excess of five dollars per call.

FINANCE

Financial Reporting

1. In consultation with the CEO/Executive Director, the financial team at Alpha Public Schools will prepare the annual financial budget for approval by the Board of Directors. The budget will be revised once each fiscal year, usually in October or November.
2. The financial team at Alpha Public Schools will submit a monthly balance sheet and monthly revenue and expense summaries to the CEO/Executive Director including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. Each month, the financial team will also prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.
4. The financial team at Alpha Public Schools will provide the CEO/Executive Director and/or Board of Directors with additional financial reports, as needed.

Loans

1. The CEO/Executive Director and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the CEO/Executive Director before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or CEO/Executive Director, certain documentation may be maintained for a longer period of time.
2. Financial records will be shredded at the end of their retention period.

3. Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared

RESERVES /INSURANCE/LIABILITIES/ASSETS

Funds Balance Reserve

1. A funds balance in accordance with state recommendations for charter schools will be maintained.

Insurance

1. The CEO/Executive Director will ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The CEO/Executive Director will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The CEO/Executive Director will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

Asset Inventory

1. An asset is defined as all items, purchased or donated, with a value of \$2000 or more and with a useful life of more than one year.
2. The Operations/Office Manager will file all receipts for purchased asset.
3. The Operations/Office Manager will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. The Operations/Office Manager will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The CEO/Executive Director will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The CEO/Executive Director will submit to the Board of Directors written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
 - a. Parked in the parking lot during school hours
 - b. Parked in the parking lot after school hours

2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
 - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
 - b. If a parent or other visitor causes damage, that individual is responsible.
 - c. If an employee causes damage, the employee is responsible.
 - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

Facilities Use Agreement and MOU

The Alum Rock Union Elementary School District (the "District") and Alpha Public Schools, Inc., ("Charter School") which operates, among other schools, Alpha: Jose Hernandez Middle School Charter School ("JHMS") have determined that the District will satisfy its Proposition 39 obligations for the Term of this MOU as to JHMS by providing space and facilities to Charter School for its charter school grades which currently include grades 5 to 8 and may include grades served by the District as per the Charter School's approved charter, conducted by JHMS at a portion of the Slonaker School site located at 1601 Cunningham Avenue, San Jose, Calif. 95122, San Jose, California (the "Site") on the terms and conditions provided herein.

The District and Charter School desire to set forth their rights and obligations arising from the use by Charter School of the facilities at the Site.

The District and Charter School, in consideration of the mutual covenants, representations and agreements contained herein, hereby agree as follows:

1. Terms, Permitted Uses, Termination

1.1 This Agreement shall commence on July 1, 2016 and terminate on June 30, 2021 unless extended under the provisions below (the initial five year term and any term created by exercise of the options set forth herein are referred to as the "Term").

1.2 Upon termination of this Agreement Charter School shall fully vacate the Site and shall fully vacate the Dedicated Space in a reasonably similar condition to that which existed at the commencement of this Agreement, reasonable wear and tear excepted. Charter School shall remove all personal property from the Site at Charter School's expense on or prior to the expiration or earlier termination of this Agreement. All furniture, fixtures and equipment provided by District for Charter School's use at the site shall remain the property of the District and shall be returned to the District in good working condition, reasonable wear and tear excepted. The parties shall cooperate in preparing an inventory of all such District property provided by the District for use by Charter School.

1.3 Charter School shall use the Dedicated Space (as defined below) for the purposes and activities stated in its approved charter and for no other purpose.

1.4 This Agreement shall automatically terminate upon the final revocation of Charter School's charter, after exhaustion of Charter School's administrative and statutory appeals per the Education Code.

1.5 Charter School acknowledges that the Dedicated Space (described in Section 3 below) is located at District's Slonaker School Site and that additional charter schools or educational programs or uses are or may be housed or located at the Site. Charter School shall not sublet, license or allow any outside organization or individual not affiliated with Charter School to use any of the District's property or the Site or the Dedicated Space without prior approval by the District, to be requested in advance of said event per the District's Use of Facility Process unless otherwise allowed by the District. Charter School

does not have the authority to issue a permit or to authorize the use of all or any portion of the District's property or the Site to any third party or person for uses or purposes unrelated to Charter School's school grades 5-8 educational program. Charter School shall otherwise be allowed to use the Dedicated Space and the Site consistent with use of other school sites within the District. Charter School agrees to comply with the District's obligations under the Civic Center Act (Education Code section 38131 et seq.) in making use of the facilities accessible to members of the community. For purposes of compliance with the Civil Center Act with respect to the Site only (but not including the "Alpha Portables" as defined herein), the Charter School's governing board shall have the same obligations applicable to District's Boards of Trustees under Education Code sections 38130-38139 and shall also follow District's Board Policy and Administrative Regulations in making use of the facilities accessible to members of the community. Any requests for use of the Site by third parties shall be submitted to the District. Charter School shall comply with the District rules and regulations regarding Facility Use Permits. Any fees or revenues from rentals for third party use of non-exclusive areas at the Site will inure to the benefit of the District and not the Charter School.

1.6 It is a material term of this Agreement that Charter School shall ensure that any persons other than parents of then-current students at JHMS admitted by Charter School to the Site, including but not limited to Charter School's employees, contractors and volunteers who are likely to have significant or regular contact with any pupils at the Site shall not be allowed on Site unless and until such person has obtained all necessary and prerequisite background and fingerprint clearances as required by law, including but not limited to Section 45125.1 of the Education Code. The District shall ensure that any persons admitted by the District that are likely to have significant contact with Charter School students will be cleared in the same manner. Upon request by the District Charter School shall provide to the District a list of all such employees, contractors and volunteers and Charter School's written certification that all persons on the list have obtained the necessary background and fingerprint clearances. In addition, Charter School shall also ensure that its employees and volunteers are in compliance with the tuberculosis testing requirements set forth in Section 49406 of the Education Code.

