



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO

JULY 26, 2013

REPLY TO SACRAMENTO OFFICE

VIA: HAND DELIVERY

PAUL C. MINNEY  
JAMES E. YOUNG  
LISA A. CORR  
JERRY W. SIMMONS  
CHASTIN H. PIERMAN

Toni Cordova, Chief Strategy Officer  
Office of the Superintendent  
Santa Clara County Office of Education  
1290 Ridder Park Drive  
Santa Clara, CA 95131

**Re: *Alpha Middle School 2 Charter Petition  
Appeal to the Santa Clara County Board of Education***

KIMBERLY RODRIGUEZ  
ANDREA C. SEXTON  
SARAH J. KOLLMAN  
JANELLE A. RULEY  
ANDREW G. MINNEY  
MICHELLE A. LOPEZ  
SARAH K. BANCROFT  
MEGAN M. MOORE  
RACHAEL A. BUCKMAN  
KATHLEEN M. EBERT

Dear Ms. Cordova:

This letter is to inform you that Alpha Middle School 2 (the “Charter School”) intends to appeal the denial of its charter petition by the Alum Rock Union Elementary School District (the “District”) to the Santa Clara County Board of Education (the “County Board”), as provided for in Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11967(a). Title 5, California Code of Regulations Section 11967(b) requires that a charter school whose petition has been denied and that wishes to appeal its petition to the County Board must send the following information within 180 days after the denial action:

- (1) A complete copy of the charter petition as denied by the District, including the signatures required by Education Code Section 47605. (Attached under Binder Tab 5.)
- (2) Evidence of the District governing board’s action to deny the petition (e.g. meeting minutes) and the governing board’s written factual findings specific to the particular petition, when available, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b). Attached under Binder Tab 3, please find:
  - a. Electronic mail message from District Superintendent Stephen Fiss confirming that the District Board denied the charter.
  - b. District Board agenda when action was taken on Charter School’s petition.
  - c. District Board findings of fact for denial.

Toni Cordova

Re: *Alpha Middle School 2 Charter Petition*  
*Appeal to the Santa Clara County Board of Education*

July 26, 2013

Page 2 of 3

- d. Minutes of the District Board meeting have yet to be approved by the District. However, I will forward them to you as soon as they have been adopted.
- (3) A signed certification stating that petitioners will comply with all applicable law. (Attached under Binder Tab 1.)
- (4) A description of any changes to the petition necessary to reflect the County Board as the chartering entity as applicable. (A detailed list of changes to reflect the County Board as the Charter School's authorizer is attached under Binder Tab 4.)
- (5) The County's petition review rubric, including page numbers where relevant information can be located. (Attached under Binder Tab 2.)\_Additional information related to the rubric items regarding district impact and Special Education- and SELPA-related questions is provided below:

As Alpha Middle School 2 initially submitted its petition to the District, which does not publish clear content, process, timelines, and evaluation criteria for charter renewal, this was not included in the petition text. Further, we have no understanding with the District as the authorizer of Alpha: Blanca Alvarado Middle School allowing reasonable opportunity to correct deficiencies in charter performance, so this was also not included in the petition. Should SCCOE wish, Alpha would be happy to include such language in our MOU should the County become its authorizer.

Alpha: Blanca Alvarado is currently a member of the El Dorado County Office of Education SELPA ("EDCOE SELPA") in good standing. Alpha Middle School 2 intends to apply for membership in the EDCOE SELPA and has informed the SELPA director of this intention. Pursuant to SELPA policies, a membership application for the 2014-15 school year is due in January 2014. We fully intend to abide by these timelines and submit an application for Alpha Middle School 2 at that time. Additionally, because the EDCOE SELPA gives preference to schools of CMOs currently in the SELPA, and additionally provides preference to schools denied at the local level and authorized through the County, we are confident that Alpha Middle School 2 will enter into a MOU with the EDCOE SELPA.

Should the Santa Clara County Office of Education so desire, we would be more than happy to schedule a conversation with the Santa Clara County SELPA Director to discuss the special education responsibilities of Alpha Middle School 2 and to discuss the application of SELPA policies. Further, we can provide information regarding due process, as well as agreements describing allocation of actual and excess costs, to provide reassurance to the SELPA Director that Alpha Middle School 2 will be fiscally responsible for its fair share of any encroachment on general funds.

*Toni Cordova*  
*Re: Alpha Middle School 2 Charter Petition*  
*Appeal to the Santa Clara County Board of Education*  
*July 26, 2013*  
*Page 3 of 3*

(6) A USB containing PDF versions of all files listed above.

In addition, attached as Exhibit A please find the Charter School's response to each of the District's written reasons for denial of the Charter School's petition.

At its July 2, 2013 meeting, the District Board voted to deny the Charter School's charter petition. This appeal is therefore well within the 180 day limit for submission of an appeal of a charter petition, as stated in County Board policy.

According to Education Code Section 47605(b) and Title 5, California Code of Regulations Section 11967(d), no later than 60 days after receiving a complete petition package, the Santa Clara County Board of Education shall grant or deny the charter petition. We anticipate that the County Board will adhere to this timeline during its consideration of the charter petition.

\* \* \*

We look forward to working with the County Board and the Santa Clara County Office of Education during consideration of the charter petition. Please feel free to contact me, or John Glover, the lead petitioner ([john@alphapublicschools.org](mailto:john@alphapublicschools.org); (408)455-1223) if you have any questions.

Sincerely,  
**LAW OFFICES OF YOUNG, MINNEY & CORR, LLP**

*Sarah Kollman*

SARAH J. KOLLMAN  
ATTORNEY AT LAW





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Toni Cordova, Chief Strategy Officer  
Office of the Superintendent  
Santa Clara County Office of Education  
1290 Ridder Park Drive  
Santa Clara, CA 95131

***Re: Response to Alum Rock Union Elementary School District Staff  
Report for Denial of the Alpha Middle School 2 Charter Petition***

KIMBERLY RODRIGUEZ

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KATHLEEN M. EBERT

Dear Ms. Cordova:

On July 2, 2013, the Alum Rock Union Elementary School District Board of Education (the "District") voted to deny the charter petition for Alpha Middle School 2 (the "Charter School") based upon the findings contained in a District staff report. The purpose of this letter is to respond to the District's Staff Report recommending denial of the charter petition, and to demonstrate that the District Board did not have sufficient legal grounds to deny the charter.

At the outset, we point out that the Education Code provides specific guidance to governing boards to approve the establishment of charter schools. Education Code Section 47605(b) states:

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. (Emphasis added.)

Education Code Section 47605(b) also provides the legal basis for the denial of a charter petition as follows:

The governing board of the school district 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 by subdivision (a) [of Education Code Section 47605].
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d) [of Education Code Section 47605].
- (5) The petition does not contain reasonably comprehensive descriptions of [the 16 required elements]. (Emphasis added.)

Accordingly, the law is written such that the default position is for a school district board of education to approve a charter petition, unless it makes written factual findings to support a denial.

The District Staff Report, adopted as findings for denial of the charter petition by the District Board, contains findings that do not meet the legal standard for denial of a charter petition. Many of the findings concern resolvable matters that the District could have more appropriately dealt with through minimal communication with the Charter School. Moreover, the findings are based on incorrect facts, incorrect legal interpretation, or go beyond the requirements set forth in law, and therefore the findings constitute an impermissible basis for denial of the Alpha Middle School 2 charter.

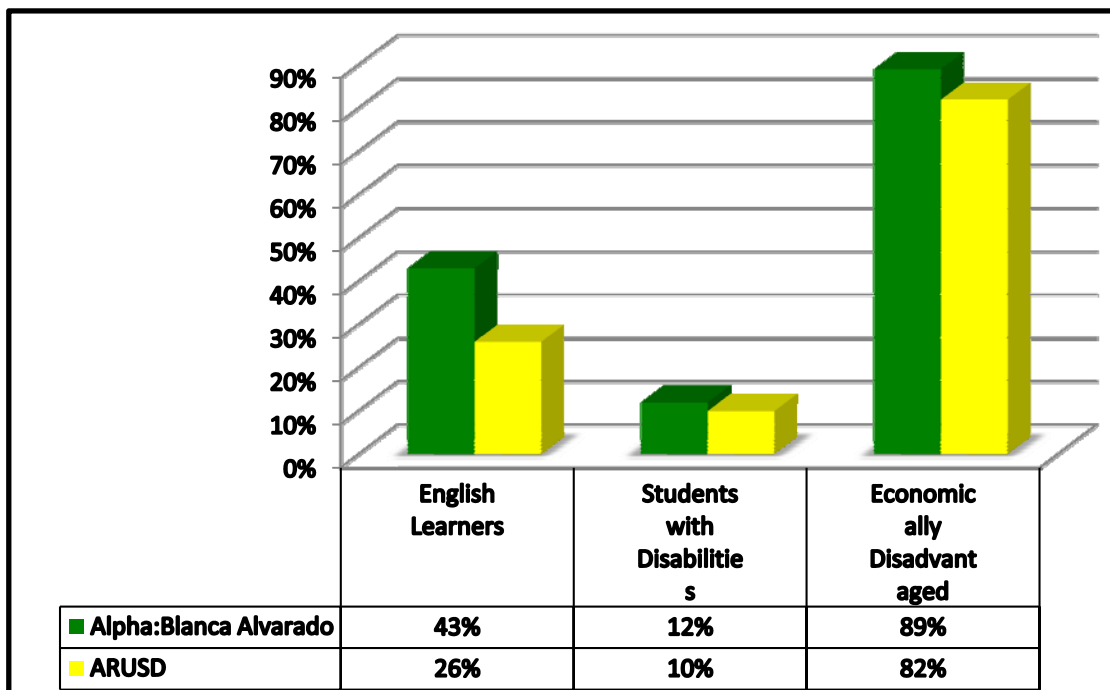
Below, please find the summary of findings from the District staff report, in the order in which they were presented, immediately followed by the Charter School's response. The Charter School responses were drafted both by the petitioners and by our office.

***District Finding:*** *The District argues that using Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and Spring 2013 CST results for Alpha Public Schools Blanca Alvarado Charter School, which the Charter School is modeled after, is insufficient because one year's worth of data is insufficient to establish either success of the current model or the ability to sustain that success over time, because Blanca Alvarado has only been in operation for one year.*

**Charter School's Response:** The Charter School believes that the one year of data for Alpha: Blanca Alvarado indeed does demonstrate that this model is successful and sustainable. Alpha:

Blanca Alvarado's families and staff are proud of the extent to which the school's first group of students achieved high levels of proficiency despite a higher-than-average percentage of traditionally underserved students and lower-than-average prior year performance of our founding class. For example, based on NWEA MAP assessment data, 15% of 7<sup>th</sup> grade students entered Alpha reading at or below a 2<sup>nd</sup> grade level. In addition, 43% of students at Alpha: Blanca Alvarado were English Learners, 12% were students with disabilities, and 89% were Economically Disadvantaged. Comparatively, 26% of 6<sup>th</sup> and 7<sup>th</sup> grade students in ARUSD were English Learners, 10% were students with disabilities, and 82% were Economically Disadvantaged. In short, in its first year of operation, Alpha: Blanca Alvarado achieved a higher student performance level than students in District middle schools despite serving a higher need population. Alpha Public Schools is committed to serving all students and projects serving a similar student population at Alpha 2.

### 6th & 7th Graders At Alpha: Blanca Alvarado vs. ARUSD Key Demographics

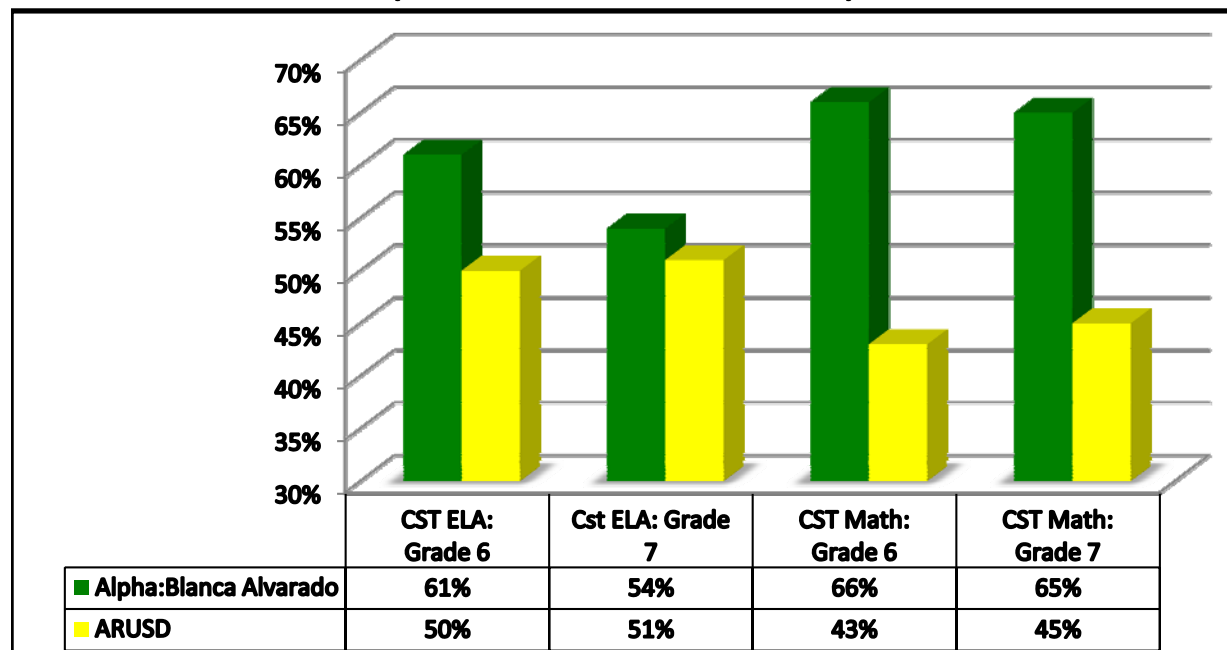


■ Alpha: Blanca Alvarado ■ ARUSD

Moreover, initial CST data for Alpha: Blanca Alvarado demonstrates that its students have achieved significant student growth and show proficiency levels that are higher than the District’s proficiency levels – the fact that the school was able to achieve this in its first year of operation is a demonstration of the success of its model.

Alpha: Blanca Alvarado’s preliminary CST results are provided below; the percentages below reflect the percentage of students who tested proficient or advanced along with the District’s percentage of students who tested proficient or advanced from 2011-2012, as a comparison. These results do not include the 7th grade writing test results, which are not yet available.

### 6th & 7th Graders At Alpha: Blanca Alvarado vs. ARUSD (% Proficient/Advanced)



6th Grade ELA - Alpha: 60.8%  
6th Grade ELA - District: 50%

7th Grade ELA - Alpha: 54.1%  
7th Grade ELA - District: 51%

Toni Cordova, Chief Strategy Officer

Re: Response to Alum Rock Union Elementary School District Staff Report and Findings of Fact for Denial of the Alpha Middle School 2 Charter Petition

July 26, 2013

Page 5 of 8

6th Grade Math - Alpha: 66.2%  
6th Grade Math - District: 43%

7th Grade Math - Alpha: 64.9%  
7th Grade Math - District: 45%

**Based on its proficiency levels, in its first year of operation and working with a challenging student population, Alpha: Blanca Alvarado is very confident it will achieve an API score of at least 800 or higher, the State's bar for excellence.**

Notably, the District's Board previously determined that the description of the Alpha Public Schools' educational model presented a sound educational program that could be successful and sustainable, and approved the original Alpha: Blanca Alvarado petition. As a result, the District previously confirmed that it believes the Alpha Public Schools' educational model is successful and sustainable – and Alpha: Blanca Alvarado's performance in its first year of operation prove this. Though the District may consider available data when determining the efficacy of a petitioner's educational model, to deny on the basis of an absence of multi-year data would be to effectively prevent the approval of any new charter petitions. This is neither the letter nor the spirit of the law. That Alpha: Blanca Alvarado Middle School has only one year of data that demonstrates success, therefore, is not a legal reason for denial.

***District Finding:** The District argues that the comparison of Spring 2013 CST data for Blanca Alvarado to Spring 2012 data for the District is inappropriate in terms of comparison of unlike years and sample size.*

**Charter School's Response:** While the Charter School agrees that comparing the District's 2012 CST data Alpha: Blanca Alvarado's 2013 CST data is not an exact comparison, at the time the Charter School submitted its petition, and prior to the date the District took final action on the Charter School's petition, the District had not published nor made public its preliminary Spring 2013 CST data. As a result, the Charter School provided the best comparison it could, by using all data then available and public.

The District has also expressed concern that the Charter School's test data comparison is also inappropriate in terms of sample size. Alpha: Blanca Alvarado's enrollment in 2012-2013 was 170 (with 134 6<sup>th</sup> graders); the District's enrollment was 12,659 (with a 6<sup>th</sup> grade enrollment of 1,449). At no time will Alpha: Blanca Alvarado or the Charter School reach the size of the District, as the maximum projected enrollment for both schools is approximately 442 students. Thus, by the District's logic, no comparison of Alpha: Blanca Alvarado's scores with the District's scores will ever be appropriate.

The Charter School also notes that the District would have received its preliminary CST results



from the state at the time it was considering the Charter School's petition, and could have made a determination of its own regarding the success of the proposed charter school model. The fact that the District chose not to do so suggests that the District did not believe the Alpha: Blanca Alvarado test results were fundamental to its analysis of whether to approve the charter petition.

Nonetheless, the Charter School notes that even if the District did not feel that using the District's 2012 CST data was an appropriate comparison, the results achieved by Alpha: Blanca Alvarado in its first year of operation are positively impacting students in the community, and are above the grade level averages in the District in 2012.

***District Finding:*** *The District argues that Petitioners have not specified where the school intends to locate.*

**Charter School's Response:** Education Code Section 47605(g) states that "The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate." This provision does not require the petition to identify a specific address or facility, but rather only requires identification of the location of the Charter School, which can be a neighborhood, an area of town, or a general description of the location.

The Charter School's petition states that it wishes to be located on the East side of San Jose, California. Therefore, the petition stated where the school intends to locate, as required by Education Code Section 47605(g).

In addition, Appendix W to the petition provides a detailed description and analysis of the facilities to be used by the Charter School, including the number of classrooms, specialized classrooms, and non-teaching station space, as required by law.

Finally, the Charter School communicated verbally on April 10, 2013 to Superintendent Stephen Fiss at the District that it would be requesting Proposition 39 facilities from the District for the 2014-2015 school year (Alpha Public Schools also requested Proposition 39 facilities for Alpha: Blanca Alvarado). While the Charter School's request for facilities under Proposition 39 must state where the Charter School wishes to locate (5 CCR Section 11969.9(c)(1)(E)), and the District must make reasonable efforts to locate the Charter School where it wishes to locate (Education Code Section 47614(b)), the District will not be required to make the determination of the Charter School's location, or communicate it to the Charter School, until February 1, 2014. As a result, the Charter School is unable to predict or identify the specific facility the District will assign to it under Proposition 39, and thus cannot provide any additional specificity in its petition.

Additionally, the Charter School spoke again with Superintendent Fiss on July 8, 2013 – after the District’s decision to deny Alpha’s petition – about possible facility options for the Charter School. Superintendent Fiss suggested the Charter School could share a campus with Alpha: Blanca Alvarado Middle School in its first year, if it were approved on appeal, until a longer-term solution could be identified. This suggests both that the District acknowledges the Charter School’s intention to request facilities through Proposition 39 and a willingness to work with the Charter School in identifying a suitable location.

***District Finding:*** *The District appears to express a concern that because the Charter School is to be directly modeled after “and is essentially a duplicate of” Blanca Alvarado, it should have been submitted as a renewal or material revision; “staff is concerned that the Petition as such presents a process outside the procedures already established under the Education Code (material revision and renewal processes).*

**Charter School’s Response:** The District’s opinion regarding whether the Charter School’s petition should have been submitted as a material revision to the Alpha: Blanca Alvarado petition is not a legal basis for denial of the charter petition. Moreover, the Charter Schools Act encourages the establishment (and by extension replication) of successful charter schools in order to improve pupil learning, increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving, provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system, and provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (Education Code Section 47601.)

It is entirely at the discretion of Alpha Public Schools whether to seek additional charters to operate more schools, or seek an expansion of its existing school. Here, Alpha Public Schools chose to submit a charter petition for a new school, one that would maintain Alpha Public Schools’ small school model, and have a new CDS code, its own principal, its own school identity, its own mascot, and its own school cheer, but that would replicate the incredible success of Alpha: Blanca Alvarado. This is an entirely reasonable and legally consistent approach in accordance with Education Code Section 47605.

This approach is also common throughout the state of California, and even in the District itself. Charter Management Organizations regularly seek and are granted charters for multiple schools in the same district or county which are exact replicas of other existing schools. For example, ACE Public Schools and KIPP Schools both operate charter schools in the area; the District recently approved charters for ACE Charter Middle and KIPP Heartwood Academy, which are exact duplicates of the other local charters.

The District should be encouraging the replication of high-performing schools, particularly

*Toni Cordova, Chief Strategy Officer*

*Re: Response to Alum Rock Union Elementary School District Staff Report and Findings of Fact for Denial of the  
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*Page 8 of 8*

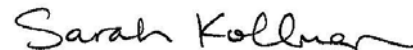
when they are outperforming District schools serving the same grade levels. There is nothing in the Education Code that precludes Alpha from submitting a petition for a new school, and this choice is certainly not a legal basis for denial of the Alpha Middle School 2 petition.

\* \* \*

The Charter School looks forward to any additional questions from the Santa Clara County Office of Education, and collaboration with your office regarding its charter petition. Should you wish to discuss our responses to any of the above findings or require additional information, please feel free to contact me, or John Glover, the lead petitioner ([john@alphapublicschools.org](mailto:john@alphapublicschools.org) or (408) 455-1223).

Sincerely,

**LAW OFFICES OF  
YOUNG, MINNEY & CORR, LLP**



SARAH J. KOLLMAN  
ATTORNEY AT LAW

## CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

### *California Code of Regulations, Title 5, Section 11967(b)(3)*

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. See Education Code Section 47605(j)(1). As per Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(j)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

5 CCR Section 11967 requires that a charter school petition that has been previously denied by a school district must be received by the County Board of Education not later than 180 calendar days after the denial. 5 CCR Section 11967(a). In addition, subdivision (b)(3) of Section 11967 requires the charter petitioner to provide a “signed certification stating that petitioner(s) will comply with all applicable law” when submitting the denied petition to the County Board of Education.

The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

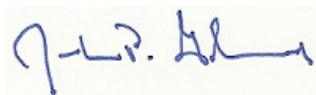
### **Certification**

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: John Glover

Signature:



Date: July 26, 2013

School Name: **Alpha Middle School 2**

**SANTA CLARA COUNTY OFFICE OF EDUCATION**  
**STAFF CHARTER SCHOOL REVIEW MATRIX**

<p><b>r</b> Initial Charter Petition</p> <p><b>r</b> Charter Renewal</p> <p><b>r</b> On Appeal</p> <p>Education Code § 47605</p>
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PROPOSED CHARTER SCHOOL	PETITIONER CONTACT INFORMATION	PETITION REVIEW AND PRESENTATION TIMELINES (Charter School Department will complete)		
Name of Proposed Charter School: Alpha Middle School 2	Name: John Glover	Petition Presented to the Santa Clara County Office of Education	Public Hearing (30 days from receipt)	Decision by County Board of Education (60 days from receipt; may be extended by 30 days if agreed by petitioners and the SCCOE)
Proposed Grade Levels: 6-8	Phone: 408.455.1223			
Location(s) of Proposed Charter Schools/Sites: (District/Address) ARUSD	Address: PO Box 21366 San Jose, CA 95151	Date:	Date Due:	Date Due:
	Email: <a href="mailto:john@alphapublicschools.org">john@alphapublicschools.org</a> <a href="http://www.alphapublicschools.org">http://www.alphapublicschools.org</a>			<input type="checkbox"/> 30 day extension to:
	On Appeal from District: ARUSD			Date Held:

REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(5)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?				13-46
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?				NA <sup>1</sup>
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?				7-9
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-P)?				4-76
NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to:				CL

<sup>1</sup> It is our belief that we, as petitioners, are demonstrably likely to successfully implement the program. Data from Alpha: Blanca Alvarado Middle School's founding students demonstrates exceptional student growth and the success of our model; it is found on pages 11-12 of the petition.

<ul style="list-style-type: none"> <li>• The department (California Department of Education)</li> <li>• State Board of Education</li> </ul>				
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- ◆ *Strongly suggested to ensure that charter elements are reasonably comprehensive.*
  - ☐ *Required to be included in charter petition and/or Memorandum of Understanding.*
- No legend indicates that while not necessarily recommended, could be nice to include.*

**Instructions to Review Committee:** This checklist is designed to guide the review of charter school petitions. Throughout the evaluation, you are asked to rate the petitioner’s response as Strong (Exceeds), Sufficient (Meets), or Insufficient (Fails to Meet) the criteria required for each specific area. The following rating definitions should be used to guide your assessment.

**Strong:**  
*(Exceeds Required Standard)*

The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. The section addresses the topic with concise, specific and accurate information that shows thorough preparation, presenting a clear, realistic picture of how the school expects to implement and operate its program.

**Sufficient:**  
*(Meets Required Standard)*

The response indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. Overall it contains many of the characteristics of a response that exceeds the required standard, although it may require additional specificity, support or elaboration in places.

**Insufficient:**  
*(Fails to Meet Required Standard)*

The response addresses some of the selection criteria, but lacks meaningful detail and requires important additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, or otherwise raises substantial concerns about the petitioner’s understanding of the issue in concept and/or ability to implement or meet the requirement in practice.

At the end of each section, please elaborate, in the comment section, in the areas you rated as Insufficient, or Strong. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

<b>CSD REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)</b>				
	Yes	No	N/A	Page
• 50% of permanent status teachers of school to be converted			x	NA
<b>CSD REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)</b>				
• 50% of parents/guardians of number of students expected to attend				A-Y
<b>OR</b>				
• 50% of the number of teachers expected to teach at the charter school during its 1st year				NA
<b>CSD REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)</b>				
	Yes	No	N/A	Page
Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability				7
<b>DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)</b>				
<b>ESB A. Educational Program</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
<input type="checkbox"/> <b>1. Targeted School Populations</b>				
◆ Age, grade levels and number of students				13-15
◆ Type of desired student populations				13-15
<input type="checkbox"/> <b>2. Attendance</b>				
◆ School year and school day				22
Attendance requirements				22
<input type="checkbox"/> <b>3. What it Means to be an Educated Person in The 21<sup>st</sup> Century</b>				
<input type="checkbox"/> Objective of enabling pupils to become self-motivated, competent, lifelong learners				13-16, A-A
◆ Clear list of general academic skills and qualities important for an educated person				13-16, A-A
Clear list of non-academic skills and qualities important for an educated person				13-16
<input type="checkbox"/> <b>4. Description of How Learning Best Occurs</b>				
Persuasive instructional design				16-23, A-A, A-J
◆ • Broad outline (not entire scope and sequence) of the curriculum content				23-26, A-J
◆ • Description of instructional approaches and strategies				26-28, A-J
◆ • Description of learning setting (e.g. traditional, distance learning, etc.)				26-27
◆ Proposed program strongly aligned to school's mission				13, 26- 27, A-J

◆	Affirmation or description of curriculum aligned to student performance standards				23-25, A-J
◆	Outline of plan or strategy to support students not meeting pupil outcomes				28-29, A-F
◆	Instructional design or strategies based upon successful practice or research				23-28, A-B, A- C, A-F
◆	Instructional strategies for special education, English learners, etc.				28-41, A-F, A- L
□	Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students.				NA

**Questions/Comments:**

ESB	B. Measurable Student Outcomes - “Exit Outcomes” or “Graduation Standards”	Strong	Sufficient	Insufficient	Page
□	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome				43-44
◆	How pupil outcomes will address state content and performance standards in core academics				43-44
◆	Exit outcomes include acquisition of academic and non-academic skills				43-44
	Concise (one page) list of exit outcomes encompass specific skills, not too vague				42-43
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed				45, A- J1
◆	Affirmation/description that exit outcomes will align to mission, curriculum and assessments				42-45
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the “A–G” requirements				NA
◆	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.				43
◆	Acknowledges that exit outcomes and performance goals may need to be modified over time				45-47
◆	If high school, graduation requirements defined				NA
◆	If high school, WASC accreditation standards addressed				NA

**Questions/Comments:**

ESB	C. The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Strong	Sufficient	Insufficient	Page
◆	At least one assessment method or tool listed for each of the exit outcomes				43-44, A-J
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools				43-44, A-J



<input type="checkbox"/>	Assessment tools include all required state and federal assessments (STAR, CELDT, etc.) for purposes of API, AYP, and AMAO.				43-44
◆	Chosen assessments are appropriate for standards and skills they seek to measure				42-44, A-J
◆	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum				42-47, A-J
◆	Describes minimal required performance level necessary to attain each standard				42-47
◆	Outlines a plan for collecting, analyzing and reporting student/school performance data				46-47, A-J1

**Questions/Comments:**

<b>CSD D. Governance Structure of School (Including Parental Involvement)</b>		<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
<input type="checkbox"/>	Describes what role parents have in the governance of the school				20-21, 53, A-H
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:				49-52
	• Size/composition of board				49-50
	• Board committees or advisory councils				53
	• Board's scope of authority/responsibility/conflict of interest				49-52, A-N

		<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
<input type="checkbox"/>	Status as a non-profit or public school				49
<input type="checkbox"/>	If non-profit, provisions for liability of debts				74
◆	Has set of, proposed bylaws, policies or similar documents				A-M
◆	Initial governing board members identified by name or the process used to select them				50
◆	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter				49-50
<input type="checkbox"/>	Demonstrates compliance with Brown Act and Roberts Rules of Order				51

**Questions/Comments:**

<b>HRB E. Qualifications to be Met by Individuals to be Employed by The School</b>		<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
◆	Identifies key staff positions with the school				52-57
◆	Describes specific key qualifications (knowledge, experience, education, certification, etc.)				52-57
<input type="checkbox"/>	Defines "core, college preparatory teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/permit)				55-56

Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications				56-57			
<b>Questions/Comments:</b>							
<b>HRB F. Health and Safety Procedures</b>				<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
<input type="checkbox"/> Affirms that each employee will furnish the school with a criminal record summary				54, 59			
◆ Outlines specific health and safety practices addressing such key areas as:				59-61, A-P			
◆ • Seismic safety (structural integrity and earthquake preparedness)				61, A-P			
◆ • Natural disasters and emergencies				61, A-P			
◆ • Immunizations, health screenings, administration of medications				60, A-P			
◆ • Tolerance for use of drugs and/or tobacco				61, A-P			
◆ • Staff training on emergency and first aid response				60, A-P			
References/accompanied by more detailed set of health and safety related policies/procedures				A-P			
<b>Questions/Comments:</b>							

<b>CSD G. Means to Achieve a Reflective Racial and Ethnic Balance</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
◆ Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups				67
<b>Questions/Comments:</b>				
<b>CSD H. Admissions Requirements</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
<input type="checkbox"/> Mandatory assurances regarding non-discriminatory admission procedures				67
<input type="checkbox"/> No contradiction of admissions requirements re: conversion schools and public random drawings				NA
◆ Clearly describes admissions requirements, including any preferences				65-66
Proposed admissions and enrollment process and timeline				65-66
<b>Questions/Comments:</b>				
<b>BSB I. Financial Audit</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
◆ Procedure to select and retain independent auditor				71
Qualifications of independent auditor				71
◆ Audit will employ generally accepted accounting procedures				71
Describe specific scope of audit				71
◆ Timing of audit and whom it will be sent to				71
◆ Process for resolving audit exceptions to satisfaction of granting agencies				71
<b>Questions/Comments:</b>				
<b>CSD J. Pupil Suspension and Expulsion</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
◆ Detailed, step-by-step process by which student may be suspended or expelled <b>OR</b>				67-68, A-S
◆ Reference to a comprehensive set of student disciplinary policies				A-S
◆ Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students				A-S
◆ Policies balance students' rights to due process with responsibility to maintain a safe learning environment				A-S
◆ Explains how resident school district or COE will be involved in disciplinary matters				A-S
<b>Questions/Comments:</b>				

<b>HRB K. Staff Retirement System</b>	<b>Yes</b>	<b>No</b>	<b>Page</b>	
<input type="checkbox"/> Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)			58	
<b>Questions/Comments:</b>				
<b>CSD L. Attendance Alternatives</b>	<b>Yes</b>	<b>No</b>	<b>Page</b>	
<input type="checkbox"/> States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives			67	
<b>Questions/Comments:</b>				
<b>HRB M. Description of Employee Rights</b>	<b>Yes</b>	<b>No</b>	<b>Page</b>	
<input type="checkbox"/> Description of employee rights upon leaving school district			58-59	
◆ Whether and how staff may resume employment within the district			58-59	
◆ Sick/vacation leave (ability to carry it over to and from charter school)			58-59	
◆ Whether staff will continue to earn service credit (tenure) in district while at charter school			58-59	
<b>Questions/Comments:</b>				
<b>CSD N. Dispute Resolution Process</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
◆ Outlines a simple process for charter and granting agency to settle disputes				62-64
◆ Process indicates whether it is binding on school or granting agency/fair process				62-64
◆ Step by step process for identifying/framing dispute points				62-64
• Whether internal charter disputes may be brought to granting agency				62-64
• Identifies specific parties to be involved at each step				62-64
• Basic rules at each step				62-

				64
• Which results are binding				62-64
<b>Questions/Comments:</b>				
<b>HRB O. Labor Relations</b>	<b>Yes</b>	<b>No</b>	<b>Page</b>	
<input type="checkbox"/> Whether charter or local school district will be employer for EERA purposes			58	
If local district the employer, includes provisions clarifying charter's roles in collective bargaining			NA	
<b>Questions/Comments:</b>				
<b>CSD/BSB P. Closure of Charter School</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
◆ Outlines an adequate process to be used if the charter school closes				71-73
◆ Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records				71-73
<b>Questions/Comments:</b>				

<b>REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)</b>				
<b>BSB Administrative Services</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
<input type="checkbox"/> Did the petitioners provide information regarding the manner in which the administrative services of the school would be provided?				70
<b>BSB Civil Liability</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
<input type="checkbox"/> Did the petitioners provided information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education?				74
<b>BSB Financial Plan</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
<input type="checkbox"/> First year operational budget				A-U
• Start-up costs				A-U
• Cash flow for first three years				A-U
• Financial projections for first three years				A-U
<b>◆ Planning Assumptions</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
• Number/types of students				A-U
• Number of staff				A-U
• Facilities needs				A-U
• Costs of all major items are identified and within reasonable market ranges				A-U
• Revenue assumptions in line with state and federal funding guidelines				A-U
• Revenue from “soft” sources less than 10% of ongoing operational costs				A-U
• Timeline allows window for grant applications to be submitted and funded				A-U
<b>◆ Start-Up Costs</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
• Clearly identifies most major start-up costs				A-U
<input type="checkbox"/> Staffing				A-U
<input type="checkbox"/> Facilities				A-U
<input type="checkbox"/> Equipment and Supplies				A-U
<input type="checkbox"/> Professional Services				A-U
• Assumptions in line with overall school design plan				A-U
• Identifies potential funding source				A-U
• Timeline allows for grant and fundraising				A-U
• Annual revenues and expenditures clearly identified by source				A-U
• Revenue assumptions closely related to applicable state and federal funding formulas				A-U
• Expenditure assumptions reflect school design plan				A-U

	Strong	Sufficient	Insufficient	Page
• Expenditure assumptions reflect market costs				A-U
• “Soft” revenues not critical to solvency				A-U
<b>◆ Annual Operating Budget</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
• Strong reserve or projected ending balance (the larger of 2–3% of expenditure or \$25,000)				A-U
• If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance				A-U
• Expenditure for sufficient insurance to name district as also insured/hold harmless agreement				A-U
• Expenditure sufficient for reasonably expected legal services				A-U
• Expenditure for Special Education excess costs consistent with current experience in county				A-U
<b>◆ Cash Flow Analysis</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
• Monthly projection of revenue receipts in line with state/federal funding disbursements				A-U
• Expenditures projected by month and correspond with typical/reasonable schedules				A-U
• Show positive fund balance each month and/or identify sources of working capital				A-U
<b>◆ Long-term Plan</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
• Projects revenues and expenditures for at least two additional years				A-U
• Revenue assumptions based on reasonable potential growth in state and federal revenues				A-U
• Revenue assumptions based on reasonable student growth projections				A-U
• Reasonable cost-of-living and inflation assumptions				A-U
• Annual fund balances are positive or likely sources of working capital are identified				A-U
<b>Questions/Comments:</b>				
<b>BSB District Impact Statement</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Page</b>
◆ Provides district with estimated numbers of students anticipated to enroll				14
◆ Identifies whether charter intends to purchase support services from district				NA
• General terms are identified				NA
◆ Describes process and policies between charter and district				47

Includes:	Strong	Sufficient	Insufficient	Page
• Process, activities and associated fees for oversight of charter				47, 70
• Content, processes, timelines, and evaluation criteria for annual review and site visits				47
• Regular, ongoing fiscal and programmatic performance monitoring and reporting				47
• Content, process, timelines and evaluation criteria for charter renewal				CL <sup>2</sup>
• Statement allowing reasonable opportunity to correct deficiencies in charter performance				CL
Specific proposed support service needs and payments to district for services rendered				NA
• Clearly drafted contract or agreement				NA
Identify whether or not will request district-owned facilities				70, A-W
• Reasonably detailed lease or occupation agreement				NA
◆ Proposed legal status of school is identified				49
◆ Describes facilities agreements with charter-granting agency if appropriate				70
◆ Identify whether school intends to manage risk independently or secure it through district				74
◆ Addresses the increased civil liability exposure for the district				74- 75
<b>Questions/Comments:</b>				
<b>SSB Special Education/SELPA</b>	<b>Yes</b>	<b>No</b>	<b>Page</b>	
<input type="checkbox"/> Identifies whether or not in an independent LEA for special education purposes			34	
<input type="checkbox"/> Consulted with the Santa Clara County SELPA Director			CL	
• Discussed special education responsibilities of charter			CL	
• Discussed application of SELPA policies			CL	
<input type="checkbox"/> In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures			33-41	
• Includes fiscal allocation plan			A-U	

<sup>2</sup> CL refers to cover letter prefacing the petition.



<input type="checkbox"/>	If charter not an independent LEA:			NA
	• Clarifies in charter or an MOU the responsibilities of each party for service Delivery			NA
	<input type="checkbox"/> Referral			NA
	<input type="checkbox"/> Assessment			NA
	<input type="checkbox"/> Instruction			NA
<b>SSB</b>	<b>Special Education/SELPA</b>	<b>Yes</b>	<b>No</b>	<b>Page</b>
	<input type="checkbox"/> Due Process			CL
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs			CL
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds			CL
<input type="checkbox"/>	If charter is LEA within County SELPA			NA
	• Notifies SELPA Director of intent prior to February 1 <sup>st</sup> of the preceding school year			NA
	• Located within SELPA geographical boundaries			NA
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131			NA
	• Provides assurances that all be instructed in safe environment			NA
	• Provides copy of original charter petition and any amendments			NA
	• Responsible for any legal fees relating to application and assurances process			NA
	• Meets the terms of the “Agreement Regarding the Organization, Implementation, administration and Operation of the SELPA (Section 12–13, Appendix A)			NA
	• Meets the terms of all SELPA policies and procedures			NA
	• Charter fiscally responsible for fair share of any encroachment on general funds			NA
<input type="checkbox"/>	Petition includes the following assurances:			
	• The charter will comply with all provisions of IDEA			34
	• No student will be denied admission based on disability or lack of available services			33
	• Will implement a Student Study Team process			34
	• Any student potentially in need of Section 504 services responsibility of charter school			34-35
<input type="checkbox"/>	Petition/MOU describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school			8, 37
◆	Overview of how special education funding and services will be provided by:			
	Charter School			33-41
	Charter Granting Agency			33-41
	SELPA			33-41

<input type="checkbox"/> Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school			8
<b>Questions/Comments:</b>			
<b>CSD Grade Level, Geographic and Site Limitations</b>	<b>Yes</b>	<b>No</b>	<b>Page</b>
<input checked="" type="checkbox"/> Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district			14
<input type="checkbox"/> If not, does the Petition demonstrate any basis for an exception			NA
<input checked="" type="checkbox"/> Does the Petition identify where the school will operate			70
<input checked="" type="checkbox"/> Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels			14
<b>Questions/Comments:</b>			



alpha  
mail

John Glover <jglover@alphapublicschools.org>

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## Alpha Petition Denial Confirmation

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Stephen A. Fiss <stephen.fiss@arUSD.org>  
To: John Glover <john@alphapublicschools.org>

Wed, Jul 17, 2013 at 6:20 PM

John,

As per your request the following represents the action of the ARUESD Board:

On July 2, 2013 the Board of Trustees acted (3/2 vote) to deny the Charter Petition of ALPHA Middle School 2.