1.7 In consideration for the facilities provided herein, and in accordance with 5 C.C.R. §§11969.1 – 11969.11, Charter School agrees to pay to District the sums specified, which monthly amount shall be paid by Charter School to the District on the first day of each month without invoice or demand by District. In the event that the space allocated to Charter School hereunder has been "over allocated" in accordance with 5 C.C.R. Section 11969.8, Charter School shall reimburse the District in accordance with Section 7.3 of this Agreement. For purposes of monitoring compliance with these regulations, Charter School shall provide the District with its actual ADA count and the number of in-District students of Charter School at the time of the filing of the P-1 state attendance report and at the time of the filing of the P-2 state attendance report. Upon written request of the District, Charter School shall additionally provide to the District on the foregoing dates the names and addresses of in-District students. During the Term of the Agreement and subject to the terms herein, Charter School will have exclusive use of the Dedicated Space as described in this Agreement and as shown on the Site Plan attached hereto as Exhibit A, unless Charter School's total P-2 ADA declines more than 20% below 375. If total P-2 ADA falls

more than 20% below 375 students in any year during the Term of the Agreement, District and Charter School will work cooperatively to reduce Dedicated Space allocated to Charter School proportionately to the decline in ADA.

1.8 The terms and provisions hereof are entered into in satisfaction and in lieu of District's Proposition 39 facilities obligations, and so long as JHMS continues to occupy the Dedicated Space pursuant to this Agreement, Charter School will not submit any request for Proposition 39 facilities with District relating to JHMS during the Term of this Agreement.

1.90 Provided Charter School's in-district ADA is not less than 160 students, this Agreement may be extended for two additional terms, each for a period of five (5) years (each an "Option" or "Option Term"), provided that one year prior to the start of each Option Term, (a) Charter School continues to hold a valid charter for JHMS (which means, (1) the charter has not been revoked, or if revoked, all applicable appeal remedies under the Education Code have not been exhausted, and (2) the charter has been renewed, or if not renewed, all applicable appeal remedies under the Education Code have not been exhausted, and (b) Charter School is not then currently in default under this Agreement beyond any applicable notice and cure period, and further provided Charter School gives District at least 6 months written notice prior to the beginning of the Option Term, but no longer than one year written notice before the beginning of the Option Term, of its intent to exercise each Option. The Option rent shall continue from the base term of the Agreement, and increase, as provided in Section 4, below. Upon notice of exercise by Charter School each Option shall be presented to the District's Governing Board for ratification subject solely to satisfaction of Section 1.90(a) and (b) above.

1.91 District represents that, not including the Alpha Portables and any Charter School alterations, the Site substantially complies with the State of California requirements regarding asbestos mitigation and is in full compliance with the Asbestos Hazards Emergency Response Act. An asbestos management plan has been prepared and is available at the Alum Rock Union Elementary School District office for review. District agrees to be responsible for future mitigation, if any, as required by the State of California regarding requirements relating to asbestos in the building unless mitigation is due to action of Charter School, its agents or clients, in which event necessary mitigation measures shall be charged to and paid by Charter School as additional rent.

1.92 District is generally familiar with Charter School's operations due to Charter School's current occupancy of space at the Site. District represents that as long as such use remains consistent, the facilities provided to Charter School for use (not including the Alpha Portables defined herein and not including any modifications or improvements that may be required as a result of or in connection with any Charter School alterations to the Dedicated Space or the Site) are, and will remain in compliance with the "Americans with Disabilities Act" and the regulations adopted pursuant to the Americans with Disabilities Act (collectively, the "ADA") at District's sole cost and expense. Charter School shall remain solely responsible for any modifications or improvements to the Site to meet ADA compliance requirements which result from the Alpha Portables or any Charter School alterations.

2. ALTERATIONS: Except as provided herein, Charter School shall not make any alterations, additions or improvements to the Dedicated Space or to any portion of the School Site without the prior written consent of the District. Charter School shall submit a written request to make alterations to the Assistant Director of Facilities Operations (or as otherwise designated by the Superintendent) with a copy to the Assistant Superintendent of Business Services and Director of Facilities, provided that no alterations to the structural components of the Dedicated Spaces or the School Site by Charter School shall be allowed. The written request for approval shall at a minimum include the following:

2.1 A narrative description of the proposed alterations and proposed plans and specifications from which the District can determine and review the scope of proposed alterations;

2.2 The name of licensed and/or registered design professional that will be in general responsible charge of ensuring the alterations are made in compliance with Title 24, including any required reviews and certifications by Division of the State Architect.

2.3 The proposed construction and work schedule and work hours.

If District does not respond in writing within sixty (60) days of receipt of the written request, then Charter School's request shall be deemed approved. The District may approve or disapprove the proposed alterations in the District's reasonable discretion. If the alterations are approved, then Charter School shall be solely responsible for the performance and completion of the alterations.

Once approved, all work shall be subject to the following requirements:

The licensed and/or registered design professional in general responsible charge shall ensure that the work is made in compliance with Title 24, including any required reviews and certifications by Division of the State Architect, and shall account for conflicts and/or impacts to HVAC, lighting, power, fire alarm, security and other systems at the School Site.

Charter School shall, prior to awarding a construction contract, provide construction documents and drawings and a safety plan and construction schedule to the District for review and written approval by the Director of Facilities, or other District designee. District shall have ten (10) business days to review and approve/disapprove the proposed plans and submittals. If District does not respond in writing within that period, then Charter School's submittal shall be deemed approved.

All construction work shall be performed by licensed and bonded contractors, and all contractors shall maintain and provide proof of minimum levels of workers' compensation and liability insurance consistent with District's construction requirements.

All work shall be performed in a workmanlike manner and shall be subject to all applicable laws and requirements, including building codes and regulations.

Charter School shall be and remain responsible for the immediate repair and correction of all damage to adjacent District facilities resulting from construction.