Steve

*Stephen A. Fiss*

Superintendent

Alum Rock Union Elementary School District

2930 Gay Avenue

San Jose, CA 95127

Tel: (408) 928-6805

Fax: (408) 928-6416

www.arUSD.org

**From:** John Glover [mailto:jglover@alphapublicschools.org]

**Sent:** Monday, July 15, 2013 5:43 PM

**To:** Stephen A. Fiss

**Subject:** Alpha Petition Denial Confirmation

Dear Superintendent Fiss,

[Quoted text hidden]



**TYPE:** Special Board Meeting

**DATE:** 7/2/2013

**TIME:** 5:00 PM

**CODE:** Spec.#01-13/14

**LOCATION:** District Office Board Room, 2930 Gay Avenue, San Jose, CA 95127

ANY REQUESTS FOR SPECIAL ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITIES ACT SHOULD BE DIRECTED TO THE OFFICE OF THE SUPERINTENDENT AS SOON AS POSSIBLE

**OPEN SESSION**

- 1.1 Call to Order / Roll Call President Dolores Marquez. Action
- 1.2 Announcement and Public Comment Regarding Items to be Discussed in Closed Session [Government Code Section 54957.7] Info
- 1.3 The Board will adjourn to Closed Session at approximately 5:00 pm. Open Session will resume at the end of Closed Session in the Board Room at approximately 7:00 pm. Info

**CLOSED SESSION**

- 2.1 CONFERENCE WITH REAL PROPERTY NEGOTIATORS [California Government Code Section 54956.8]; PROPERTY: APN 491-20-014 at 1601 Cunningham Avenue, San Jose, CA 95122. DISTRICT NEGOTIATORS: (1) Stephen A. Fiss, Superintendent; and (2) Lisa Gillmor and Paulo Hernandez, Public Property Advisors. UNDER NEGOTIATION: Terms and Conditions. Info
- 2.2 CONFERENCE WITH REAL PROPERTY NEGOTIATORS [California Government Code Section 54956.8]; PROPERTY: APN 486-11-029 at 1250 S. King Road, San Jose, CA 95122. DISTRICT NEGOTIATORS: (1) Stephen A. Fiss, Superintendent; and (2) Lisa Gillmor and Paulo Hernandez, Public Property Advisors. UNDER NEGOTIATION: Proposed Lease Amendment. Info
- 2.3 CONFERENCE WITH REAL PROPERTY NEGOTIATORS [Government Code Section 54956.8]; PROPERTY: APN 491-14-020 at 2800 Ocala Avenue, San Jose, CA 95148. DISTRICT NEGOTIATORS: Stephen A. Fiss, Superintendent; Lisa Gillmor and Paulo Hernandez, Public Property Advisors. UNDER NEGOTIATION: Price and Terms. Info
- 2.4 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/REASSIGNMENT [California Government Code Section 54957]. Info/Action
- 2.5 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT [California Government Code Section 54957] 2 Positions: (1) One Principal; and (2) Director, Human Resources. Action
- 2.6 PUBLIC EMPLOYEE PERFORMANCE EVALUATION [California Government Code Section 54957] Title: Superintendent. Info/Action
- 2.7 CONFERENCE WITH LABOR NEGOTIATOR. EMPLOYEE ORGANIZATION: AREA (Alum Rock Educator's Association); DISTRICT NEGOTIATORS: (1) Stephen Fiss; and (2) Rehon & Roberts Law Firm, Rogelio Ruiz and E. Luis Saenz. Info
- 2.8 CONFERENCE WITH LABOR NEGOTIATOR. EMPLOYEE ORGANIZATION: CSEA (California School Educators Association); DISTRICT NEGOTIATORS: (1) Stephen Fiss; (2) Ricardo Medina; Info/Action

(3) Linda Latasa; and (4) Rehon & Roberts Law Firm, Rogelio Ruiz and E. Luis Saenz.

2.9 CONFERENCE WITH LEGAL COUNSEL -- ANTICIPATED LITIGATION. Significant exposure to litigation pursuant to Paragraph (2) of subdivision (d) of Section 54956.9; One (1) potential case. Info/Action

**RECONVENE TO OPEN SESSION**

3.1 Call to Order / Pledge of Allegiance. Action

3.2 Report of Action Taken in Closed Session. Action

3.3 Agenda Review and Adoption. Action

**REQUESTS TO ADDRESS THE BOARD - PUBLIC COMMENTS**

4.1 "Requests to Address the Board" provides members of the public an opportunity to speak to the Board about any matter under the jurisdiction of the Board and not otherwise on the agenda. Those who wish to address specific agenda items will have an opportunity to do so when that agenda item is introduced and presented during this meeting. Individuals wishing to speak are requested to proceed to the podium. There is a three-minute time limit for each speaker. The Board will automatically refer to staff any formal written requests that are brought before them at this time. Written matters may be placed on a future meeting agenda. Info

**SUPERINTENDENT/BOARD BUSINESS**

5.1 Alpha Middle School 2 Charter Petition. Consider and take action on Charter School Petition for Alpha Middle School 2. Action

5.2 Review/Discussion/Approval of Amended Board Bylaw 9270, Conflict of Interest. Action

5.3 Grand Jury Response to the Santa Clara County Civil Grand Jury Final Report: "Our School Districts Do Not Need Zeros". Action

5.4 Second Reading: Board Policies, Administrative Regulations, and Board Bylaws 0000-9000. These updates to Board Policies, Administrative Regulations, and Board Bylaws 0000-9000 show the District's compliance with changes to Education Code, court cases, and State and Federal regulations. A printed copy of the draft of these updates, stored in 5 binders, are available in the Superintendent's Board Library. Action

**CONTRACTS OVER \$100,000**

6.1 Citizen Schools, State & Federal Programs, \$142,071. Action

**BUSINESS SERVICES**

7.1 Resolution No. 65-12/13 (First Amended), 180-Day Exception, ARUESD, Platina Correa. Action

7.2 Consolidated Application and Reporting System (CARS) -- Spring 2012-13, Phase I. CARS, formerly known as Consolidated Application, is the fiscal mechanism used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, Alum Rock Action


Union Elementary School District submits CARS to the CDE to document participation in these programs and to assure that our district will comply with the legal requirements of each program.

<b>CONSENT CALENDAR</b>	<b>Action</b>
8.1 Contracts for Professional Services-Individuals. Contracts Includes the following: (1) Abram Ross, George School, \$200.	Action
8.2 Contracts for Professional Services-Firms/Organizations. Contracts Include the following: (1) Kay Brallier dba: Literature Connection, Russo/McEntee School, \$6,000; (2) Pine Hill School, Special Education, \$20,000; and (3) Spectrum Center, Special Education, \$3,940.	Action
8.3 Out of State Travel - Seattle, Washington - July 8-9, 2013 - Bill & Melinda Gates Foundation, District Charter Compact Work Session for Board Vice President Quintero.	Action
8.4 Out of State Travel - Seattle, Washington - July 8-11, 2013 - Bill & Melinda Gates Foundation, District Charter Compact Work Session and CRPE Portfolio School District Networking Meeting for Superintendent Stephen A. Fiss.	Action
8.5 Out of State Travel - West Lake, Texas - July 19-21, 2013 - Principal Leadership Development Pilot for Doug Kleinhenz, Devorah Duncan, Natasha Wexler, Ted Henderson, and Maria McCray.	Action
8.6 Resolution No. 01-13/14 Inventory Disposal.	Action
8.7 Santa Clara Office of Education Direct Certification for School Year 2013-2014.	Action
8.8 Request for Proposal (RFP) B01314-FS0002 for dairy/juice for the 2013-2014 school year.	Action
8.9 Request for Proposal (RFP) B01314-FS0001 for produce delivery for the 2013-2014 school year.	Action
8.10 Request for Proposal (RFP) B01314-FS0005 for food/non-food delivery for the 2013-2014 school year.	Action
8.11 Assignment of United States Department of Agriculture (USDA) Commodities for 2013-2014 school year.	Action
8.12 Appointment of Mission Trail Advisors, LLC (MTA) as Dissemination Agent Agreement for Alum Rock Union Elementary School District.	Action

**ADJOURNMENT**

# UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

DATE: 6/24/13  
TO: Board of Trustees  
FROM: Tom Green, Director of School Transformation (via Superintendent Fiss)   
RE: Alpha Public Schools Charter Petitions Alpha Middle School 2

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Instructional Services Division staff has reviewed the Charter Petition.

The Education Code requires that the Charter Petition “is consistent with sound educational practice.” (Education Code section 47605(b).) The proposed new charter school is modeled entirely after the currently operated Alpha-Blanca Alvarado Charter School. As evidence that the Petition meets the Education Code standard for approval, the Petitioner urges that the proposed expansion of the Alpha Public Schools Charter model (Alpha – Blanca Alvarado) provides evidence of success of the proposed model in the current Charter Petition and the ability to sustain that success over time. Academic achievement data reported in the proposal (p. 11-12) and in email submitted June 21, 2013, relating to Alpha-Blanca Alvarado is insufficient to meet such requirements for approval. The proposal uses two measures of student achievement for only one year of student results. Data consists of scores from the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) (p. 11-12), and Spring, 2013 CST data submitted via email dated June 21, 2013.

First, one year’s worth of data is insufficient to establish either success of the current model or the ability to sustain that success over time. Due to the fact that the school has been in operation for only one year, the proposal cannot provide data measuring the success of the existing model pertaining to academic achievement over time. This lack of data precludes staff’s ability to form any conclusions regarding the success of the current model pertaining to student achievement, or to the likelihood of success of the school model expansion proposal.

Second, the comparison of Spring, 2013 CST data for Alpha to Spring, 2012 data for Alum Rock as presented in the email dated June 21, 2013 is an inappropriate use of the data, both in terms of comparison of unlike years and sample size. District reviewers would be interested in a more appropriate comparison of like year data and sample size. However, such information has not been provided by the Petitioner.

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Stephen A. Fiss, Superintendent

Board of Trustees: • Dolores Márquez, President • Andrés Quintero, Vice-President  
• [Name], Member



**ALUM ROCK**

**UNION ELEMENTARY SCHOOL DISTRICT**

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2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · [www.arusd.org](http://www.arusd.org)

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Third, Education Code section 47605(g) provides that the petitioners shall provide information regarding the facilities to be used by the school, and "shall specify where the school intends to locate." Petitioners have not provided such information.

Finally, the Petitioners acknowledge that the Charter Petition is modeled after, and is essentially a duplicate of, the existing operating Alpha-Blanca Alvarado charter school, albeit submitted as a new "petition" which, if approved, would have its own term of approval but perhaps operated at a different location (the Petition is unclear as to a specific proposed location). Education Code section 47605(a) (4) provides for material revisions to existing charter petitions to provide for additional locations. However, this has not been presented as a material revision but rather as a new petition for a new school. Education Code section 47607 provides for renewals of existing charters, including the factors to consider in renewing charter petitions including pupil academic achievement. However, this has not been presented as a charter renewal, either. Thus, staff is concerned that the Petition as such presents a process outside the procedures already established under the Education Code (material revision and renewal processes).

For the above reasons, staff must recommend denial of the Charter Petition as presented.

Dr. Tom Green, Director, School Transformation  
Sharon DeAngelo, Director, Academic Services





# Charter Petition Alpha Middle School 2

For a Term of July 1, 2014 – June 30, 2019

Submitted to the Alum Rock Union Elementary School District  
May 2013

## TABLE OF CONTENTS

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<b>CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS</b>	<b>4</b>
<b>AFFIRMATIONS AND ASSURANCES</b>	<b>5</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>HISTORY AND ACCOMPLISHMENTS</b>	<b>9</b>
<b>I. EDUCATIONAL PHILOSOPHY AND PROGRAM</b>	<b>13</b>
<b>II. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA</b>	<b>42</b>

<b>III.</b>	<b>GOVERNANCE STRUCTURE</b>	<b>49</b>
<b>IV.</b>	<b>HUMAN RESOURCES</b>	<b>54</b>
<b>V.</b>	<b>STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES</b>	<b>65</b>
<b>VI.</b>	<b>FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY</b>	<b>69</b>
<b>VII.</b>	<b>IMPACT ON THE CHARTER AUTHORIZER</b>	<b>74</b>
<b>VIII.</b>	<b>CONCLUSION</b>	<b>75</b>

## TABLE OF CONTENTS OF LEGAL REQUIREMENTS

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The Alpha 2 Middle 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 “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

	<b><u>Element</u></b>	<b><u>Statutory Reference</u></b>	<b><u>Page</u></b>
1.	<b>Description of the educational program of the school, including what it means to be an “educated person” in the 21st century and how learning best occurs.</b>	E.C. § 47605(b)(5)(A)	13
2.	<b>Measurable pupil outcomes</b>	E.C. § 47605(b)(5)(B)	42
3.	<b>Method by which pupil progress is to be measured</b>	E.C. § 47605(b)(5)(C)	44
4.	<b>Governance structure</b>	E.C. § 47605(b)(5)(D)	49
5.	<b>Qualifications to be met by individuals employed at the school</b>	E.C. § 47605(b)(5)(E)	54
6.	<b>Procedures for ensuring health and safety of students</b>	E.C. § 47605(b)(5)(F)	59
7.	<b>Means for achieving racial and ethnic balance</b>	E.C. § 47605(b)(5)(G)	67
8.	<b>Admissions requirements</b>	E.C. § 47605(b)(5)(H)	65
9.	<b>Manner for conducting annual, independent audits and for resolving exceptions or deficiencies</b>	E.C. § 47605(b)(5)(I)	71

<b>10.</b>	<b>Pupil suspension and expulsion procedures</b>	E.C. § 47605(b)(5)(J)	65
<b>11.</b>	<b>Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System or social security</b>	E.C. § 47605(b)(5)(K)	58
<b>12.</b>	<b>Attendance alternatives for pupils residing in the district who choose not to attend the charter school</b>	E.C. § 47605(b)(5)(L)	67
<b>13.</b>	<b>Employee rights to return</b>	E.C. § 47605(b)(5)(M)	58
<b>14.</b>	<b>Dispute resolution procedure for school-authorizer issues related to the charter.</b>	E.C. § 47605(b)(5)(N)	62
<b>15.</b>	<b>Statement regarding exclusive employer status of the school</b>	E.C. § 47605(b)(5)(O)	58
<b>16.</b>	<b>Procedures for school closure</b>	E.C. § 47605(b)(5)(P)	71

## CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

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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

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As the authorized lead petitioner, I, John Glover, hereby certify that the information submitted in this application for a charter for the creation of the California public charter school Alpha Middle School 2 (“Alpha”) located within the boundaries of the Alum Rock Union Elementary School District (“District”) 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 non-sectarian 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 Alpha, and who submit a timely application, unless Alpha 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 Alpha 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 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 in Alpha 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 Alpha 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 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 No Child Left Behind Act.



- Alpha shall comply with the Public Records Act.
- Alpha shall comply with the Family Educational Rights and Privacy 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 for Alpha to be located in the boundaries of the District is true to the best of my knowledge and belief; I further understand that if awarded a charter, the school will comply with all assurances listed above.

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John Glover

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Date

Lead Petitioner for Alpha Middle School 2

## INTRODUCTION

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In the last year, it has been a privilege to work with Alum Rock students and to partner with the District in the opening and operation of Alpha: Blanca Alvarado Middle School. Alpha's students have made tremendous progress. The school has learned a great deal about how to better personalize instruction for students, to effectively utilize technology in the classroom, and to leverage data to increase students' sense of ownership and investment in their education.

Alpha Public Schools admires and honors the work of the Alum Rock Union Elementary School District, and seeks to contribute and collaborate to achieve the city of San Jose's commendable goal of eliminating the achievement gap by 2020 by bringing Alpha Middle School 2 to Alum Rock. Therefore, with the support and encouragement of ARUSD parents, community members, and educators, this group of petitioners respectfully submits a charter petition for a new middle school named Alpha Middle School 2 for the district's consideration.

We are eager and excited to continue contributing to the Alum Rock Union Elementary School District's commitment to high expectations of achievement by delivering effective instruction that leads to outstanding student performance. Alpha firmly believes that through continued innovation and partnership, its schools can fulfill the intended promise of charter schools: providing high quality education to its students while serving as labs for innovative practices that are shared with others.

Thank you for your consideration.

The Petitioners for Alpha Middle School 2

## HISTORY AND ACCOMPLISHMENTS

In 2012, Alpha Public Schools opened its first school, Alpha: Blanca Alvarado Middle School, on the Slonaker campus. Driven by the urgent needs of middle school families and born out of a process that included petitioners, local families, and community leaders in San Jose, petitioners conducted research around the need for a charter school program like Alpha: Blanca Alvarado Middle School and collected signatures from parents meaningfully interested in enrolling their children in the proposed school. Alpha's petition was approved by the Alum Rock Union Elementary School District in 2012, the first charter to receive local district approval since 2004.

Over the past year, students at Alpha: Blanca Alvarado Middle School have made significant gains. Throughout the first year, Alpha has maintained a robust waiting list, demonstrating that there is additional need for strong middle school options in Alum Rock. For the 2013-2014 school year, Alpha: Blanca Alvarado Middle School accepted 293 applications for 200 spaces.

### **Student Demographics**

African American	1%
American Indian/Alaskan Native	0%
Asian/Pacific Islander	8%
Caucasian	0%
Hispanic or Latino	90%
Economically Disadvantaged	89%
English Learners	43%
Special Education	12%

### **Academic Performance**

As demonstrated in the chart below, Alpha: Blanca Alvarado Middle School students have made tremendous gains in the past ten months. Students took the NWEA MAP assessment three times throughout the past ten months, and will take it a fourth time in June. The NWEA assessment system establishes growth projections for students, based on normative data, and the table below illustrates our students' growth from fall to winter.

#### **Percentage of students who met or exceeded their fall to winter growth projections:**

	TARGET	ACTUAL
MATH	62%	63%
READING	55%	62%

This represents the growth of a typical student. The average/typical school would expect to see 50% of students meeting or exceeding the target. Alpha is significantly outpacing the typical school. In addition, Alpha students on average have made significant progress, in some cases two grade levels worth of growth, as is reflected in the table below.

**Alpha: Blanca Alvarado Middle School 2012-2013 NWEA MAP Administration**

	Fall Mean RIT Score	Grade Level Equivalent	Winter Mean RIT Score	Grade Level Equivalent
6 <sup>th</sup> Grade Math	215.2	5 <sup>th</sup> grade	223.3	6 <sup>th</sup> grade
6 <sup>th</sup> Grade Reading	205.7	4 <sup>th</sup> grade	213.5	6 <sup>th</sup> grade
7 <sup>th</sup> Grade Math	217.6	5 <sup>th</sup> grade	224.9	6 <sup>th</sup> grade
7 <sup>th</sup> Grade Reading	204.9	4 <sup>th</sup> grade	212.6	6 <sup>th</sup> grade

**Fall to Winter Growth: Alpha: Blanca Alvarado Middle School Compared to Typical Student**

	Alpha Growth	National Growth
6 <sup>th</sup> Grade Math	8.1 points	3.2 points
6 <sup>th</sup> Grade Reading	7.8 points	2 points
7 <sup>th</sup> Grade Math	7.3 points	2.6 points
7 <sup>th</sup> Grade Reading	7.7 points	1.9 points

In addition to NWEA MAP data, all Alpha staff analyze data weekly through a shared dashboard. The dashboard contains important data on student attendance and performance on all of our online content, as well as standards mastery for the week. Following is data current as of May 1, 2013.

DATA SOURCE	SCHOOLWIDE AVERAGE
Achieve 3000: Weekly Activities Completed	14,247
Accelerated Reader: Number of Words Read	93,263,317
Weekly Attendance	97.38%

Alpha students have also 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.

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 2600 hours of volunteering.

## I. EDUCATIONAL PHILOSOPHY AND PROGRAM

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*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).*

### **Mission Statement**

The mission of Alpha Middle School 2 ("Alpha") is to provide children from high-poverty communities an education that effectively develops the academic skills and competencies of character to overcome the achievement gap, graduate from college, and become self-reliant and productive leaders.