During the performance of any work of approved alteration the District shall have the right to inspect the performance of such work upon reasonable notice to Charter School.

The performance of the work shall at all times be under the review and inspection of an independent certified project inspector.

Charter School shall timely submit all required DSA certifications.

Upon completion of construction, coordinate District Facilities Department review and approval of construction workmanship within fifteen (15) days. If District does not conduct its review within such 15 day period, then the workmanship shall be deemed approved, provided that nothing herein shall release Charter School or any person from liability for defects or claims arising out of or in connection with the work, including but not limited to claims for latent defects.

Upon completion of construction, provide as-built construction documents to the District Facilities Department for its records.

Upon completion of construction, provide copies of all correspondence, meeting notes, forms, reports, and any other documentation provided to and received from Division of the State Architect pertaining to the construction and alterations.

Upon completion of construction Charter School shall promptly and timely obtain DSA closeout of the project.

Upon termination of occupancy, remove alterations and restore facilities to a reasonably similar condition to that which existed at the commencement of the Agreement, reasonable wear and tear excepted, except that no later than 120 days prior to the expiration of this Agreement District shall have the option to notify Charter School of District's election to accept return of the facilities with the alterations in their then-existing condition, reasonable wear and tear excepted. This section does not apply to the Alpha Portables.

Charter School shall not allow or permit the recordation of any lien against the Site or other District property in connection with the work.

Charter School may, at its sole cost and expense, make other physical alterations to the Dedicated Space that are temporary, nonstructural, decorative, or cosmetic in nature (including hanging bulletin boards, hanging murals, and other paintings). Charter School may paint the interior of the Dedicated Space. All paint shall be in accordance with District standards. All work shall be performed in a professional and workmanlike manner. At the expiration of the Term of this Agreement or the Termination hereof, the Dedicated Space shall be returned to the District in their original condition and color, ordinary wear and tear excepted.

3. Dedicated Space

3.1 The District hereby grants to Charter School the exclusive use of the following "Dedicated Space" described in Section 3.2 below solely for the purposes set forth in Charter School's approved charter and related uses and on the terms and conditions set forth herein. During the Term, Charter School shall have access to the Dedicated Space at all times, including, after hours, on weekends, and during the summer and all other school vacations.

3.2 During the Term, Charter School will have exclusive dedicated use of the following Dedicated Space on the Site: K1, K2, K3, K4, A2, A3, A4, Room 01, the "Media Center", the "Reading Room/Music Room/Stage Areas" located behind the multi-purpose room/cafeteria and the workroom area in the administration building, the bathrooms adjacent to "A" classroom wing, plus 2 additional classrooms to be supplied by District at the D1 portable site (location of the former San Juan Bautista Portable) on or before August 6, 2016, in fully operable condition at District's cost (except that the restrooms within the portables to be in working order on or before August 15, 2016) (the "New District Portables"), plus space for 4 more approximately 960 square foot portable classroom buildings on the blacktop area shown on Exhibit A ("New Alpha Portables") available by August 1, 2016, which will be installed by Charter School at its sole cost and expense subject to a rent credit as set forth below (classrooms are referred to for convenience as a "Classroom" or "Classrooms"), all of which are located on the Site in the area shown on the Site Plan attached hereto as Exhibit A. Charter School and District acknowledge that Charter School has accepted and is already in possession and occupancy of the dedicated spaces previously provided by District pursuant to Proposition 39. In addition, Charter School will have shared use of the multipurpose room/cafeteria at the Site.

The four New Alpha Portables at C3 through C6 will all be moved and installed and hooked up to utilities at Charter School's sole cost and expense and subject to Section 2.3 herein. However, District will partially offset Charter School expenses for the installation of the New Alpha Portables in the form of a credit against Rent during the initial 5 year Term, in the total amount of \$206,250.00, such credit to be taken in equal monthly increments over the portion of the initial Term from the date Charter School completes work on these portables to the end of the initial Term, and provided that Charter School submits to District satisfactory evidence of such costs and expenses actually incurred and paid by Charter School.

Charter School will have the option to add, and District will provide space for up to four (4) additional classroom portables to be located at the Site in a location reasonably agreed by District and Charter School, at Charter School's option and sole cost and expense at any time during the Term hereof (the "Additional Portables"). The Additional Portables and the New Alpha Portables C3 to C6 will collectively be referred to as the "Alpha Portables" and, except as otherwise provided herein, all will be deemed "Dedicated Space."

At the expiration or earlier termination of this Agreement, all Alpha Portables except Alpha Portable C6 will be the property of Charter School and may be moved from the Site, with Charter School to repair any damage caused by their installation or moving, and Charter School shall return the affected Site in a level condition. No rent will accrue or be paid with regard to Alpha Portables.

3.3 MAINTENANCE AND REPAIRS: The Alpha Portables shall at all times be maintained and repaired by Charter School as public school classrooms in a safe and habitable condition in accordance with the Education Code and the California Code of Regulations and local building ordinances. Charter School shall at all times be and remain solely responsible for the maintenance and repair of the Alpha Portables. Charter School shall not be permitted to paint or place murals on the Dedicated Space but, at its sole cost and expense, Charter School may make other physical alterations to the Dedicated Space that are temporary, nonstructural, decorative, or cosmetic in nature (including hanging bulletin boards, hanging murals, and other paintings on wood canvasses). Charter School shall not make any repairs or alterations or modifications to the electrical systems, telecommunications systems, ventilation systems, roof systems, plumbing systems or mechanical or structural systems (collectively, the "Building Systems") of the Dedicated Space or the School Site without the prior written consent of the District. Charter School shall promptly notify the District in writing by work requisition submitted to the Assistant Superintendent of Business Services, or his/her designee, of any requested or needed repairs to any of the Building Systems in the Dedicated Space, not including the Alpha Portables. Any such repairs, work or alterations to the Alpha Portables or to the Site resulting from the negligence or intentional acts of Charter School and its employees, students, volunteers and invitees shall be billed directly to, and promptly paid by, Charter School. Any such repairs performed by District employees shall be billed at such employee's hourly rate.