### **Vision Statement**

Alpha Middle School 2 will eliminate the achievement gap by inspiring thousands of children from traditionally underserved communities to become self-motivated, competent, and lifelong learners who graduate from college and serve as leaders and role models for their families and communities.

### **Mission and Vision Alignment with Anticipated Student Population**

The mission and vision of Alpha Middle School 2 are intentionally aligned with the needs of its target student population. Alpha Middle School 2 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.

Students from the communities Alpha will serve enter middle school with a wide range of abilities and experiences. 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.

### **Educational Philosophy**

The educational philosophy of Alpha Middle School 2 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 B), a national education advocacy organization dedicated to eliminating the achievement gap and publications like, “Needles in a Haystack” (Appendix C), successful urban schools share several common strategies. Alpha incorporates these strategies into its core educational philosophy.

Alpha Middle School 2 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, Alpha Middle School 2 will serve 442 students in grades six through eight. In its first year, 2014-2015, Alpha will serve five classes of sixth grade (a total, first-year enrollment of 170 students). In its second year, Alpha will serve five classes of sixth grade and four classes of seventh grade. In subsequent years, Alpha expects to serve five classes of students in grades six and four classes in grades seven through eight. Historically, Alpha has found that most attrition occurs between the sixth and seventh grades, and that this is also the grade transition with the highest number of students not promoted to the next grade level, which is why Alpha has more sixth grade classes than seventh and eighth grade classes. Alpha also 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.

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. Alpha Middle School 2's target student population will generally reflect that of the community currently served by Alum Rock Union Elementary School District's middle schools. By the completion of 5<sup>th</sup> grade, according to 2012 STAR data, 65% of Alum Rock students tested at or above grade level in mathematics, and 52% were at or above grade level in language arts. By the completion of 6<sup>th</sup> grade, proficiency levels dropped to 43% for math and 50% for language arts. By the end of 8<sup>th</sup> grade, nearly six of ten students in ARUSD were testing below grade level in math. To master the fundamental literacy and numeracy skills needed for high school, and to be prepared for the rigors of college, incoming students will require rapid acceleration. Alpha Middle School 2 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, the School 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 those of Clyde L. Fischer Middle School, as follows:

<b>Subgroup</b>	<b>Percentage</b>
African American	< 5%
American Indian/Alaska Native	< 5%
Asian	7%
Filipino	< 5%
Hispanic or Latino	86%
Pacific Islander	< 5%
White	< 5%
Economically Disadvantaged*	82%
English Learners*	44%
Special Education	10%

\*2011-12 data

While it is not anticipated that all Alpha Middle School 2 students will reside in ARUSD, the demographic profiles above are expected to be generally consistent with the School's enrollment. (The demographic data in the table above was taken from the California Department of Education's DataQuest for the 2012-13 school year.)

### **What it Means to be an Educated Person in the 21<sup>st</sup> Century**

An educated person in the 21<sup>st</sup> 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 21<sup>st</sup> 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 that 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, life-long learners
- Students will communicate effectively through excellent listening, speaking, writing, and multi-lingual 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 middle 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 will 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 will 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 8<sup>th</sup> grade. Individualized Learning Plans for students, regular classroom observations by school leaders, annual reviews of school leaders by an independent board of directors, and monthly parent organization meetings will 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 will utilize 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 will complete standard-aligned, NWEA MAP assessments four 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 interim, formative and summative assessments; projects, homework, and other forms of formal and informal assessments will be used to monitor student-level and school-wide performance on a daily, weekly, and monthly basis. See the attached sample school calendar (Appendix D), which includes professional development days dedicated to the analysis and interpretation of student data every six weeks. Too often schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled “data days” will allow for professional development that focuses on effective uses of data, data analysis, Individual Learning Plan development and modification, and the development of grade-level and school-wide action plans based on student performance data. (See Appendix F1 for a Data Analysis Tool) Students, families, teachers, and leaders will 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, will modify instruction based on the analysis of student data, effectively individualizing instruction for each student. The school community will embrace 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 will implement a full Response to Intervention (RtI) model, providing three levels of intervention for students in need of additional assistance. A general overview of the Response to Intervention model that Alpha will implement can be found in Appendix F. A sample Individualized Learning Plan (ILP) template can be found in Appendix G.

Initial Student Study Team Meetings are scheduled for students in need of additional support within the first several months of school and/or on an ongoing basis throughout the year. The SST process enables the family, teacher, student, administrative team, and/or other support providers to work together to construct a differentiated learning and/or behavior plan to address the student's needs and areas of growth. Follow up SSTs are scheduled for the SST team to check on progress towards the goals identified in the SST and/or to reflect/review data on the viability of the strategies implemented as a result of the SST.

The first level of intervention is in the classroom, where teachers differentiate instruction to deliver more individualized objectives throughout the day. Teachers and staff will monitor student behavior and academic performance daily. In addition, as articulated in the section above, a myriad of metrics will be used to monitor the progress of all students every six weeks, and results will be 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 will work with his or her teacher to create an Individualized Learning Plan (ILP), which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our computer-based activities and specific goals and methods for learning coaches working in the After School Academy (discussed below). Teachers will create ILPs during "data days" and during prep periods. Students will review ILPs with teachers during academic enrichment, After School Academy, or at other times outside of core instructional activities. During these meetings, teachers will support students in reflecting on their progress over the last eight weeks and setting specific, measurable, attainable, realistic, and timely (S.M.A.R.T) goals to improve their performance. Families will always participate in the review of ILPs; depending on student performance and student behavior, parent-teacher conferences may be a required part of the ILP process.

The second level of intervention occurs in our After School Academy. Alpha's After School Academy 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. The school will employ learning coaches to work with students in small groups (no more than 12:1 student-coach ratio), will implement appropriate computer-based activities, and will provide access to a leveled library and reading comprehension / language acquisition activities. Learning coaches will not be credentialed teachers, but will meet all Alpha policies for non-core staff, will receive professional development in effective differentiation, and will communicate regularly with classroom teachers (at least weekly) to ensure that proper modifications are made based on student progress. The principal will monitor and facilitate this process and continuously monitor the effectiveness of coaches. Whenever possible, learning coaches will provide small-group intervention with students whose ILPs 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. Learning coaches will work on this specific weakness, with only the students who have not yet mastered the skill. This targeted approach to supplemental instruction will ensure more rapid progress for all students in the After School Academy.

If classroom modifications and ILP 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 will meet weekly with their classroom teachers, 1:1, during academic enrichment. These meetings will serve as an opportunity for progress monitoring, but also for individualized tutoring and instruction. Another core activity at Level 3 is small group intervention during the regular school day in the form of small group pull-outs organized by full-time learning coaches, based on MAP and mastery data. Students who do not demonstrate mastery on exit tickets will be groups for reteaching by learning coaches during the academic enrichment portion of the day. 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 will participate regularly in the group, being pulled-out up to four times per week. 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 will receive updates on all students in Level 3. These weekly meetings (as well as input from families) will 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 will set clear expectations for student behavior in the Family Handbook (See Appendix H). Just as Alpha's full Response to Intervention model provides differentiated interventions with respect to academics, Alpha will implement 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 will also be 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 will be followed and students will be 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 will

create a career ladder for teachers and leaders that recognize student performance as a primary factor in advancement. This will improve 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 will lower 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 will facilitate productive teacher-student relationships by minimizing the number of different teachers each student sees during a given academic term. At sixth grade, classes will be self-contained, with each teacher responsible for instruction in math, English, history, and science. This will ease the transition between elementary and middle school while still ensuring high quality instruction for all incoming students. At seventh and eighth grade, classes will be cored, and each student will have two teachers, one for math/science and one for English/history. Seventh grade teachers will loop with their students the following year, teaching the same students in eighth grade, maintaining the school's focus on strong relationships.

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 sixth grade, in self-contained classrooms, a single teacher will be responsible for delivering all core content, developing and monitoring ILPs, 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. At seventh 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 ILP 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 will encourage parent involvement at many levels and will support and empower parent leaders and volunteers, but will never force parents to choose between volunteering at the school and supporting their families. Alpha will encourage 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 will meet with parent leaders and attend community meetings, and will provide parents, families, and other members of the community opportunities to participate in the life of the school. Alpha Middle School 2 recognizes that the community supported the development of the school, and it will work 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 Academy 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 ILPs prescribe participation in the Academy will be required to attend for two and a half hours each day, Monday through Thursday, and five hours on Fridays. At least 25% of students will attend the Academy on any given school day, depending upon academic performance and ILP goals and recommendations. The After School Academy will include computer labs and libraries, which will be set-up to be conducive to both independent and small group learning. The libraries will 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 E) 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 will host three 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 will also hold 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 the 6<sup>th</sup>-8<sup>th</sup> grade with the explicit purpose of helping all students become college and career ready by graduation, despite the wide range of

achievement levels of entering 6<sup>th</sup> grade students. The school model integrates curricular and instructional practices proven most effective with the target population. All teaching and learning is 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 will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History-Social Science, and Science at each grade level. Students will also receive instruction in Visual/Performing Arts, Foreign Language, and Physical Education. The extended daily and yearly schedule will allow students to master both the academic skills and competencies of character needed to become lifelong learners and successful college students. Students will be expected to attend school daily and follow a prescribed schedule, with core instruction taking place between 8:30 AM and 3:30 PM and the After School Academy between 3:30 PM and 6:00 PM. With more time, teachers will be able to delve into topics more deeply to ensure student mastery. See the sample bell schedule in Appendix I and curriculum information in Appendix J for more detail.

Alpha will provide 195 days of instruction, fifteen days more than traditional public schools provide, and twenty 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 will focus on excellent student attendance of at least 97% in the first five years.

The environment will be 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. Alpha will provide these opportunities to its students and faculty through its small size (442 students). In addition, Alpha will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. Classes will be either self-contained, with each teacher responsible for instruction in math, English, history, and science, or will be cored. This small school model will help 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 will screen teachers for subject matter competency in the hiring process, ensure that all classroom teachers hold the appropriate credentials, provide professional

development that supports instruction across multiple disciplines, and mandate 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 will take the same course in English, history, math and science each year. Alpha will use 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. All students will take Algebra 1 in 8<sup>th</sup> grade, unless otherwise indicated in a student's IEP, to ensure they have the fundamental math skills needed for a college-preparatory, high school curriculum. We believe that with the appropriate supports, all students can be successful in an Algebra course.

The faculty will consist of highly qualified teachers who are well supported by the school's administrative staff and through targeted professional development. Teachers will hold appropriate teaching certifications. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Alpha will ensure collaborative planning time for teachers to design interdisciplinary curricula, so that students will be able to make connections across the subjects, and thereby deepen their conceptual understanding of content. At Alpha: Blanca Alvarado Middle School, the entire staff meets for 3 hours on Friday afternoons, students' early release day, for professional development. This model has proven extremely effective and will be replicated at Alpha Middle School 2.

The following curriculum provides the foundation for Alpha to meet State Content Standards<sup>1</sup>:

a) English: structured around Novel Study Units and the *College Board's Springboard*, a pre-AP curriculum. See Appendix J for Springboard materials. Alpha teachers will:

- teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information.
- teach the fundamentals of spelling and grammar.
- teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising.
- teach oral communication skills through group discussions and classroom presentations.
- teach the mechanics of expository writing, creative writing, poetry, journalism, business communication, and scientific writing.

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<sup>1</sup>The Charter School recognizes that full implementation of the Common Core State Standards must be accomplished by the 2014-15 school year. The Charter School will adhere to the Common Core State Standards and the required implementation timeline. All references in the charter to adherence with the California State Content Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation. For an overview of our expected timeline for Common Core Standards implementation, please see Appendix J1.

b) Mathematics: structured around the state standards for each level, utilizing state-approved curriculum. Alpha teachers will:

- cover the grade level curricular content specified in *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999).
- teach content and learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics as listed in Table I on page 16.
- 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.

c) Science: structured around the state standards for each grade level utilizing state-approved curriculum. Alpha teachers will:

- present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in *Science Framework for California Public Schools: Kindergarten through Grade Twelve* (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 in Table I on page 16.
- 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.

d) History and Social Studies: structured around the state standards for each grade level utilizing state-approved curriculum. Alpha teachers will

- present an effective history and social-science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2005).
- 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 in Table I on page 16.
- teach students a global perspective of history and social science by studying other nations.
- teach culture of societies, both ancient and modern, through archaeology, anthropology, history, and geography.



e) Foreign Languages: structured around the state standards for appropriate grade levels.

Alpha teachers will:

- teach world languages curriculum using the grade level considerations, instructional strategies, and assessment guidelines outlined in *Foreign Language Curriculum Framework K-12* (California Department of Education, 2001).
- teach content and learning experiences in world languages that allow students to develop the skills, knowledge, and attitudes necessary to meet measurable student outcomes for critical thinking and core academics.
- Provide access to computer-based Spanish content through Rosetta Stone in grades 6-8.
- teach Spanish as the foreign language beginning in grade 8, either through teacher-led instruction or using appropriate online curriculum.
- Teach an integrated approach in which reading and the language arts facilitate and reinforce language fluency in Spanish.

f) Visual and Performing Arts: structured around the state standards for each grade level. Alpha teachers will:

- provide an effective visual and performing arts curriculum using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in *Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2003).
- 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.
- teach content by embedding curriculum in other core classes, promoting project based learning that encourages visual and performing arts component, and through weekly (Friday) arts programs which may include music, painting/drawing, dance, and drama.

g) Physical Education and Health: structured around the state standards for each grade level.

Alpha teachers will:

- teach the grade level curricular content specified in *Challenge Standards for Student Success: Physical Education* (California Department of Education, 1998) and *Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment* (National Association for Sport and Physical Education, 1995).
- teach the grade level curricular content specified in *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).
- 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 offered by the school will be 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 see curriculum information for the core subjects of language arts, mathematics, science, and history in grade 6, located in Appendix J.

### **Pedagogy (Teaching Methods)**

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

- Instruction will be differentiated. Alpha will implement 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 will be 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 will be delivered through direct instruction when appropriate, and students will work to develop their note-taking, recall, and response skills. Students will be scaffolded from direct instruction through guided practice and then ultimately independent practice.
- Instruction will be project-based. The use of in-depth and rigorous classroom projects will facilitate learning and assess student competence. Students will use technology and inquiry to respond to a complex issue, problem or challenge. Projects will 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 will be integrated into many projects. Most important, project-based instruction will allow students to develop the strong communication, leadership, and teamwork skills necessary to succeed in college and the global economy.

- Instruction will be integrated with technology. Technology will be 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 will allow more individualized and differentiated delivery of the curriculum.

Computer-based activities will allow motivated, high-achieving students to move through more challenging material at their own pace. Additionally, it will help to diagnose and remediate learning gaps for low-achieving students. These activities will 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 multi-media 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 is currently in the process of evaluating and choosing the computer-based content for the school, in addition to the programs currently in use by Alpha: Blanca Alvarado Middle School, 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 Alpha Middle School 2’s teachers will be 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

### **Special Populations**

#### **Academically Low-Achieving Students**

At Alpha, low-achieving students are defined as those who perform at or below a basic level on California State Standards Exams, 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 will 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 will serve its low-achieving/at-risk students:

- Academic Enrichment Period – Each school day includes an academic enrichment period. Teachers use formal and informal assessment data to determine appropriate activities and resources for each student. During this time, low-achieving students may receive small group or individual instruction from their teacher, or a learning coach, partner with high-achieving students for peer tutoring, or participate in computer-based activities designed to build proficiency.

- After School Academy – Alpha will operate the Academy from 3-6 pm, Monday – Thursday, and 1-6 pm on Fridays. As outlined in a previous section, learning coaches will provide intervention to low-achieving students. The focus of the Academy will be providing low-achieving students the support necessary to ensure rapid progress towards the mastery of core academic standards.
- Individualized Learning Plans – An Individualized Learning Plan (ILP) that specifies areas of strength and weakness and explicit classroom modifications, areas to target in computer-based activities and specific goals and methods for learning coaches, will be designed for every student. Teachers will create ILPs during “data days” and during prep periods. Students will review ILPs with teachers during academic enrichment, After School Academy, or at other times outside of core instructional activities. During these meetings, teachers will support students in reflecting on their progress over the last six weeks and setting specific, measurable, attainable, realistic, and timely (S.M.A.R.T) goals to improve their performance. Families will also participate in the review of ILPs; depending on student performance and student behavior, parent-teacher conferences may be a required part of the ILP process. These plans will also ensure that students, families, and school remain aware of continuous improvement and obstacles to progress.
- Saturday School – Each month, Alpha will host Saturday school to provide additional support to low-achieving students and students with excessive absences. Classroom teachers will tailor activities for each low-achieving student based on individual areas of weakness.

### Academically High Achieving Students

At Alpha, academically high-achieving students are those who perform at an “Advanced” level on California State Standards Exams 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 will take steps to support high-achieving students outside of core instruction. This will include providing access to novels and supplemental literature activities that are appropriate for each student’s reading level. Alpha students may also participate in programs like MathCounts and Techbridge, which will be integrated into academic enrichment periods or implemented after school (Appendix K). In addition, students will have access to more advanced content in computer labs.

Lastly, Alpha will explore partnerships with programs like Johns Hopkins University Center for Talented Youth (CTY) so that academically high-achieving students can take college courses at local universities, including Stanford and the University of California campuses (Appendix K).

Scholarships for socio-economically disadvantaged students help pay for the costs related to the courses.

## English Learners

### *Overview*

Alpha will meet 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 will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### *Home Language Survey*

Alpha will administer the home language survey upon a student's initial enrollment into Alpha (on enrollment forms).

### *CELDT Testing*

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1st and October 31st until re-designated as FEP. This thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Alpha will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

### *Reclassification Procedures*

The reclassification process occurs annually in the fall of each year. It is initiated and conducted by the site administration. The re-designation of newly enrolled EL students may take place throughout the year.

In order to be reclassified, students will meet all the following criteria:

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 sub-categories (Speaking, Reading, Listening, and Writing).

2. Achieve a score of Proficient or Advanced on the ELA section of the California State Standards Test (CST or CMA).
3. Achieve a grade of A or B on their Alpha report cards for both semesters of the school year.

The decision to reclassify based on this criteria is made by a member of the school administration. The Principal, Classroom Teacher, Parent, and Student will all be notified.

### *Strategies for English Language Learner Instruction and Intervention*

Academically, Alpha will primarily meet 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 will be held to clearly-articulated high expectations, provided 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 will be provided access to and benefit from the same resources outlined above for low-achieving students. These include academic enrichment period activities to improve literacy and language development, Saturday school, and After School Academy.

English Learners will be 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. These 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 will be enrolled in regular classes and will receive supplementary instruction to learn English. The goal is high-quality instructional programs and services for English Learners that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed daily through formal and informal assessments, class discussions, and small group workshops during academic enrichment periods and the After School Academy. Alpha's English Learners will be prepared with the skills in English and mathematics to meet California State Standards.

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.

### *Specific 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 multi-modal 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.
- ELL 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.

- ELL students who demonstrate difficulty with reading according to the NWEA MAP or our QRI-5 data 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.

### *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 will be 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 intends to be an LEA and a member of a Special Education Local Plan Area (“SELPA”) for provision of special education services pursuant to Education Code Section 47641(a). Alpha shall seek the District’s support in the provision of data or information in Alpha’s pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA.
- Until such time as a SELPA grants Alpha membership in the SELPA as an LEA, Alpha shall be deemed a public school of the District that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with 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 intelligent 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 L.

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 following provisions are meant to summarize Alpha's understanding of the manner in which special education instruction and related services shall be provided by Alpha and the District if at any point Alpha exists as a public school of the District. The following language reflects the "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law, which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and Alpha as agreed upon in a Memorandum of Understanding ("MOU").

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Alpha seeks services from the District for special education students enrolled in Alpha in the same manner as is provided to students in other District schools. Alpha will follow the District and SELPA policies and procedures, and shall utilize SELPA forms provided by the District in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. Alpha will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. Alpha will participate in an annual meeting, as arranged by the District, between Alpha and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that Alpha and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

Alpha acknowledges the importance of cooperating with the District so that the District can provide special education services to Alpha students. Alpha agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Alpha's students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. Alpha believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites. Alpha expects, whenever possible, that the District will provide special education services to students outside the hours that Alpha administers its core curriculum so that students receiving special education services have the same opportunity as all other students to master core content.