3.4 TELECOMMUNICATIONS: The Dedicated Space (not including the Alpha Portables) shall be wired for telephone connectivity. The responsibility to provide all communications equipment, including telephones, computers and related hardware, software, and all required services, shall be the responsibility of Charter School. Charter School shall reimburse the District for any work requested in connection with the Dedicated Space and the Alpha Portables and the actual cost of Charter School's telephone and/or internet usage in accordance with the reimbursement process set forth in Section 7.

3.5 FURNITURE AND EQUIPMENT: The District shall equip each classroom in the Dedicated Space (not including the Alpha Portables) with fixtures and furniture (such as whiteboards, chairs, and desks) that are reasonably equivalent to that provided to the District students at no additional charge to Charter School. Charter School shall comply with the District's policies regarding the operations and maintenance of the school facility and furnishings and equipment in accordance with 5 C.C.R. §11969.4, except to the extent variation is approved by the District.

3.6 FENCING and SIGNAGE: Upon the District's consent, which shall not be unreasonably withheld, Charter School shall be permitted to place signage at locations of mutual agreement on Site adjacent to the Dedicated Space to direct students, staff, parents and visitors to the Charter School Dedicated Space.

3.7 SECURITY: The Dedicated Space (not including the Alpha Portables) shall be individually keyed by District; Charter School shall be responsible for keying the Alpha Portables to match the District's master key for the Dedicated Space. The District shall securely maintain a master key for the Dedicated Space and the Alpha Portables for security and emergency purposes. Charter School shall be responsible for costs incurred due to false alarms and security breaches that are related to the Dedicated Space. Charter

School shall operate a closed campus and reasonably cooperate with the District on security issues. At all times Charter School shall remain responsible for the security of the Dedicated Space and the security of its employees, staff, students, volunteers and invitees. Charter School may use the existing Security System if one currently exists on the Premises, but shall pay for security system activation and monitoring services. Charter School shall be solely responsible for the security of the Alpha Portables and their contents, unless a loss is caused by District's possession of the master key.

3.8 BELL SCHEDULE/ALARMS/ANNOUNCEMENTS: It is recognized that Charter School will have a separate bell schedule from the District's and other programs at the Site at Charter School's cost and without disruption to the operations of the District's or other programs at the Site.

4. Shared Space

4.1 The District hereby grants to Charter School the right to joint use of the following "Shared Space" located on the Site solely for the purposes set forth in Charter School's charter and on the terms and conditions set forth herein.

4.2 COMMON HALLWAYS AND INGRESS/EGRESS POINTS: The District shall allow Charter School students, staff, faculty and visitors to use common hallways, to the extent necessary, for ingress and egress to the Dedicated Space described in Article 3 above.

4.3 PARKING: The District shall allow Charter School staff and visitors to access the parking at the Site on the same basis as that permitted to the District and Site employees and visitors. Charter School shall not designate any parking spaces as reserved for Charter School's use without the District's prior written approval. Charter School shall not store or abandon any inoperative vehicles or equipment on any portion of the Dedicated Space.

4.4 BATHROOMS: The District shall allow Charter School staff and faculty to use the Site employee restrooms. The District shall allow Charter School students, faculty, staff and visitors to use the Site student restrooms.

4.5 FACULTY BREAK/LUNCH AREA: The District shall allow Charter School staff and faculty to use the Site faculty break and lunch areas. No meetings shall be held in such areas without the prior approval of the District.

4.7 ATHLETIC FACILITIES AND PLAYGROUND AREAS: The District shall allow Charter School to schedule supervised student use of the athletic playfields and playground areas. Charter School shall coordinate with other permitted occupants and users of the Site on scheduling its use of the athletic playfields so as to equitably accommodate both Charter School students and other occupants' and users' reasonable needs.

4.8 DINING/MEAL AREA/MULTI-PURPOSE ROOM: The District shall allow Charter School to schedule supervised student use of the student cafeteria and multi-purpose room. Charter School shall coordinate with the District and other site occupants on scheduling its use of the cafeteria so as to equitably accommodate both Site and Charter School students. Any Charter School employees,

contractors and volunteers involved in food preparation and service shall have required food handling licenses and certifications, proof of which shall be provided to the District.

4.9 Before the start of the year, the principals/administrators for Charter School and other Site users will meet and review their upcoming school year schedules with each other, and shall work together in good faith to eliminate or minimize scheduling conflicts, and to determine schedules for usage of shared space premises, so as to equitably accommodate Site and Charter School students.

5. Shared Activities

5.1 The District agrees to cooperate with Charter School with regard to the following "Shared Activities" consistent with the purposes set forth in Charter School's charter and on the terms and conditions set forth herein:

5.2 **STUDENT IDENTIFICATION AND SUPERVISION:** Charter School students shall wear uniforms or lanyards or other identification that can readily distinguish Charter School students from other Site school students. Charter School students shall be supervised at all time while on Site.

5.3 **STUDENT DISCIPLINE:** Charter School and other Site users will collaborate to resolve any student disciplinary issues that involve students and/or property of both Charter School and the other Site users.

6. Operations & Maintenance

6.1 **GENERAL ON-GOING OPERATIONS, MAINTENANCE AND UTILITIES:** Charter School shall at all times be and remain responsible for all maintenance and repair of the Alpha Portables. Pursuant to Section 11969.4 of Title 5 of the California Code of Regulations, Charter School shall be responsible for ongoing operations and maintenance of the Dedicated Space and furnishings and equipment provided by District. All such operations and maintenance shall be in accordance with District schedules and standards. If Charter School requests any facilities-related operations or maintenance services, then such services will be charged by District to Charter School on a fee-for-service basis. The District shall pay for all utility services provided to the Dedicated Space and Shared Spaces. Unless such expenses for the Dedicated Space can be separately metered or measured, such expenses are included in the fees to be paid by Charter school hereunder. With respect to the Dedicated Space and Shared Space and Alpha Portable C6, any projects eligible to be included in the District's deferred maintenance plan established pursuant to Education Code section 17582 and the replacement of furnishings and equipment supplied by the District in accordance with school district schedules and practices, shall remain the responsibility of the District. The District will invoice Charter School monthly for amounts owed under this Article 6.1, and Charter School will remit Payment within thirty (30) days, provided that the parties will negotiate in good faith regarding any disputed amounts, and Charter School need only remit the undisputed amount until such issues are resolved. The District shall provide Charter School with cost projections for these services upon request by Charter School. This Section as to the Dedicated Space and the Shared Space does not apply to the Alpha Portables.

6.2 CUSTODIAL, MAINTENANCE, AND GROUND SERVICES: Charter School shall be responsible for all custodial services to all Dedicated Spaces and the Alpha Portables. District shall provide landscape ground services to all exterior spaces on a reasonable schedule to be agreed on prior to the start of each school year under which the Site will be maintained in a reasonable manner for a school. In the event that Charter School chooses to contract with the District for any services, the charge shall be on a fee-for-service basis. If Charter School's monthly use of Shared Space facilities is out of proportion to the aforementioned pro-rata general percentage, the District may require Charter School to reimburse the District for costs associated with said use. The District will invoice Charter School monthly for amounts owed under this Article 6, and Charter School will remit payment within thirty (30) days, provided that the parties will negotiate in good faith regarding any disputed amounts, and Charter School need only remit the undisputed amount until such issues are resolved. The District shall provide Charter School with cost projections for these services upon request by Charter School. If in any given year of the Term of this Agreement Charter School and the District agree to contract for these services, the annual fee will be noted in Exhibit B.

6.3 MAJOR MAINTENANCE: Except for the Alpha Portables, which shall remain Charter School's sole responsibility, District agrees to keep in good order, operating condition, and repair or replace as necessary, the exterior walls, power cables and wires to the point of entry of each building (including such cabling and wires to the Alpha Portables point of entry), roof of the buildings, all outside concrete and asphalt surfaces and areas of space shared with Charter School, and the heating, ventilation, and air conditioning equipment, such that all such matters are functioning for Charter School. District will respond to maintenance issues relating to the foregoing within two (2) business days. District will not have the foregoing responsibilities with regard to Alpha Portables.

Except for the Alpha Portables, which shall remain Charter School's sole responsibility, District shall assume the cost and responsibility for major maintenance at the Site in accordance with District deferred maintenance schedules and practices. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, intercom, alarm, bell, and communications systems (other than equipment provided by Charter School), roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582 and pursuant to the rules and regulations of the State Allocation Board. All other kinds of maintenance and repairs shall be considered routine maintenance of which costs shall be paid by Charter School to District in accordance with this Agreement if District performs such maintenance and repairs.

7. Reimbursement Process

7.1 OVERSIGHT FEES: The District shall charge Charter School 1% oversight fees allowed in accordance with Education Code section 47613(a), to be billed on a quarterly basis or as otherwise determined by the District. Charter School shall pay any undisputed amounts within thirty (30) days of invoice. The parties will work collaboratively to resolve any issues relating to disputed charges.

7.2 FACILITIES AND OTHER FEES: The District shall invoice Charter School for facilities charges (pursuant to 5 C.C.R. §§ 11969.4 and 11969.7) and for Charter School's share of telecommunication costs (if billed separately to the District) on a monthly basis during the Term. Charter School shall pay any undisputed amounts within thirty (30) days of invoice. The parties will work collaboratively to resolve any issues relating to disputed charges. Any charges for over-allocated space as described in this Agreement shall be submitted to Charter School on or before June 1 of each year during the Term, and shall be paid by Charter School within thirty (30) days.

7.3 RENT. Charter School agrees to and shall pay to District at 2930 Gay Avenue, San Jose, California 95127, or such other place as the District shall from time to time in writing designate, the rent specified below for the Charter School's use of the Dedicated Space and Shared Space as provided herein (not including the Alpha Portables) (all such space shall be as indicated on the site Map attached hereto as Exhibit A, which states the square footage of each room or building):

(a) For the 2016-17 fiscal year Charter School shall pay a rate of \$6.88 per square foot per year for Dedicated Space except for the Alpha Portables, which totals 14,210 square feet times \$6.88 which equals \$97,764.80.

(b) In addition, for the 2016-17 fiscal year Charter School shall pay a rate of \$3.44 per square foot per year for Share Use space, which totals 2,438 square feet times \$3.44 which equals \$8,686.00.

(c) In addition, for the 2016-17 fiscal year Charter School shall pay a rate of \$2.50 per square foot per year for utility costs associated with the Alpha Portables, which totals 3,840 square feet times \$2.50 which equals \$9,600.00.

(d) Commencing July 1, 2017, including any Options exercised by Charter School, the rent and other rates specified in sections (a) (b), and (c) above will be increased by multiplying the rate then in effect by 3% each year.

(e) In addition, during the initial Term of the Agreement, through June 30, 2021, District will credit Charter School an amount of \$206,250.00 in accordance with Section 3.2 above for the installation of the New Alpha Portables only, such credit to be taken in equal monthly increments over the portion of the initial Term from the date Charter School completes installation of the New Alpha Portables to the end of the initial Term.

(f) In addition, the District and Charter School agree that the Dedicated Space (described in Section 3) allocates a sufficient number of classrooms to accommodate Charter School's projected in-District P-2 ADA of 375 students in conditions that are reasonably equivalent to the conditions at District-operated schools. In the event Charter School's in-District P-2 ADA falls below 375 students for any year during the Term or Option period of this Agreement, Charter School agrees to pay to the District an additional amount over the amounts specified in Section 7.3 (a) and (d) above for the year(s) in which such ADA is below the specified level to compensate for the over-allocation of space, as follows:

(i) If in-District P-2 ADA is between 225 and 300 students, then Charter School agrees to pay the District an additional 20% over the amounts specified in Section 7.3 (a) and (d) above.