### *IDEIA Staffing*

All special education services at Alpha will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Alpha staff shall participate in all mandatory District in-service training relating to special education.

It is Alpha's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, translators, and resource specialists unless the District directs Alpha that current District practice is for the individual school sites to hire site special education staff or the District and Alpha agree that Alpha must hire on-site special education staff. In that instance, Alpha shall ensure that all special education staff hired by Alpha is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by Alpha (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The

District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Alpha students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### *IDEIA Notification and Coordination*

Alpha shall promptly notify the District of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

Alpha shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. Alpha shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

#### *IDEIA Identification and Referral*

Alpha shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. Alpha will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by Alpha for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. This includes Alpha's Response to Intervention framework, outlined in a previous section.

It is Alpha's understanding that the District shall provide Alpha with any assistance that it generally provides District schools in the identification and referral processes, and will ensure that Alpha is provided with notification and relevant files of all students who have an existing IEP and who are transferring to Alpha from a District school. The District shall have access to Alpha student records and information in order to serve all of Alpha's students' special needs.

#### *IDEIA Assessments*

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice, procedure and applicable law. Alpha shall work in collaboration with the District to obtain parent/guardian consent to assess Alpha's students. Alpha shall not conduct special education assessments unless directed by the District.

#### *IDEIA IEP Meetings*

In accordance with the role of the District and the District school sites, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state

and federal law. Alpha shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Alpha: the Principal and/or Alpha designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher (if Alpha employee as opposed to District employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Alpha representatives who are knowledgeable about the regular education program at Alpha and/or about the student. It is Alpha's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

#### *IDEIA IEP Development*

Alpha understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Alpha students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

#### *IDEIA IEP Implementation*

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP, but Alpha classroom teachers will implement IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, Alpha shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for Alpha's non-special education students, whichever is more.

#### *IDEIA Interim and Initial Placements of New Alpha Students*

For students who enroll in Alpha from another school district outside of the SELPA with a current IEP, the District and Alpha shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and Alpha shall implement the existing IEP at Alpha, to the extent practicable or as otherwise agreed between the District and parent/guardian.

#### *IDEIA Non-Public Placements/Non-Public Agencies*

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Alpha shall not

hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District, with the exception of those also made available to other Alpha students. Alpha shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

#### *IDEIA Non-Discrimination*

It is understood and agreed that all children will have access to Alpha and no student shall be denied admission to, nor counseled out of, Alpha due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### *IDEIA Parent/Guardian Concerns and Complaints*

Alpha shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. Alpha shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. Alpha shall immediately notify the District of any concerns raised by parents.

The District's designated representative, in consultation with Alpha's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Alpha shall allow the District appropriate access to conduct such an investigation.

Alpha and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and Alpha shall comply with the District's decision.

Alpha and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

#### *IDEIA Due Process Hearings*

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Alpha if the District determines such action is legally necessary or advisable. Alpha agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and Alpha shall work together to defend the case. In the event that the District determines that legal

representation is needed, Alpha agrees that it shall be jointly represented by legal counsel of the District's choosing.

As all costs will be borne by the District, Alpha understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Alpha student necessary to protect its rights.

#### *IDEIA SELPA Representation*

It is Alpha's understanding that the District shall represent Alpha at all SELPA meetings and report to Alpha of SELPA activities in the same manner as is reported to all schools within the District.

#### *IDEIA Funding*

Alpha understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and Alpha. Alpha anticipates, without binding the District to Alpha, that based upon State and Federal law, the fiscal relationship could be summarized as follows:

The District shall retain all state and federal special education funding allocated for Alpha students though the SELPA Annual Budget Plan, and shall be entitled to count Alpha students as its own for all such purposes.

The Parties acknowledge that the District may be required to pay for or provide Alpha students with placements at locations other than at Alpha's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs and/or services are provided at District expense, the District shall be entitled to receive from Alpha the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at Alpha site.

Alpha shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, Alpha shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice Alpha for Alpha's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Alpha) divided by the total number of District ADA (including Alpha students), and multiplied by the total number of Alpha ADA. Alpha ADA shall include all Alpha students, regardless of home district.



## **Services for Students under the IDEIA when Alpha Becomes an LEA and Member of SELPA**

Alpha: Blanca Alvarado Middle School is a member of the Eldorado County Office of Education Charter SELPA. As stated above, Alpha intends to apply for SELPA membership for Alpha 2. Upon approval as a member of the SELPA, Alpha shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act (“IDEIA”) (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to Alpha. Alpha shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, Alpha shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, Alpha shall be solely responsible for all special education costs that exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

## II. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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*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. California Education Code Section 47605(b)(5)(B)*

*The method by which pupil progress in meeting those pupil outcomes is measured. California Education Code Section 47605(b)(5)(C)*

### **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, life-long 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, and multi-lingual 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:

<b>Measurable Outcomes</b>	<b>Local Formative Metric</b>	<b>Statewide Summative Metric</b>
Attendance Rate $\geq$ 96%	Daily attendance reporting via Student management System	Calculated ADA rate
Academic Performance Index (API) Score will exceed 800	Not applicable locally	Year 1 API $\geq$ 800 Year 2 API $\geq$ 825 Year 3+ API $\geq$ 850
Meet or exceed AYP targets	Bi-monthly interim assessments	AYP Report
80% of students make at least one level of advancement in language proficiency, annually for ELs	Formal and informal classroom assessments and bi-monthly interim assessments	CELDT Individual Student Score Reports
70% of students demonstrate mastery of grade-level standards at the "Proficient" level or better in all core subjects by the time they	Northwest Evaluation Association (NWEA) assessment administered four times per year, pre-post diagnostic assessments,	CST Scores meet the targets outlined in the chart below

graduate	curriculum embedded benchmark assessments aligned to standards, informal classroom based assessments	
> 80% of students demonstrate at least one year of growth towards grade-level proficiency on standards 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	State assessments are not currently as precise in calculating student gains as NWEA but can be used to show quintile growth.

<b>CST Target Proficiency Levels</b>		
<i>Course of Study</i>	<i>School Year</i>	<i>% Students Proficient or Above</i>
Mathematics and Language Arts	2014-2015	50%
	2015-2016	55%
	2016-2017	60%
	2017-2018	65%
	2018-2019	70%
Science and Social Studies	2014-2015	N/A
	2015-2016	45%
	2016-2017	50%
	2017-2018	55%
	2018-2019	60%

The CST target proficiency levels above align with Alpha's API goals.

**Academic Performance Index**

Alpha will meet or exceed the school’s annual Academic Performance Index (API) growth target in all years of operation. 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 to all amended standards and will continue to incorporate them in the curriculum to enhance student performance.

**Methods of Assessment**

Alpha will use a variety of assessment tools that are appropriate for the grade level, subject matter, skills, knowledge, and attitudes being assessed. Alpha will use objective means of assessment that are frequent and sufficiently detailed to determine whether students are making satisfactory progress.

<b><u>Assessments, Annually</u></b>	<b><u>Assessments, Each Trimester</u></b>	<b><u>Assessments, Ongoing</u></b>
<ul style="list-style-type: none"> <li>• California State Standards Exams</li> <li>• California English Language Development Test</li> <li>• 7<sup>th</sup> Grade Test of Physical Fitness</li> <li>• Cumulative Final and Diagnostic Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Progress in coursework, including tests, quizzes, projects, homework, participation and other formal and informal assessments</li> <li>• Progress toward achieving Individual Learning Plan (ILP) goals</li> <li>• Progress toward achieving Individual Education Plan (IEP) goals</li> <li>• NWEA MAP assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Exit Tickets</li> <li>• Curriculum embedded interim standards-aligned assessments</li> <li>• Assessments via Mastery Connect</li> <li>• Provider assessments including those from Achieve3000 and Accelerated Reader</li> <li>• Benchmark Assessments via IlluminatED</li> <li>• Informal classroom-based assessments</li> <li>• Experiment design</li> <li>• Homework</li> <li>• Student behavior/display of competencies of character</li> <li>• Research projects</li> <li>• Revision process</li> </ul>

		<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Essays</li> <li>• Lab reports</li> </ul>
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### **Use and Reporting of Data**

The primary tool to be 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*

- Standardized assessment results are all 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 as part of their ILP discussions and through regular 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 will 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” will allow for professional development that

focuses on effective uses of data, data analysis, Individual Learning Plan development, and the development of school-wide action plans based on student performance data. Students, families, teachers, and leaders will 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, will modify instruction based on the analysis of student data, effectively individualizing instruction for each student. The school community will embrace 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.

#### *District Visitation/Inspection*

Alpha will comply with a District requested visitation process to enable the District 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 District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Educational Code Section 47607.

#### *Response to Inquiries*

Pursuant to Educational Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District, 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 District. Alpha further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Alpha does not have that Alpha needs in order to meet its obligations, the District shall provide the same to Alpha in a reasonably timely manner upon request.

### *Parent Complaints*

Alpha will establish 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 District.

The complaint procedures will 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 will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the Family Handbook and will be available in the school's office and on its website.

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

Alpha will adopt and publish 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 will implement 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.



### III. GOVERNANCE STRUCTURE

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*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 non-profit public benefit corporation pursuant to California law that has 501(c)(3) tax exempt status, as Alpha Public Schools, Inc.

Alpha Middle School 2 will be operated by Alpha Public Schools in accordance with Education Code Section 47604(a). Alpha shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of Alpha Public Schools, which shall be 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 M.

Alpha shall operate autonomously from the Alum Rock Union Elementary School District with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the Alum Rock Union Elementary School District shall not be liable for the debts and obligations of The Coalition for Better Public Schools or Alpha, 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 Alum Rock Union Elementary School District 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 three members and should not exceed eleven members. Each Board member will serve a three-year term. Terms will be staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the board. All members of the board will participate in annual training, which will cover – at a minimum – conflicts of interest and the Brown Act. In addition, new Board members will be 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: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

<b>Member</b>	<b>Position</b>	<b>Term Expiration Date</b>
Cindy Avitia	Vice-President	June 15, 2014
Dick Garrett	Treasurer	September 15, 2015
Preston Smith	Director	September 1, 2015
Mary Stephens	Secretary	September 1, 2015
Tim Ranzetta	President	June 15, 2014

**Summary of Necessary Background Critical to Charter School Success**

	<b>Curriculum</b>	<b>Instruction</b>	<b>Assessment</b>	<b>Finance</b>	<b>Facilities</b>	<b>Business Management</b>	<b>Organization</b>	<b>Governance</b>	<b>Administration</b>
<b>Ms. Avitia</b>									
<b>Mr. Garrett</b>									
<b>Mr. Ranzetta</b>									
<b>Ms. Stephens</b>									
<b>Mr. Smith</b>									

## **Board and Responsibilities:**

The Board will meet on a regular basis. 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
- 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 will comply 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 N. The organization will retain 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 will attend 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 will work full-time within the school and will communicate with and report directly to the Chief Executive Officer. 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 District Administrative meetings as necessary and stay in direct contact with the District 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 District Board of Education meetings as the charter representative.
- Establish procedures designed to carry out Charter Board policies.

### **Board Committees**

The Board will 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 is being established to serve the needs of the students, it is imperative that families be actively involved. Alpha will work with families to form a Parent Council which will be 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. This group will be facilitated by People Acting in Community Together (PACT) and will meet monthly. The school principal and his or her designee will actively participate in Alpha's Parent Council. The Principal of the school will meet every other month with the Chairperson of the Parent Council, who will bring parent community questions, concerns, and ideas to the school administration. In this way, parents will have direct and regular communication with the school's leadership. Alpha parents will develop their organization based on the needs of their community.

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

- Parents participate in the review, modification, and implementation of students' ILPs.
- 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 will be 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.

## IV. HUMAN RESOURCES

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*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 will recruit and employ professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees of the school will be employees of Alpha Public Schools.

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 will be the instructional leader at the School and will be responsible for helping the School and students achieve the outcomes outlined in this charter petition. The Principal will have 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

### Office Manager

The School's Office Manager will be responsible for overall front office activities, will report to the Principal, and will work with students, parents, and outside parties. The Office Manager will have the following qualifications:

#### *Required knowledge, skills, and abilities:*

- Strong organizational, time management, and multi-tasking 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 will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. Alpha will comply 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 will retain or employ teaching staff who hold 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 O 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.

### **Services Provided Via Contractors**

Alpha will receive service from employees of organizations with which Alpha contracts. Additionally, Alpha will receive financial, human resource, technology, leadership, facilities and professional development services from Alpha Public Schools. Alpha will ensure 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 will have a Personalized Growth Plan ("PGP"). The plan will be developed by the employee with the input and approval of the Principal and using a template that will be finalized through a collaborative process that includes the school's principal and teachers. The plan will ask 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 will include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan will identify the teacher's present level of performance in each strand using a standard rubric. The plan will indicate 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 will be designed, and subsequently supported by the school and its professional development activities throughout the year.

### **Compensation and Benefits**

*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 will include a base salary that is competitive with like jobs in other local public secondary schools and the opportunity to earn an annual achievement bonus. The achievement bonus will be awarded based upon the employee successfully achieving goals and objectives identified by the Board.

The Principal will oversee the arrangements for retirement coverage for all employees at Alpha. All employees at Alpha will 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 will provide mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security. Alpha Public Schools will provide health, dental, and vision insurance to each qualifying employee at Alpha.

### **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 Alum Rock Union Elementary School District for any purposes whatsoever.

### **Rights of School District Employees**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. 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 Alum Rock Union Elementary School District unless otherwise mutually agreed in writing. No public school district employee shall be required to work at Alpha. Employees of the District who resign from employment to work at Alpha Public Schools and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements.

Alpha Public Schools shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the Alum Rock Union Elementary School District or any school district shall not be transferred to Alpha.

A former employee of any school district 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.

### **Health and Safety**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F).*

A healthy and safe environment is imperative to productive teaching and learning. Alpha will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be 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 will be 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 P. The policies will be tailored to the unique facility needs and submitted to the District no later than 90 days prior to operation.

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 reporting laws.

### ***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.

### ***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 7<sup>th</sup> 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 work place. 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, 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 at 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.

### ***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 M1.

### ***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 .

### ***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 District, (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 District to a specific procedure. As such, the following represents Alpha's proposed process for resolving disputes between the District and Alpha. Alpha agrees that this process may be revised as agreed upon by the District and Charter School in a mutually agreed upon MOU.

### ***Public Comments***

The staff and Board and Alum Rock Union Elementary School District 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 Alum Rock Union School District 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 District agrees not to intervene or become involved in the dispute unless the dispute has given the District 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 District to intervene in the dispute.

### ***Disputes between Alpha and the Alum Rock Union Elementary School District***

Alpha and the District 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 District determines that Alpha has engaged in an act that could lead to revocation of the charter, the District 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 District or designee and Alpha’s Principal. If after such meeting, the District Board determines that a violation has occurred which requires a cure, the District 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 District, 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 District 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 Alum Rock Union Elementary School District have disputes regarding the terms of this charter or any other issue regarding Alpha and the District’s relationship, both parties agree to follow the process outlined below.
  - a. In the event of a dispute between Alpha and the School District, the staff and Board of Directors of Alpha and the District administration agree to first frame the issue in written format and refer the issue to the Superintendent of the School District 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 District 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 District and Alpha. If the District 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 District 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.



## V. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

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*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 shall include 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 shall include:

- 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.

By October 1 of each year, Alpha will notify the District in writing of the application deadline and proposed lottery date. Alpha will ensure that all application materials will reference these 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, shall 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 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 District 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, 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 District.

## **Conditions of Enrollment**

Conditions for enrollment at Alpha are communicated in writing to parents throughout the application and enrollment process. The enrollment information guide, registration form, and FAQ are included in Appendix R.

## **Non-Discrimination**

*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 (See Outreach Plan in Appendix R)
- 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

## **Public School 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.

## **Suspension/Expulsion Procedures**

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

Alpha will have a comprehensive set of suspension and expulsion policies, which are attached in Appendix S. Additionally, the school will have a schoolwide discipline system, called the STAR System. See a sample STAR System Guide in Appendix T. The discipline system and policies will be printed and distributed as part of Alpha's Family Handbook and will 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 will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

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 will convene 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.

## VI. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

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### **Budgets**

*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).*

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

The budget demonstrates that when Alpha is fully enrolled with 442 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 (Appendix V) 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 \$1,000,000.00 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 \$1,000,000.00 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 ARUSD in providing oversight to Alpha as defined by Education Code Section 47604.32, all charter-requested services from ARUSD will be on a pay-for-service basis.

The District may charge for the actual costs of supervisory oversight of Alpha not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Alpha is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory 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 ARUSD services on a pay-for-service basis.

The school reports daily attendance requirements to ARUSD in a format acceptable to the district 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 wishes to be located on the East side of San Jose, California. A description of Alpha's anticipated facility requirements for the first year of operation is included in Appendix W.

### **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 District and Alpha if the school operates as a public school of the District for special education purposes, but solely by

Alpha in accordance with SELPA policy and the IDEIA once Alpha becomes an LEA and a member of the SELPA as intended by this charter.

### **Financial Audits**

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

An annual independent fiscal audit of the books and records of Alpha will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of Alpha will be 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 will select 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 will be 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 District, 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, will review any audit exceptions or deficiencies and meet with the District with regard to resolution of audit exception or deficiencies to the satisfaction of the District and shall report to the Board of Directors of Alpha Public Schools with recommendations. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District 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 public record to be provided to the public upon request.

### **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 close out 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 District to store remaining original records of Alpha students. All records of the Alpha shall be transferred to the District upon closure. If the District 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 District, 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 District or District property will be promptly returned upon School closure to the District. 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 U, Alpha will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## VII. IMPACT ON THE CHARTER AUTHORIZER

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*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 District.

#### **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 District 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 District has complied with all oversight responsibilities required by law. Alpha shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Alpha.

Further, Alpha Public Schools and the District shall enter into a memorandum of understanding, wherein Alpha shall indemnify District 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 Officer's insurance, and fidelity bonding to secure against financial risks.

The District 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.

## VIII. CONCLUSION

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By approving this charter, the Alum Rock Union Elementary School District 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 schoolsite.*

*(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 District to answer any concerns over this document and to present the District 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 47605.



# Alpha PUBLIC SCHOOLS

## A Day in the Life of an Alpha Student

Charter Petition Appendix A

Wendy arrives at school at 8:00 for breakfast. She eats breakfast with a few friends and Ms. Gutierrez checks in with her to see if she completed her homework. After breakfast, Wendy heads to her classroom and lines up outside, chatting quietly with some classmates. At 8:30, Wendy is greeted by her teacher, Ms. Brenner, and welcomed inside. She hands in her homework, copies her homework down in her planner, and reads silently. At 8:40, Ms. Brenner begins math, which lasts 90 minutes. The first 30 minutes is spent on direct instruction and the objective for the day's math lesson is isolating variables to solve one-step equations. The students start with a Do Now where they must plug in values of  $x$  to an equation to determine if the number is a possible solution or not. Then Ms. Brenner reminds the class of a social studies lesson on Egypt the prior week, when students learned about balancing a person's heart and a feather on a scale to determine one's fate in the afterlife, helping them to see that their job today was to make sure the scale is balanced.

After the direct instruction, Ms. Brenner splits the class into two and half of the students, including Wendy, stay with Ms. Brenner for guided and independent practice while the other half transition to computers. They transition in 2 minutes, which is a new record for the class, considering they have to take out the laptops from the laptop cart! Wendy logs into her personal dashboard and begins to work on ST Math. She knows her math performance level is below sixth grade, so she has to spend extra time on ST Math to increase her foundational skills.

After 30 minutes, the groups switch places, in eight seconds! Tight transitions are a big deal for Ms. Brenner, since she knows valuable time can be wasted if students don't transition quickly. Ms. Brenner leads Wendy's group through guided practice, cold calling on students to demonstrate their understanding of the process of isolating variables. Wendy gets called on to explain how to check her work after the problem is solved. She does well and her group gets a point because she used a college voice (answering in a complete and loud sentence). During independent practice, Wendy and her teammates solve several problems together, making sure that everyone can explain the steps they took to isolate the variable and ensure that the equation balances. They score a few points for good teamwork and they're excited to be able to redeem them for a short break on Friday.

After math, it's time for English Language Arts. The groups switch once more and Ms. Brenner begins a novel study lesson while Wendy's group logs onto the computers to

work on informational text using Achieve3000 or taking comprehension tests through Accelerated Reader. Wendy finishes the last few pages of her library book and takes a quiz on Accelerated Reader and earns 80%. The sign out page tells her that she's read 500,000 words and earned 200 points and Wendy is excited to move her name to the 200 point club on the class tracker. Wendy knows that her reading level is increasing because her NWEA MAP scores from the most recent administration in reading have gone up the equivalent of 1.5 grade levels. Then she logs in to Achieve300 and reads an article on mummification. She connects some of the ideas in the article to the recent Egypt unit the class did and makes a note to tell Ms. Brenner.

After 45 minutes, the groups switch and Wendy takes out her copy of The Lightning Thief and prepares for a discussion of last night's reading. They are studying the idea of theme and discerning theme in a passage or story. They have a lively discussion and Wendy looks forward to that night's homework reading assignment in the book. To end, Ms. Brenner gives the group an exit ticket, which consists of several short passages which students must read and then determine the theme.

At 12:00, Wendy goes to PE. Today Coach Donovan has them run the mile and records their time. Wendy has decreased her time by 55 seconds since she last ran the mile. Next the students split into their squads and do a series of strength training exercises. Wendy is tired by the end of P.E. but knows that she is getting stronger.

At 12:45, Wendy eats lunch. Today she chooses a steak salad with a side of cucumbers and strawberries. She is an Alpha star, meaning she's one of the top three star earners in her class (STAR is Alpha's discipline system), so she is allowed to take a chocolate milk.

At 1:20, Wendy returns to class and everyone, Ms. Brenner included, reads for 25 minutes of Sustained Silent Reading. Wendy is reading a new book from the library about a girl whose father helped build the pyramids. She was happy to find a new book that was about same topics they were learning in social studies.

At 1:45, the class transitions into enrichment, a highly personalized time of day when every student is working in an area in which they need the most support. For Wendy, this means she is working on ST Math and in a small group with Ms. Brenner. She is also pulled out for extra help from a learning coach, who ensures that Wendy receives targeted instruction on number sense, since she struggles in that area. She knows that she has room to grow in math and so she welcomes the opportunity to build upon her knowledge and make sure that her data reflects her progress. She enjoys updating her data tracker in her data binder and can see that her hard work is paying off as she masters more and more standards and skills.

At 2:15, the class transitions into science. Today they are reviewing the water cycle and Ms. Brenner uses a jeopardy game to test their knowledge. Wendy and her 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. Wendy loves that she is able to work with her peers to show what they know and they have become great at holding each other accountable for their group work.

At 3:00 it is time for Advisory. This is one of Wendy's favorite times of day. It's an opportunity for her to connect with all of her peers and to build relationships. Today Ms. Brenner has planned a lesson on initiative, and they play a game during which they have to demonstrate initiative in a non-verbal way. At the end of Advisory, they do shout outs. This is Wendy's favorite. Today her friend Juan shouts her out for helping their team to win the social studies Jeopardy game, and she shouts out Ms. Rios, her learning coach, for helping her better understand partial sum addition.

AT 3:30, after Advisory, Wendy goes next door to her afterschool class where her afterschool learning coach, Ms. Romero, greets her. She gets started on her homework and manages to finish it all by the time they break for snack, at 4:30. She has a few questions on some math problems, but Ms. Romero is able to work with her and with another student and Wendy feels much more confident after practicing together. After snack, Wendy goes to dance class, where the group rehearses for the school talent show, which is quickly approaching. At 5:45, Wendy helps her afterschool group clean up the classroom and pack up their things. At 6:00, her dad picks her up and she heads home for dinner.



**Alpha PUBLIC SCHOOLS**  
**Dispelling the Myth**

Charter Petition Appendix B



**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.<sup>1</sup> 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.

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<sup>1</sup> 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.

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### **Top Performing, High Poverty Schools Report Extensive Use of Standards to Design Curriculum and Instruction, Assess Student Work and Evaluate Teachers**

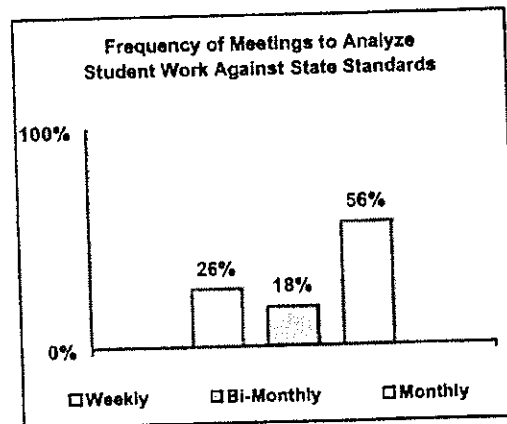
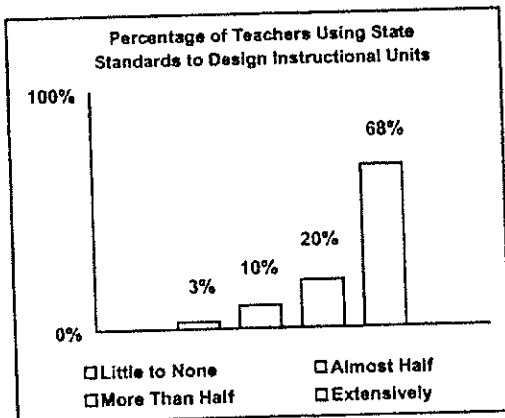
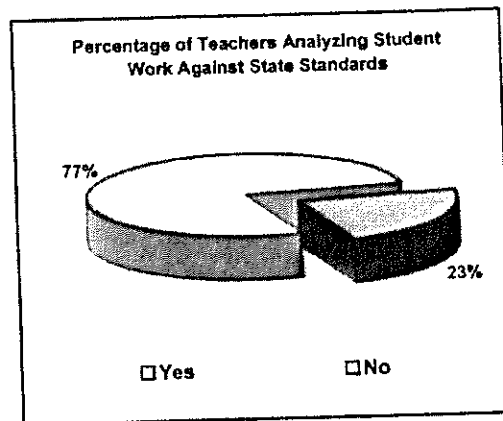
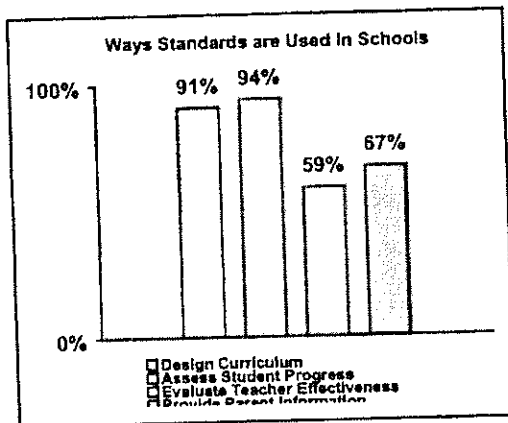
The most significant finding of the Education Trust survey was the extent to which top performing, high poverty schools are using standards to guide school activity. A full 80% report that standards are used extensively in their schools to design curriculum and instruction. Nearly every school in our 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).<sup>2</sup> 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.

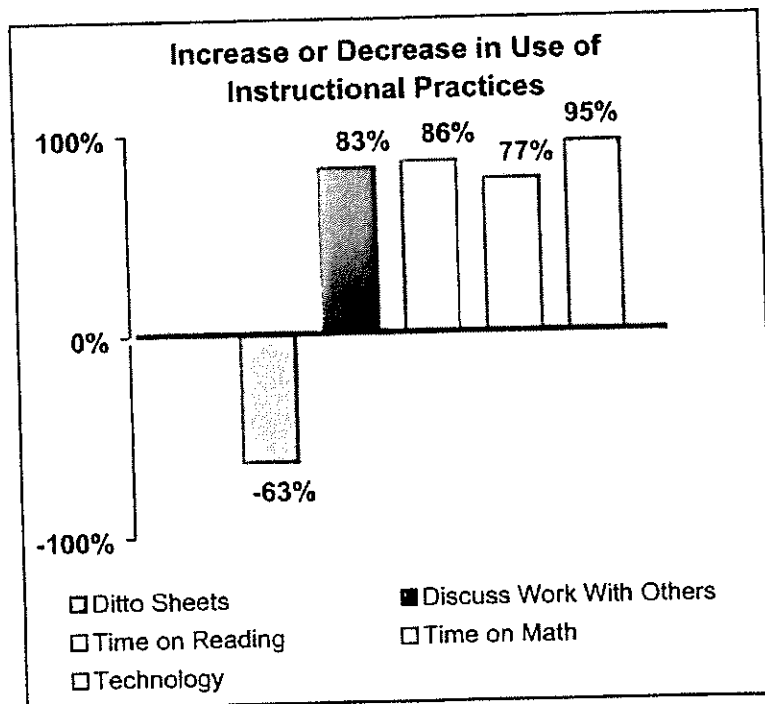
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<sup>2</sup> The Education Trust, *Education Watch 1998*, pps. 16-18. Analysis of NAEP 1996 Math Survey Tables.



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.<sup>3</sup> 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.<sup>4</sup>

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.

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<sup>3</sup> 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.

<sup>4</sup> Panasonic Foundation

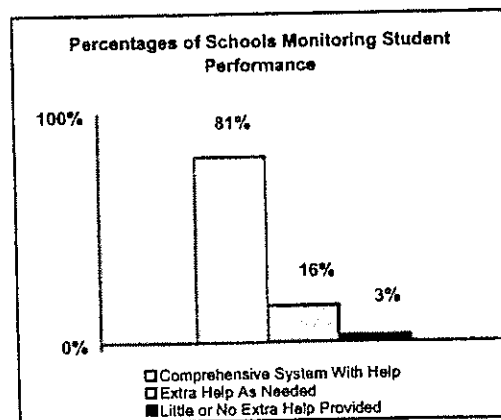
## Top performing high poverty schools have comprehensive systems to monitor student mastery of standards and provide extra support to those who need it.

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.



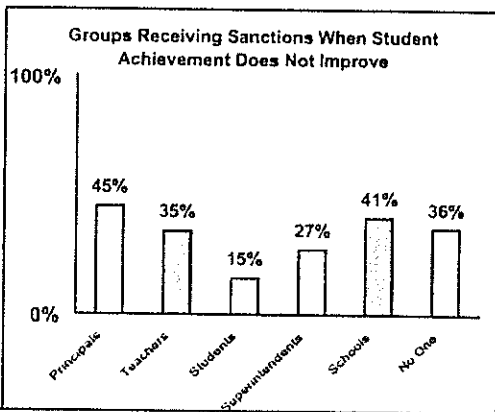
**Top performing, high poverty schools have state or district accountability systems in place that have real consequences for adults in the schools.**

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.

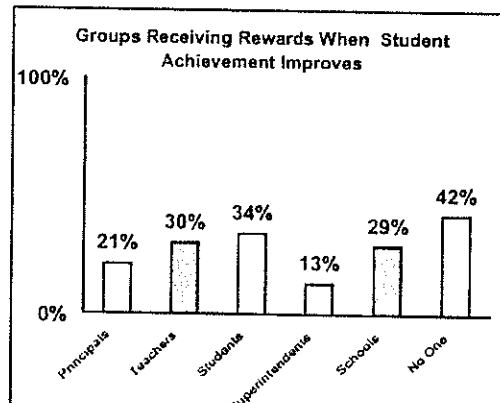
Title I accountability is far from fully realized. *Education Week's Quality Counts 1999* reports that just 31% of states have systems to hold schools and principals accountable for student performance. Only 20% of the states have these mechanisms for teachers and 24% hold entire school districts responsible 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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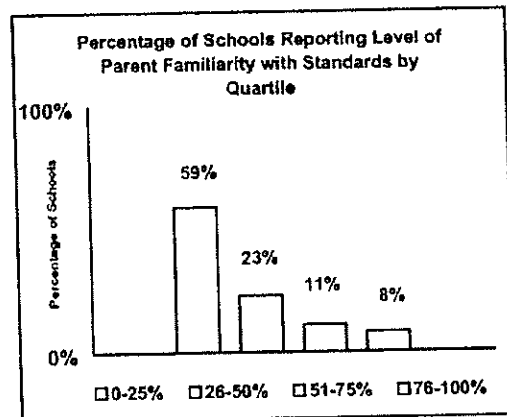
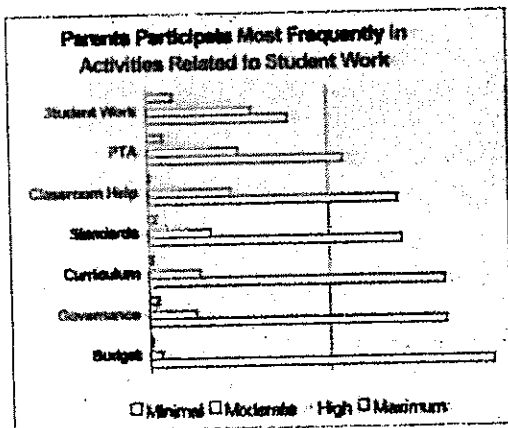
**Top performing, high poverty schools focus their efforts to involve parents on helping students meet standards.**

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

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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  
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Karen Mora  
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Stephanie Robinson  
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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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**Alpha PUBLIC SCHOOLS**  
**Needles in a Haystack**

Charter Petition Appendix C

NEEDLES

*in a*

HAYSTACK



**Lessons from Ohio's high-performing,  
high-need urban schools**

May 2010

*Quentin Suffren*

*Theodore J. Wallace*



# NEEDLES *in a* HAYSTACK

**Lessons from Ohio's high-performing,  
high-need urban schools**

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**May 2010**



# 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.<sup>1</sup> 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,<sup>2</sup> 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*

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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](http://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 competition<sup>3</sup> 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,<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup> 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.<sup>7</sup> 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,”<sup>8</sup> 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.<sup>10</sup>

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.



**Alpha PUBLIC SCHOOLS**  
**Sample School Calendar**

Charter Petition Appendix D

# Alpha Public Schools: 2013-2014

## Summary of Calendar

Days in classroom:	
Summer School . . . . .	15
First Trimester . . . . .	60
Second Trimester . . . . .	60
Third Trimester . . . . .	60
<b>TOTAL CALENDAR DAYS</b>	<b>195</b>

## CALENDAR LEGEND

Start	
Six Weeks	
Data Day	
End	
Holidays	
Vacation Days	
P/T Conf.	
Saturday Sch.	SS

Does not include Professional Development days.

### HOLIDAYS:

Labor Day	(9/2)
Thanksgiving Day	(11/28)
Christmas Day	(12/25)
New Year's Day	(1/1)
MLK Jr. Day	(1/20)
President's Day	(2/17)
Easter Sunday	(4/20)
Memorial Day	(5/26)

### Summer PD

Admin Retreat	(7/8-9)
New Staff	(7/10-16)
All Staff	(7/17-23)
All Staff	(8/19-20)

### Approximate Test Calendar

NWEA 1	(8/6-8)
Interim 1	(10/1-3)
NWEA 2	(11/19-21)
Interim 2	(1/14-16)
NWEA 3	(3/4-6)
Interim 3	(4/15-17)
CST	(5/13-22)
NWEA 4	(6/3-5)

August						
M	T	W	Th	F	S	
29	30	31	1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		
September						
2	3	4	5	6	SS	
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30						
October						
	1	2	3	4		
7	8	9	10	11	SS	
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			
November						
				1		
4	5	6	7	8		
11	12	13	14	15	SS	
18	19	20	21	22		
25	26	27	28	29		
December						
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					
January						
		1	2	3		
6	7	8	9	10	SS	
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		
February						
3	4	5	6	7	SS	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
March						
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21	SS	
24	25	26	27	28		
31						
April						
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30				
May						
			1	2	SS	
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		
June						
2	3	4	5	6		
9	10	11	12	13	SS	
16	17	18	19	20		
23	24	25	26	27		

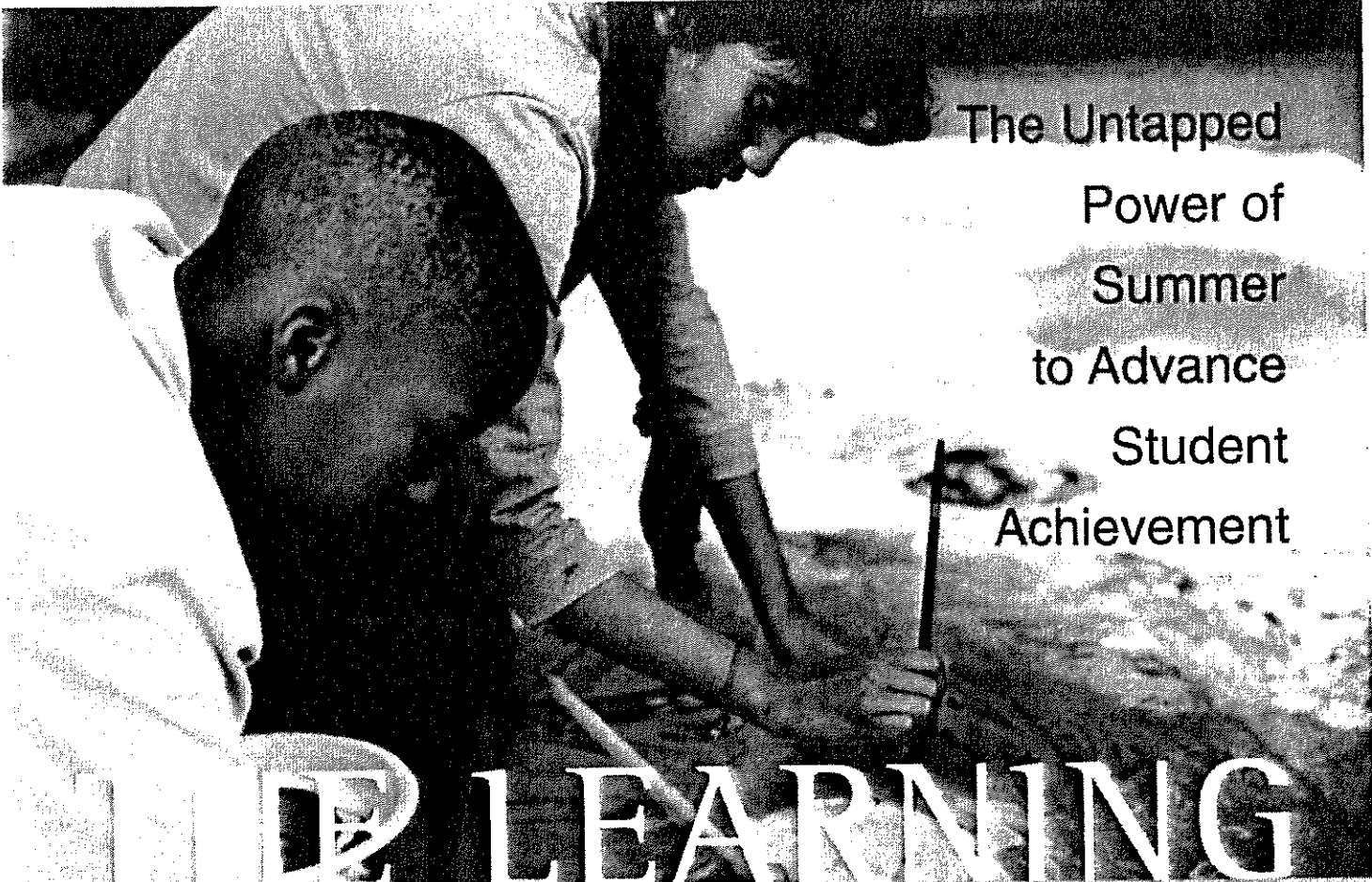
Date	Events
July 29	First day of Summer School
Aug 16	Last Day of Summer School
Aug 26	First Day of Class
Sept 2	Labor Day (No School)
Sept 5	Rosh Hashanah *
Sept 14	Yom Kippur *
Oct 4	Data Day
Oct 8	6 Weeks
Nov 11	Veteran's Day
Nov 20	End of Trimester 1 (6 Weeks)
Nov 22	Parent Teacher Conferences
Nov 25-29	Thanksgiving Holiday (No School)
Nov 28	Hanukkah Begins *
Dec 23-Jan 3	Winter Break (No School)
Dec 25	Christmas
Jan 1	New Year's Day
Jan 17	Data Day
Jan 20	Martin Luther King Day (No School)
Jan 27	6 weeks
Feb 17	President's Day (No School)
Feb 18-21	February Break
Mar 17	End of Trimester 2 (6 Weeks)
Mar 28	Parent Teacher Conferences
Mar 31	Cesar Chavez Day
Apr 18	Data Day (Good Friday)
Apr 20	Easter
Apr 15-22	Passover *
Apr 21-25	Spring Break
May 8	6 weeks
May 26	Memorial Day (No School)
Jun 20	Last Day of School
Jun 20	End of Trimester 3
Jun 23	Parent Teacher Conferences



**Alpha PUBLIC SCHOOLS**  
**The Learning Season**

Charter Petition Appendix E





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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# THE LEARNING SEASON

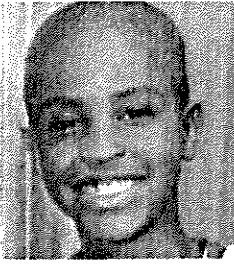
## EXECUTIVE SUMMARY

### Contents

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#### Acknowledgements

Message from Nicholas C. Donohue	1
Introduction	2
Key Findings	3
The Faucet Theory	7
Summer Experiences: What's Out There?	9
Summer Reading Interventions	9
Summer School	10
Summer Camps	10
Youth Development/Academic Enrichment Programs	11
The Summer Advantage	12
More time	12
Strong Relationships	12
Motivation and Engagement	12
Experiential Focus	13
Cultural Relevance	13
Conclusion	14
The Learning Season: Recommendations	15
Policy Recommendations	16
Research Recommendations	18
References	21
About the Author	26
About the Nellie Mae Education Foundation	26



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# THE LEARNING SEASON

## EXECUTIVE SUMMARY

### Message from Nicholas C. Donohue President and CEO, Nellie Mae Education Foundation

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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."