(ii) If in-District P-2 ADA is between 150 and 225 students, then Charter School agrees to pay the District an additional 50% over the amounts specified in Section 7.3 (a) and (d) above.

(iii) If in-District P-2 ADA is between 75 and 150 students, then Charter School agrees to pay the District an additional 80% over the amounts specified in Section 7.3 (a) and (d) above.

(iv) If in-District P-2 ADA is less than 75 students, then Charter School agrees to pay the District an additional 160% over the amounts specified in Section 7.3 (a) and (d) above.

8. Compliance with Laws

8.1 Charter School agrees to comply with all laws and regulations that apply to its operation of a charter school and its use of the Dedicated Space and Shared Space. In addition, Charter School agrees to abide by all the District policies and regulations regarding the use of the Site including but not limited to the District policies barring the possession or consumption of alcoholic beverages on campus and/or tobacco products on the District's facilities.

8.2 Charter School shall not cause to occur, and shall take reasonable measures to prevent, any activity in or about the Dedicated Space and Shared Space that might impair the proper functioning of the Site or threaten the exterior or structural elements of the District's property, or threaten the health or safety of Charter School students and staff and the students and staff at the Site.

8.3 The District warrants that the Dedicated Space (not including the Alpha Portables) and Shared Space is in compliance, and will remain in compliance during the Term, with all applicable codes, regulations, and laws, including but not limited to: Field Act, Americans with Disabilities Act, local fire marshal and zoning requirements and ordinances, except to the extent any required modifications or non-compliance results or arises from or in connection with the Additional Portables, the Alpha Portables or any alterations by Charter School. District shall be responsible for any modifications necessary to maintain the Dedicated Space (not including the Alpha Portables) and the Shared Space in accordance with Education Code sections 47610(d) and 47610.5, except to the extent any modifications result or arise from or in connection with any alterations by Charter School.

9. Total and Partial Destruction; Emergency

9.1 If the Dedicated Space (not including the Alpha Portables) is totally destroyed (defined as the destruction of more than 50% of the usable classroom space rendering such space not usable for public school purposes) then, notwithstanding the availability of insurance proceeds, this Agreement shall be terminated effective the date of the damage and subject to the parties' rights pursuant to sections 12 and 14 of this Agreement. In the event of damage or total destruction to the Dedicated Space resulting from Charter School's negligence or other acts or omissions of Charter school's employees, agents, contractors, students or invitees, then immediately upon the effective date of total destruction, the District will assist in finding a reasonably equivalent Dedicated Space school facility as soon as possible

so as to avoid any interruption in the educational program of Charter School, provided District shall not be required to provide or pay for the cost of replacement facilities during the remainder of the Term. Charter School shall be liable for the repair of all damage to the Site resulting from or in connection with Charter School's negligence or other acts or omissions of Charter school's employees, agents, contractors, students or invitees. In the event of other damage not constituting total destruction not resulting in whole or in part from Charter School's negligence or other acts or omissions of Charter school's employees, agents, contractors, students or invitees, the District will provide Charter School with reasonable alternative temporary replacement facilities with proportionate abatement of fees hereunder; Charter School shall cooperate with and assist District in applying for any and all available emergency funding for such replacement facilities.

9.2 The school principals of Charter School and Site shall immediately inform one another or their designees of any health and/or safety emergency. This includes reports of any serious incident that takes place on the host school campus where the police, fire department or the paramedics are involved, including, but not limited to, incidents of actual or alleged physical or sexual abuse, bomb or terroristic threats, threats of violence, weapons on the school site, and the sale of narcotics on the school site. School staff, faculty, and students shall cooperate with, and participate in, any lockdowns (to include drills) or exigent security procedures required by the District at the Site.

10. Access

10.1 The District or its agent(s) shall have the right to enter and/or pass through the Dedicated Space or any part thereof with reasonable notice (at least one business day in advance) and in a reasonable time and manner: (a) for the purpose of making repairs in or to the Dedicated Space as allowed by this Agreement, or as required by law or emergency, (b) to examine the Dedicated Space during non-school hours, provided that the Principal of Charter School is notified prior to entry, except in cases of emergency, or (c) for the purpose of administrative oversight, as may be allowed by law and consistent with Charter School's charter.

11. Assignment and Subletting

11.1 Charter School shall not assign its rights or delegate its duties under this Agreement or sublet or permit the subletting of the Dedicated Space, Shared Space, or any part thereof.

12. Default: Remedies

12.1 The occurrence of any of the following shall constitute a material default and breach of this Agreement by Charter School:

(a) Any failure by Charter School to make payments required to be paid hereunder (where such failure continues for thirty (30) days after receipt of written notice by the District to Charter School);

(b) The abandonment or vacation of the Dedicated Space by Charter School;

(c) The revocation of Charter School's charter (after exhaustion of all applicable administrative and statutory appeals per the Education Code);

(d) A failure by Charter School to observe and perform any other provision of this Agreement to be observed or performed by Charter School, where such failure continues for thirty (30) days after receipt of written notice thereof by the District to Charter School; unless, however, the nature of the default is such that the same cannot reasonably be cured within said thirty (30) day period. Charter School shall not be deemed to be in default if Charter School shall within such thirty (30) day period commence such cure and thereafter diligently prosecute the same to completion.

12.2 If Charter School commits any such material default or breach, then the District may, at any time thereafter without limiting the District in the exercise of any right or remedy at law or in equity which the District may have by reason or such default or breach:

(a) Terminate Charter School's right to possession by any lawful means, in which case this Agreement shall terminate and Charter School shall surrender possession of the Dedicated Space upon ninety (90) days prior written notice.

(c) Before the District exercises any of its remedies of this Section, it must attempt to cure the default through the use of the dispute resolution provision below.