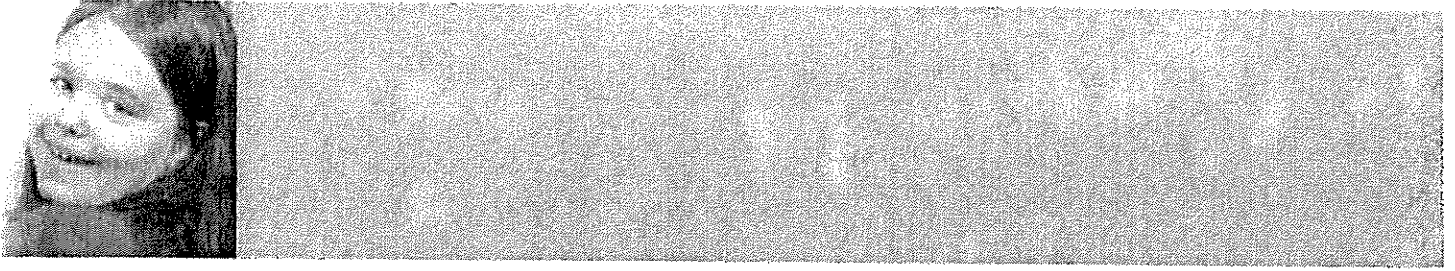
Others have looked at the effects of summer before. This report connects these past efforts with the work of a new crop of researchers.

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

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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

# THE LEARNING SEASON

## EXECUTIVE SUMMARY

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.

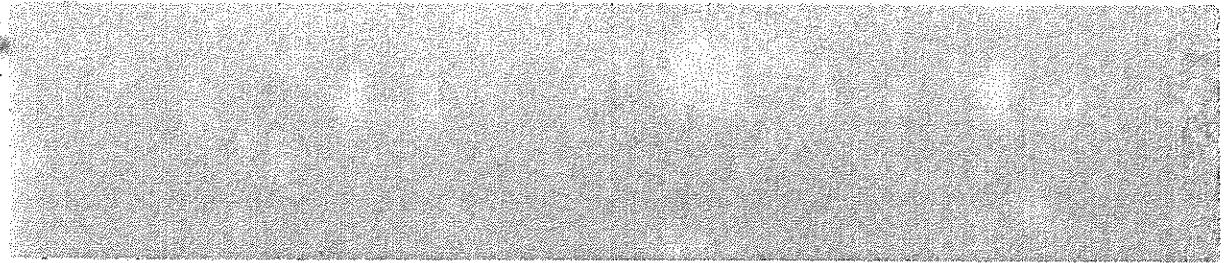
### Key Findings

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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.

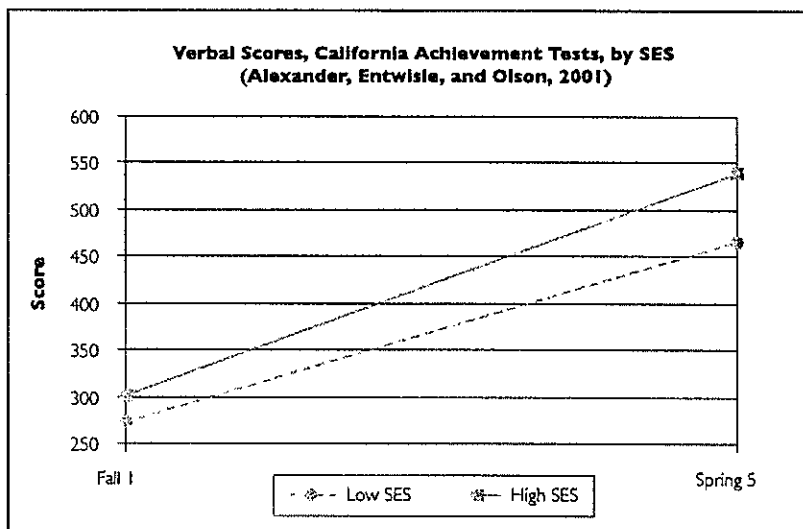
How do we know this? A decade ago, Cooper and his colleagues [13] reviewed 39 studies of children's learning over the summer months and conducted a meta-analysis on 13 of the highest-quality and most recent studies. They found that all children lose an average of 2.6 months of grade-level equivalency 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 attrition<sup>1</sup>. 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.*

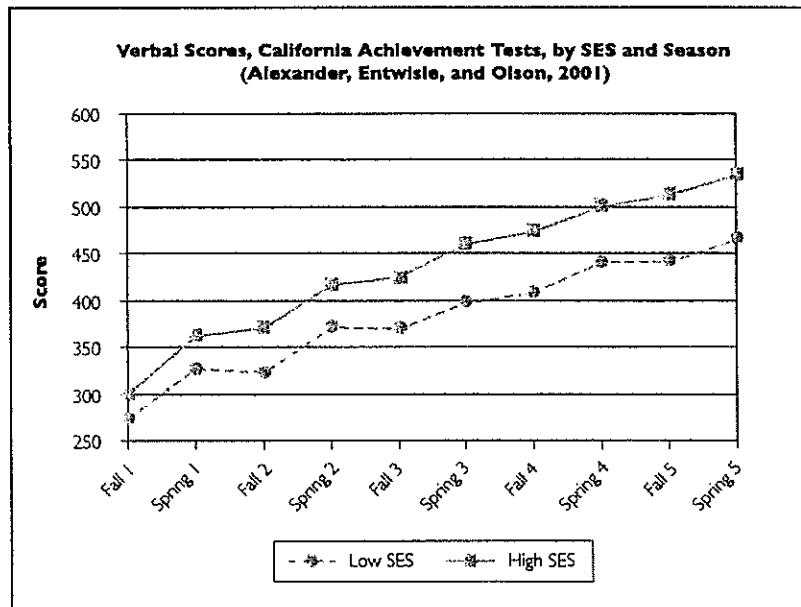
<sup>1</sup> Sample attrition is higher in some years than others, due to changes in follow-up practices and funding.



# THE LEARNING SEASON

## EXECUTIVE SUMMARY

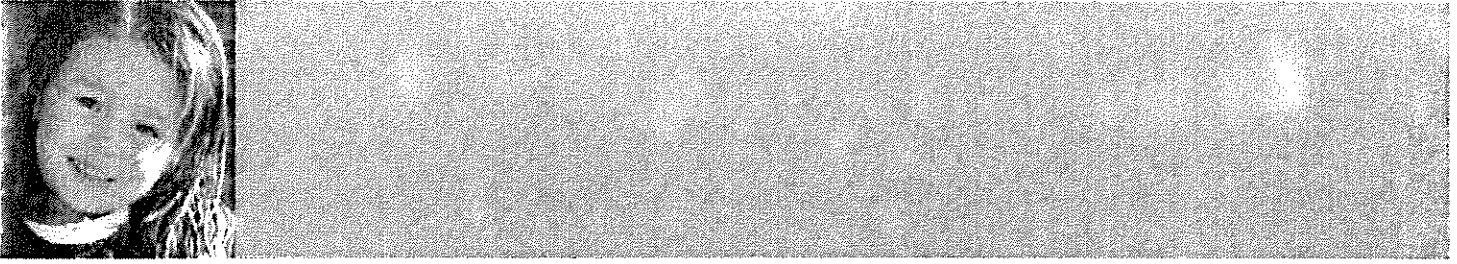
Figure 2. Achievement Gap over Time, by Season



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

# THE LEARNING SEASON

## EXECUTIVE SUMMARY

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.

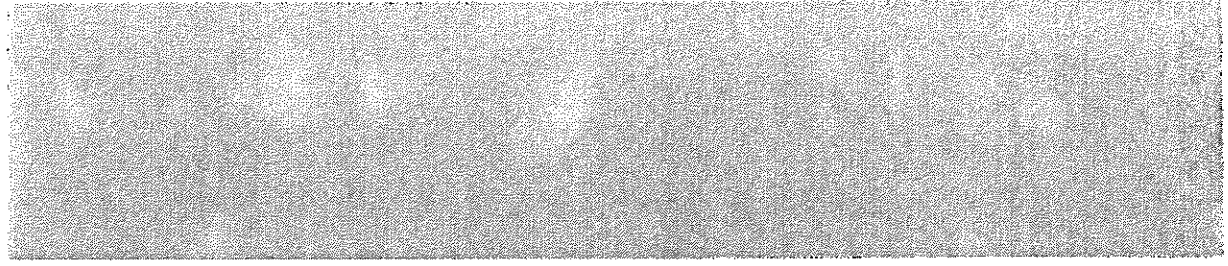
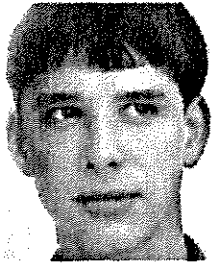
### The Faucet Theory

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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

# THE LEARNING SEASON

## EXECUTIVE SUMMARY

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?

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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

# THE LEARNING SEASON

## EXECUTIVE SUMMARY

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**

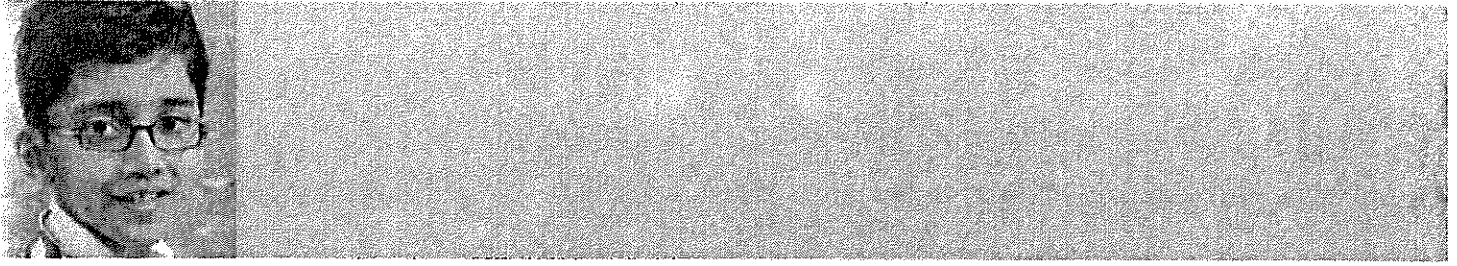
Over the last decade, a new model of summer programs has developed that does not fit the typical mold of either summer school or summer camps. These programs have the goal of boosting children's academic performance, but unlike traditional summer schools, they take an accelerated, rather than a remedial, 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 loss<sup>2</sup>.

<sup>2</sup> 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*.



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## The Summer Advantage

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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



# THE LEARNING SEASON

## EXECUTIVE SUMMARY

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

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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

# THE LEARNING SEASON

## EXECUTIVE SUMMARY

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.

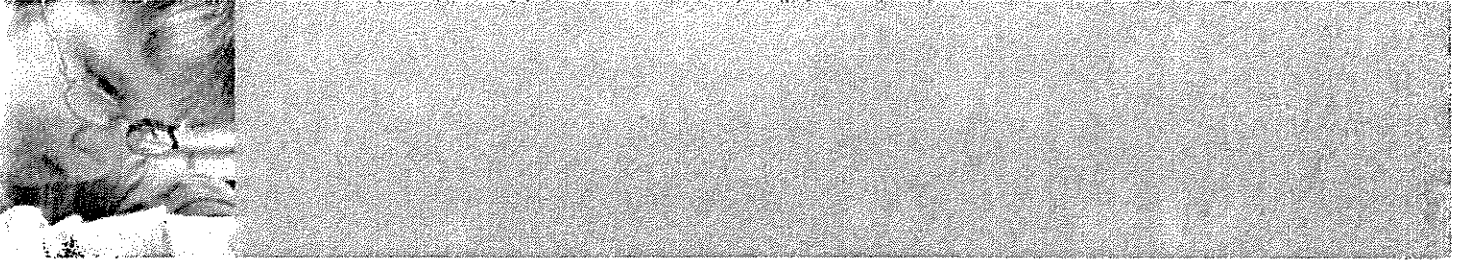
The racial, ethnic, and income gaps in test score results apparent in schools reflect deep divisions in our broader society: differences in access to social networks that are linked to economic and civic success. They also result from differences in the level of bias faced by some students in their educational 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

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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.

# THE LEARNING SEASON

## EXECUTIVE SUMMARY

- 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**

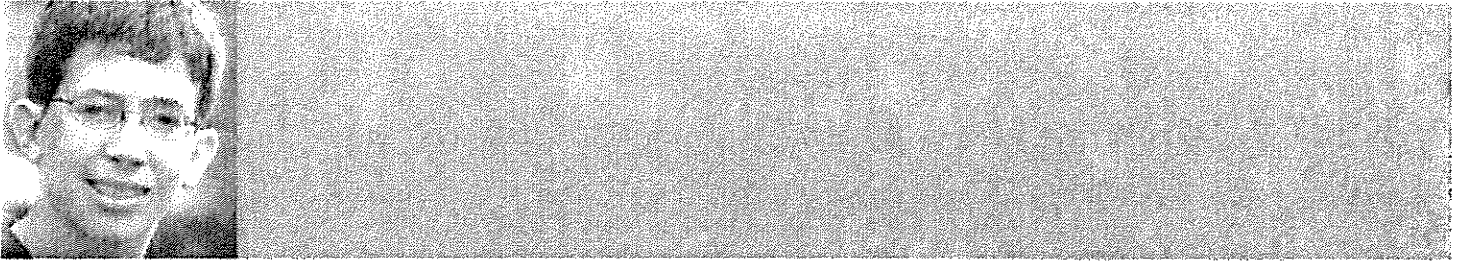
We have learned a great deal about summer learning and summer learning loss over the years, thanks to the pioneering efforts of researchers in the field. But there are still many issues and questions to explore. Given the wide variety of summer opportunities, we especially need to increase our understanding 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.

# THE LEARNING SEASON

## EXECUTIVE SUMMARY

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.*



# THE LEARNING SEASON

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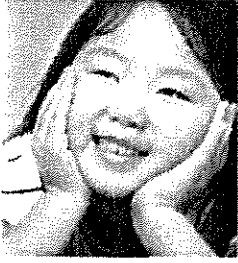


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# THE LEARNING SEASON

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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.

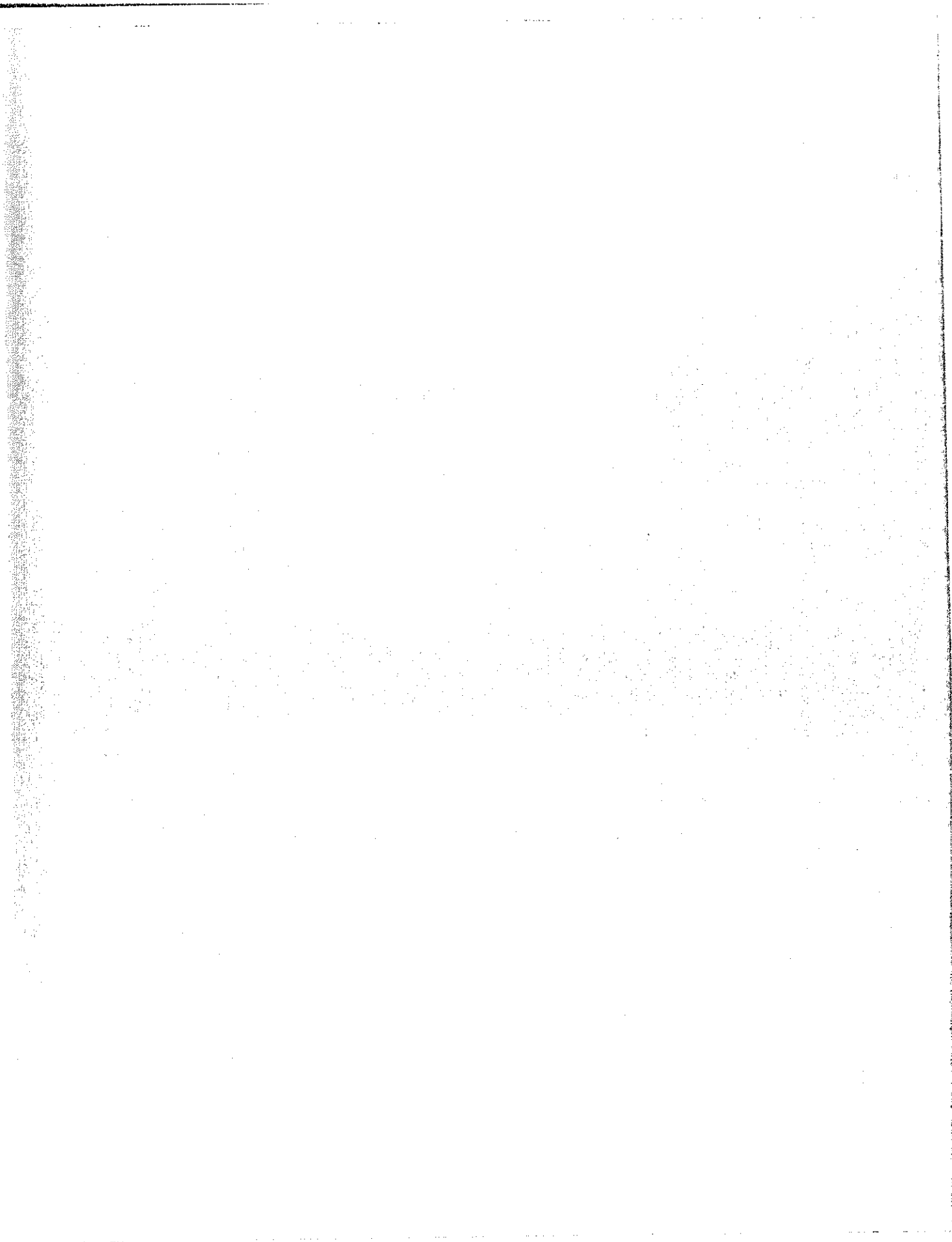
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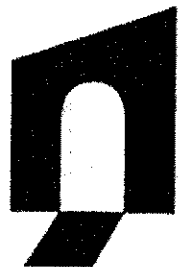
## About the Nellie Mae Education Foundation

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](http://www.nmefdn.org).





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# Alpha PUBLIC SCHOOLS

## Response to Intervention Plan

Charter Petition Appendix F

### Introduction and Belief Statement

Response to Intervention (RtI) was introduced in 2004 as part of the Individuals with Disabilities Education Improvement Act. This addition to the law stresses prevention-focused instructional practices in the regular education classroom. The goal of these intervention strategies is to provide support for at-risk students who have not been identified as needing special education services, but clearly require additional academic and/or behavior support in order to succeed. Alpha Public Schools believes that the implementation of RtI is critical to our students' success.

### Objective and Implementation (Action) Plan

The objective of RtI is to ensure that schools provide high quality instruction and interventions that match the needs of individual students; and frequently monitor the progress of students and use the data detailing that progress when making changes in instruction or goals.