12.3 The District shall not be in default unless the District fails to perform obligations required of the District within a reasonable time, but in no event later than thirty (30) days after receipt of written notice by Charter School to the District specifying wherein the District has failed to perform such obligations; provided however, that if the nature of the District's obligation is such that more than thirty (30) days are required for performance, then the District shall not be in default if the District commences performance within such 30-day period and thereafter diligently prosecutes the same to completion.

12.4 If the District commits any such default or breach, then Charter School may, at any time thereafter without limiting Charter School in the exercise of any right or remedy at law or in equity which Charter School may have by reason of such default or breach:

(a) Terminate the Agreement with no further obligation to the District; or

(b) Maintain the Agreement with the District and pursue damages or other equitable relief in a court of law. If Charter School chooses to pursue the remedy in this section 12.4 then Charter School shall be allowed to place all fees as they come due in a blocked trust account until such time as the District cures the default or the matter is otherwise resolved in a court of law. Before Charter School exercises any of its remedies of this Section, it must attempt to cure the default through the use of the dispute resolution provision below.

13. Dispute Resolution

13.1 Disputes between Charter School and the District regarding the alleged violation, misinterpretation, or misapplication of this Agreement shall be resolved using the dispute resolution process identified below.

13.2 The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information:

(a) The name, addresses and phone numbers of designated representatives of the party;

(b) A statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute;

(c) The specific sections of the Agreement that are in dispute; and

(d) The specific resolution sought by the party. Within five days from receipt of the notice of dispute the representatives from the Charter School shall meet with representatives from the District in an informal setting to try to resolve the dispute.

13.3 If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than thirty (30) days after receipt of the request for appointment. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven (7) days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party in advance of the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the District and Charter School.

13.4 Either party may seek equitable relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable relief, neither party may commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, or 45 days after the date of filing the written request for mediation, whichever occurs first. Mediation may continue after the commencement of a civil action, if the parties so desire.

14. Insurance; Hold Harmless; Indemnity

14.1 INSURANCE: Throughout the term hereof Charter School shall maintain general liability insurance, including automobile coverage, in an amount as may be reasonably necessary to assure compliance with the indemnification provision, herein below. Such insurance shall be in an amount of not less than (Two

Million Dollars) \$2,000,000.00 combined single limit for bodily injury and property damage as a result of any one occurrence for the term of the Agreement. The District and its Board members and employees shall be named as additional named insureds under such insurance policy/policies. Charter School shall at all times maintain workers' compensation insurance in such amounts as required by law. The insurance shall be with companies approved by the District, which approval the District agrees not to unreasonably withhold. On or prior to July 1, 2016, Charter School shall provide to District certificates evidencing the required insurance, which certificates shall also specify that such policy/policies shall not be cancelled except upon thirty (30) days prior written notice to District. The District shall maintain first party property insurance for the Dedicated Space and Shared Space during the term hereof, provided, however, that any insurance proceeds available thereunder shall be for the benefit of District. Charter School shall remain solely responsible for insuring its own property and equipment.

14.2 INDEMNIFICATION: Charter School shall indemnify, defend (with counsel reasonably acceptable to District), and hold harmless the District and its officers, agents, employees, Board Members and volunteers from and against any and all claims, damages and losses of any kind, including but not limited to personal injury and/or property damage, arising from or in connection with the use of the Site and the Dedicated Space and Shared Space and the Alpha Portables and all equipment, fixtures and furniture provided by the District, by Charter School and its employees, agents, contractors, students and invitees, except to the extent such claims, damages and losses are caused by or the result of the negligence or intentional or reckless acts of District. District shall indemnify, defend (with counsel reasonably acceptable to Charter School), and hold harmless Charter School and its officers, agents, employees, Board Members and volunteers from and against any and all claims, damages and losses of any kind, including but not limited to personal injury and/or property damage, arising from or in connection with the use of Dedicated Space and the Shared Space by the District and its employees, agents, contractors, students and invitees (not including Alpha: Blanca Alvarado Charter School and any other affiliated charter school), except to the extent such claims, damages and losses are caused by or the result of the negligence or intentional or reckless acts of Charter School or its employees, agents, volunteers, contractors or Board Members or its affiliated charter schools including but not limited to Alpha: Blanca Alvarado Charter School. The terms of this Section 14.2 shall survive the expiration or earlier termination of this Agreement.

15. Merger, Modification, Law, Notices, Invalid Provisions

15.1 This Agreement contains the sole and entire Agreement and understanding of the Parties. Any and all prior writings, agreements, including, without limitation, oral communications, discussions, negotiations, commitments and understandings relating thereto, are hereby merged herein and superseded hereby.

15.2 This Agreement may only be changed or modified by written agreement of the Parties expressing an intent to modify this Agreement.

15.3 This Agreement shall be governed by and construed according to the laws of the State of California.

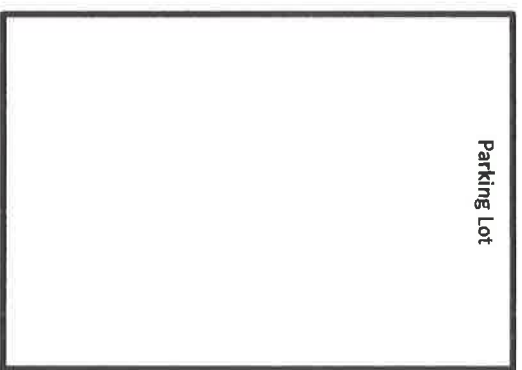
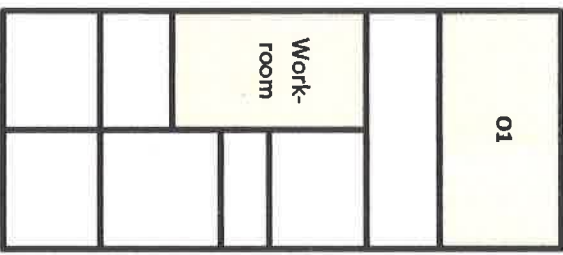
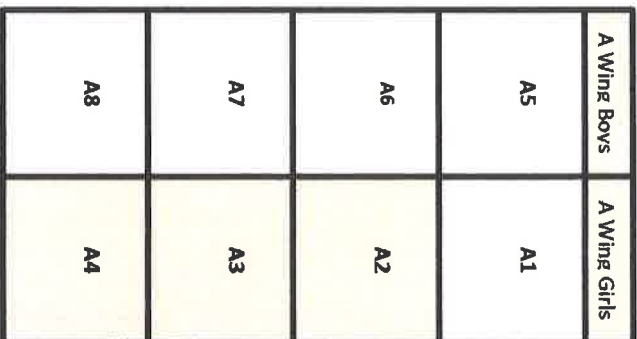
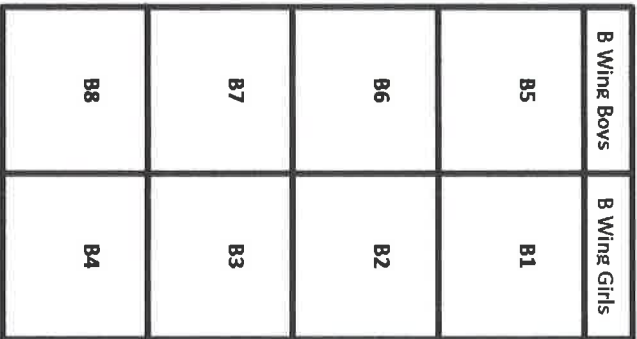
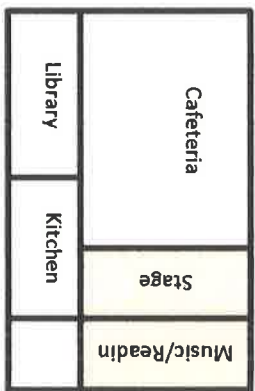
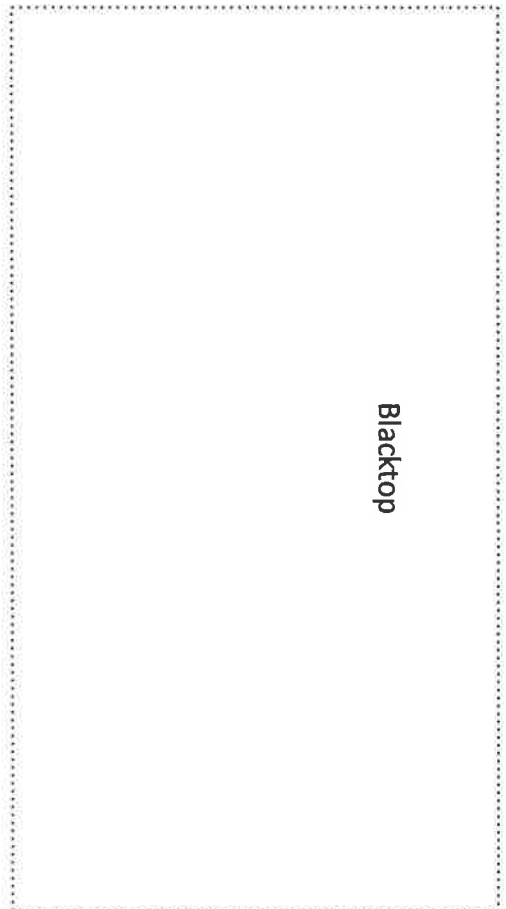
EXHIBIT A

Alpha Jose Hernandez Dedicated Square Footage @ Slonaker

| <u>Spaces</u> | <u>Sq. Ft</u> |
|-----------------------|---------------|
| K1 | 1,440 |
| K2 | 1,440 |
| K3 | 960 |
| K4 | 960 |
| A2 | 960 |
| A3 | 960 |
| A4 | 960 |
| Rm 01 | 960 |
| Media/Music Rm | 930 |
| Reading/Music/Stage | 1,440 |
| Work Rm | 320 |
| Restrooms | 960 |
| Original Allocation | 12,290 |
| | |
| D-1 (SJB Portables) | 1,920 |
| | |
| Total Dedicated Space | 14,210 |

**Slonaker Campus
Alpha Jose Hernandez Middle School – Dedicated Space Map
2016-2017**

- Key**
- Dedicated Space
 - New Alpha Portables



Field



Cunningham Avenue

15.4 All notices required to be given hereunder shall be in writing and served by government or commercial mail service or by facsimile. Either party may provide updated contact information under this Section by mailing a copy of said change of address/contact information to the addresses noted below. Notice to the District shall be addressed to:

Superintendent, Alum Rock Union Elementary School District, 2930 Gay Avenue, San Jose, CA 95127
(Facsimile No.: 408-928-6416)

Notice shall be given to Charter School at the following address:

Alpha Public Schools, P.O. Box 21366, San Jose, CA 95151 (Facsimile No.: 408-780-0831)

15.5 This Agreement may be signed in counterparts, such that signatures appear on separate signature pages. A copy or original of this document with all signature pages appended together shall be deemed a fully executed duplicate original of the Agreement. Signatures delivered by fax or computer scan and email shall be as valid as if a "wet-signed" Agreement had been delivered.

15.6 Upon paying and performing as required hereunder, Charter School shall have quiet possession and enjoyment of the demised spaces for the Term hereof.

15.7 Any amount due to District not paid when due shall bear interest at the rate of Bank of America's reference rate plus three percent (3%) per annum from the due date, but not to exceed the maximum rate permitted by law. Payment of such interest shall not excuse or cure any default by Charter School under this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on September 21, 2016.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

By:  _____

Name:

Title:

Board Approved on: September 13, 2016

ALPHA CHARTER SCHOOLS, INC.

By:  _____

Name: John Glover

Title: Executive Director