### The RtI Team

The RtI team will be comprised of parents, the Principal, the Assistant Principal, general education teachers, special education teacher, and learning coaches. The RtI team is collaboration between parents and a group of educators with specific expertise. Their primary purpose is to ensure all students are given the opportunity to be successful in the general education classroom by providing a structured support system for students, teachers, and parents.

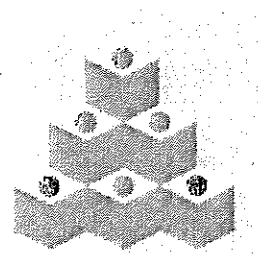
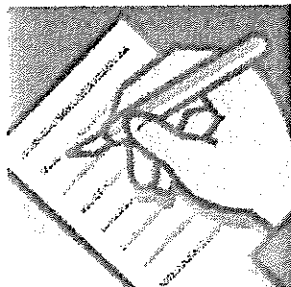
It is the responsibility of the team to improve the quality of teaching and learning by determining the appropriate interventions to be put in place for individual students. This task will be accomplished by:

- Implementation of universal screening in math and reading
- Collection of data from universal screening assessments, teacher referrals, and other pertinent information
- Examination of results from screenings to identify those students needing intervention
- Creation of Individual Learning Plans for all students and intervention plans for identified students
  - Design appropriate interventions for individual students
  - Assign responsibilities for implementation
- Progress monitoring to track the effectiveness of interventions using:
  - Results of Curriculum-Based Assessments
  - Grades and data provided by teachers
  - Recommendations from teachers, counselors, etc.
- Identification of students who are eligible to change tiers based on responsiveness to interventions
- Facilitation of follow up plans



- Standards-based, students-centered instruction with strong ties to assessment
- Use of curriculum and materials that are scientifically researched
- Differentiated instruction
- A teacher who gets to know his/her students through:
  - Observations
  - Conferences & interviews through the Individualized Learning Plan process
  - Interest inventories
  - Preference surveys
- Recognition of each student's:
  - Readiness level- getting to know students' life and academic experiences
  - Performance level
  - Interests- what content/subject matter interests them, what careers they are considering pursuing
  - Preferred learning styles and /or multiple intelligences-visual, kinesthetic, auditory
- Use of a variety of student groupings for instruction

# Essential Components of RTI – A Closer Look at Response to Intervention



April 2010



National Center on Response to Intervention  
<http://www.rti4success.org>



### **About the National Center on Response to Intervention**

Through funding from the U.S. Department of Education's Office of Special Education Programs, the American Institutes for Research and researchers from Vanderbilt University and the University of Kansas have established the National Center on Response to Intervention. The Center provides technical assistance to states and districts and builds the capacity of states to assist districts in implementing proven response to intervention frameworks.



**National Center on Response to Intervention**  
<http://www.rti4success.org>

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**AMERICAN  
INSTITUTES  
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U.S. Office of Special  
Education Programs

## Introduction

To assist states and local districts with planning for RTI, the National Center on Response to Intervention (NCRTI) has developed this information brief, *Essential Components of RTI – A Closer Look at Response to Intervention*. This brief provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions. The information presented is intended to provide educators with guidance for RTI implementation that reflects research and evidence-based practices, and supports the implementation of a comprehensive RTI framework. We hope that this brief is useful to your RTI planning, and we encourage you to contact us with additional questions you may have regarding effective implementation of RTI.

NCRTI believes that rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Further, the NCRTI believes that comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

Through this document, we maintain there are four essential components of RTI:

- A school-wide, multi-level instructional and behavioral system for preventing school failure

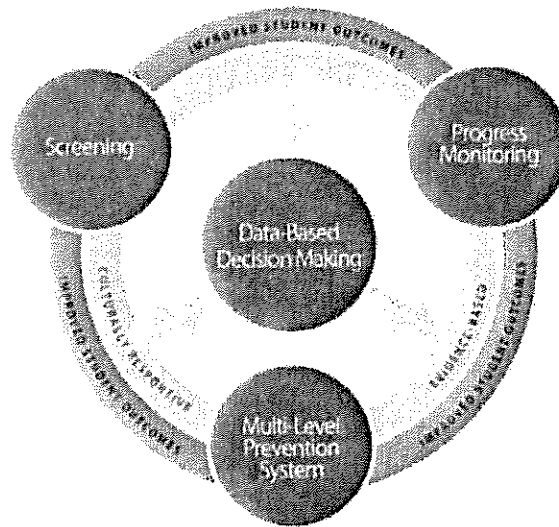
- Screening

- Progress Monitoring

- Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law)



The graphic below represents the relationship among the essential components of RTI. Data-based decision making is the essence of good RTI practice; it is essential for the other three components, screening; progress monitoring and multi-levelled instruction. All components must be implemented using culturally responsive and evidence based practices.



## Defining RTI

NCRTI offers a definition of response to intervention that reflects what is currently known from research and evidence-based practice.

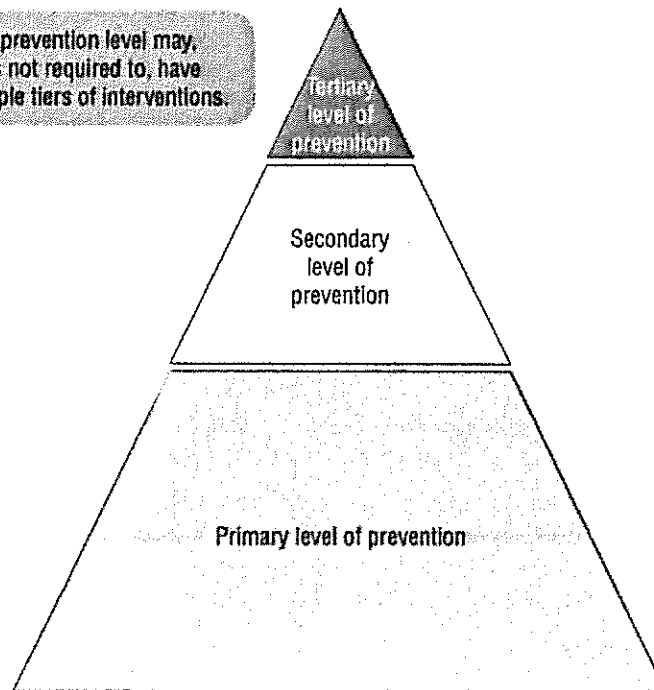
Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.



## Levels, Tiers, and Interventions

The following graphic depicts the progression of support across the multi-level prevention system. Although discussions in the field frequently refer to “tiers” to designate different interventions, we intentionally avoid the use of this term when describing the RTI framework and instead use “levels” to refer to three prevention foci: *primary level*, *secondary level*, and *tertiary level*. Within each of these levels of prevention, there can be more than one intervention. Regardless of the number of interventions a school or district implements, each should be classified under one of the three levels of prevention: primary, secondary, or tertiary. This will allow for a common understanding across schools, districts, and states. For example, a school may have three interventions of approximately the same intensity in the secondary prevention level, while another school may have one intervention at that level. While there are differences in the number of interventions, these schools will have a common understanding of the nature and focus of the secondary prevention *level*.

Each prevention level may, but is not required to, have multiple tiers of interventions.





## The “What” Part of the Center’s Definition of RTI

### **RTI integrates student assessment and instructional intervention**

RTI is a framework for providing comprehensive support to students and is not an instructional practice. RTI is a prevention oriented approach to linking assessment and instruction that can inform educators’ decisions about how best to teach their students. A goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

### **RTI employs a multi-level prevention system**

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

Primary prevention: high quality core instruction that meets the needs of most students

Secondary prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students

Tertiary prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

### **RTI can be used to both maximize student achievement and reduce behavioral problems**

The RTI framework provides a system for delivering instructional interventions of increasing intensity. These interventions effectively integrate academic instruction with positive behavioral supports. The Positive Behavioral Interventions and Supports (PBIS) Center (<http://www.pbis.org>) provides a school-wide model similar



to the framework described herein, and the two can be combined to provide a school-wide academic and behavioral framework.

### **RTI can be used to ensure appropriate identification of students with disabilities**

By encouraging practitioners to implement early intervention, RTI implementation should improve academic performance and behavior, simultaneously reducing the likelihood that students are wrongly identified as having a disability.

## **The “How” Part of the Center’s Definition of RTI**

### **Identify students at risk for poor learning outcomes or challenging behavior**

Struggling students are identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year; however, some schools and districts use it 2-3 times throughout the school year. For students who score below the cut point on the universal screen, a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student’s at risk status. Screening tools must be reliable, valid, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral difficulties.



#### **What is a cut point?**

A cut point is a score on the scale of a screening tool or a progress monitoring tool. For universal screeners, educators use the cut point to determine whether to provide additional intervention. For progress monitoring tools, educators use the cut point to determine whether the student has demonstrated adequate response, whether to make an instructional change, and whether to move the student to more or less intensive services.



### **Provide research-based curricula and evidence-based interventions**

Classroom instructors are encouraged to use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. These interventions, which are in addition to the core primary instruction, typically involve small-group instruction to address specific identified problems. These evidenced-based interventions are well defined in terms of duration, frequency, and length of sessions, and the intervention is conducted as it was in the research studies. Students who respond adequately to secondary prevention return to primary prevention (the core curriculum) with ongoing progress monitoring. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions should be selected with attention to their evidence of effectiveness and with sensitivity to culturally and linguistically diverse students.



#### **What is the difference between evidence-based interventions and research-based curricula?**

We refer to an *evidence-based intervention* in this document as an intervention for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. That is, within the context of a group or single-subject experiment or a quasi-experimental study, the intervention is shown to improve the results for students who receive the intervention. *Research-based curricula*, on the other hand, may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design, as defined by the Elementary and Secondary Education Act.

### **Monitor student progress**

Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and for students who are least responsive to effective instruction, to formulate effective individualized programs. Progress monitoring tools must accurately represent students' academic development and must be useful for instructional planning and assessing student learning. In addition, in tertiary



prevention, educators use progress monitoring to compare a student's expected and actual rates of learning. If a student is not achieving the expected rate of learning, the educator experiments with instructional components in an attempt to improve the rate of learning.

### **Adjust the intensity and nature of interventions depending on a student's responsiveness**

Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties (e.g., a reading specialist or a special educator).

### **Identify students with learning disabilities or other disabilities**

If a student fails to respond to intervention, the student may have a learning disability or other disability that requires further evaluation. Progress monitoring and other data collected over the course of the provided intervention should be examined during the evaluation process, along with data from appropriately selected measures (e.g., tests of cognition, language, perception, and social skills).

In this way, effectively implemented RTI frameworks contribute to the process of disability identification by reducing inappropriate identification of students who might appear to have a disability because of inappropriate or insufficient instruction.

### **Use data to inform decisions at the school, grade, or classroom levels**

Screening and progress monitoring data can be aggregated and used to compare and contrast the adequacy of the core curriculum as well as the effectiveness of different instructional and behavioral strategies for various groups of students within a school. For example, if 60% of the students in a particular grade score below the cut point on a screening test at the beginning of the year, school personnel might consider the appropriateness of the core curriculum or whether differentiated learning activities need to be added to better meet the needs of the students in that grade.



## RTI 101: Frequently Asked Questions

NCRTI has received numerous questions about RTI from state and local educators, families, and other stakeholders across the country. Below, we provide answers to frequently asked questions.

### **What is at the heart of RTI?**

The purpose of RTI is to provide all students with the best opportunities to succeed in school, identify students with learning or behavioral problems, and ensure that they receive appropriate instruction and related supports. The goals of RTI are to:

- Integrate all the resources to minimize risk for the long-term negative consequences associated with poor learning or behavioral outcomes

- Strengthen the process of appropriate disability identification

### **What impact does RTI have on students who are not struggling?**

An important component of an effective RTI framework is the quality of the primary prevention level (i.e., the core curriculum), where all students receive high-quality instruction that is culturally and linguistically responsive and aligned to a state's achievement standards. This allows teachers and parents to be confident that a student's need for more intensive intervention or referral for special education evaluation is not due to ineffective classroom instruction. In a well designed RTI system, primary prevention should be effective and sufficient for about 80% of the student population.

### **What is universal screening?**

NCRTI defines universal screening as brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral problems. They are conducted with all students to identify those who are at risk of academic failure and, therefore, need more intensive intervention to supplement primary prevention (i.e., the core curriculum). NCRTI provides a review of tools for screening at <http://www.rti4success.org>.

### **What is student progress monitoring?**

NCRTI defines student progress monitoring as repeated measurement of performance to inform the instruction of individual students in general and special



education in grades K-8. These tools must be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction. Progress monitoring is conducted at least monthly to:

- Estimate rates of improvement

- Identify students who are not demonstrating adequate progress

- Compare the efficacy of different forms of instruction to design more effective, individualized instruction

NCRTI provides a review of tools for student progress monitoring at <http://www.rti4success.org>.

### **What are culturally and linguistically responsive practices?**

The use of culturally and linguistically responsive practices by teachers and other school staff involves purposeful consideration of the cultural, linguistic, and socio-economic factors that may have an impact on students' success or failure in the classroom. Attention to these factors, along with the inclusion of cultural elements in the delivery of instruction, will help make the strongest possible connection between the culture and expectations of the school and the culture(s) that students bring to the school. Instruction should be differentiated according to how students learn, build on existing student knowledge and experience, and be language appropriate. In addition, decisions about secondary and tertiary interventions should be informed by an awareness of students' cultural and linguistic strengths and challenges in relation to their responsiveness to instruction.

### **What are differentiated learning activities?**

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is NOT the same as providing more intensive interventions to students with learning problems.

### **What is the RTI prevention framework?**

RTI has three levels of prevention: primary, secondary, and tertiary. Through this framework, student assessment and instruction are linked for data-based



decision-making. If students move through the framework's specified levels of prevention, their instructional program becomes more intensive and more individualized to target their specific areas of learning or behavioral need.

### **What is primary prevention?**

Primary prevention, the least intensive level of the RTI prevention framework, typically includes the core curriculum and the instructional practices used for all students. Primary prevention includes:

- A core curriculum that is research-based
- Instructional practices that are culturally and linguistically responsive
- Universal screening to determine students' current level of performance
- Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs
- Accommodations to ensure all students have access to the instructional program
- Problem solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess

Students who require interventions due to learning difficulties continue to receive instruction in the core curriculum.

### **What is meant by core curriculum within the RTI framework?**

The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education.

### **What is secondary prevention?**

Secondary prevention typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration (typically 10 to 15 weeks of 20- to 40-minute sessions), and frequency (3 or 4 times per week) of instruction. Secondary prevention has at least three distinguishing characteristics: it is evidence-based (rather than research-based); it relies entirely on adult-led small-group instruction rather than whole-class instruction; and it involves a clearly articulated, validated intervention, which should be adhered to



with fidelity. NCRTI has established a Technical Review Committee (TRC) which is conducting a review of the rigor of instructional practices for secondary prevention. The results of this review will be posted at <http://www.rti4success.org>.

Secondary prevention is expected to benefit a large majority of students who do not respond to effective primary prevention. As evidenced by progress monitoring data, students who do not benefit from the interventions provided under secondary prevention may need more intensive instruction or an individualized form of intervention, which can be provided at the tertiary prevention level.

### **What is tertiary prevention?**

Tertiary prevention, the third level of the RTI prevention framework, is the most intensive of the three levels and is individualized to target each student's area(s) of need. At the tertiary level, the teacher begins with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student's needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least weekly) with each student. These progress monitoring data quantify the effects of the intervention program by depicting the student's rate of improvement over time. When the progress monitoring data indicate the student's rate of progress is unlikely to achieve the established learning goal, the teacher engages in a problem-solving process. That is, the teacher modifies components of the intervention program and continues to employ frequent progress monitoring to evaluate which components enhance the rate of student learning. By continually monitoring and modifying (as needed) each student's program, the teacher is able to design an effective, individualized instructional program.

### **Why is a common framework for RTI helpful?**

A common RTI framework may strengthen RTI implementation by helping schools understand how programming becomes increasingly intensive. This helps schools accurately classify practices as primary, secondary, or tertiary. These distinctions should assist building-level administrators and teachers in determining how to deploy staff in a sensible and efficient manner.

### **How many tiers of intervention should an RTI framework have?**

Schools and districts vary widely in the number of tiers included in their RTI frameworks. Regardless of the number of tiers of intervention a school or district





implements, each should be classified under one of the three levels of prevention: primary, secondary, or tertiary. Within this three-level prevention system, schools may configure their RTI frameworks using 4, 5, or more tiers of intervention. In choosing a number of tiers for their RTI framework, practitioners should recognize that the greater the number of tiers, the more complex the framework becomes. All students receive instruction within primary prevention level, which is often synonymous with tier 1.

**Is RTI a special education program?**

No. RTI is not synonymous with special education. Rather, special education is an important component of a comprehensive RTI framework that incorporates primary, secondary, and tertiary levels of prevention. All school staff (e.g., principal, general educators, special educators, content specialists, psychologists) should work together to implement their RTI framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the prevention framework should be a high priority, as appropriate.

**What does RTI have to do with identifying students for special education?**

IDEA 2004 allows states to use a process based on a student's response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD). In an RTI framework, a student's response to or success with instruction and interventions received across the levels of RTI would be considered as part of the comprehensive evaluation for SLD eligibility.

**How does an RTI framework work in conjunction with inclusive school models and Least Restrictive Environment? Aren't students requiring more intensive levels of instruction removed from the general education classroom to receive those services?**

Within an RTI framework, the levels refer only to the intensity of the services, not where the services are delivered. Students may receive different levels of intervention within the general education classroom or in a separate location with a general education teacher or other service providers. This is an important decision for educators to consider carefully.



### **Can students move back and forth between levels of the prevention system?**

Yes, students should move back and forth across the levels of the prevention system based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention, i.e., according to their documented progress based on the data. Also, students can receive intervention in one academic area at the secondary or tertiary level of the prevention system while receiving instruction in another academic area in primary prevention.

### **What's the difference between RTI and PBIS?**

RTI and PBIS are related innovations that rely on a three-level prevention framework, with increasing intensity of support for students with learning or behavioral problems. Schools should design their RTI and PBIS frameworks in an integrated way to support students' academic and behavioral development. For more information on PBIS, see <http://www.pbis.org>.



### **I've got the basics, where should I go from here?**

The NCRTI library provides more information on a variety of RTI topics. In particular, we suggest that you take a look at the following resources:

- NCRTI's *What is Response to Intervention?* webinar
- NCRTI's *Planning for the Implementation of RTI* webinar
- *Getting Started with SLD Determination*
- *Addressing Disproportionality through Culturally Responsive Educational Systems*
- NCRTI's *Screening and Progress Monitoring Tool Charts*
- *Using Differentiated Instruction to Address Disproportionality*
- NCRTI's *Glossary of RTI Terms*



**National Center on Response to Intervention**

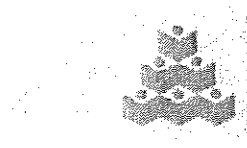
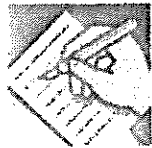
1000 Thomas Jefferson Street, NW

Washington, DC 20007

Phone: 877-784-4255

Fax: 202-403-6844

Web: <http://www.rti4success.org>





**Alpha PUBLIC SCHOOLS**  
**Data Analysis Tool**

Charter Petition Appendix F1

# Alpha Assessment Analysis Sheet and Instructional Plan for Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade/Class: \_\_\_\_\_ Date \_\_\_\_\_

Standards Analysis	Analysis of Why Students Did Not Learn Standard	Instructional Plan—What Techniques Will You Use To Address These Standards?
What standards warrant more time for whole-class instruction, re-teaching and review		
Whole class instruction: • • • • • • •		
<b>Small Group Instruction:</b>		<b>Instructional Plan How or When Will You Structure Small Group Instruction</b>
What standards warrant more time for small-group instruction and review?	• • •	
• • •		

# Cumulative and Targeted Review of Standards

Write the standards you will address with each of the following

Spiral in Homework	Spiral in Do Now	Do Mini-Lesson	Do Now with Mini-Lesson	Spiral in Quizzes or Tests

Students Of Major Concern	What They Need Most Help With	Instructional Plan—When or How Will They Get Tutored, Supported, Addressed?
.		
.		
.		
.		
.		
.		

# Six-Week Instructional Plan for

WEEK 1—Date	WEEK 2—Date	WEEK 3—Date
Standards for Review	Standards for Review	Standards for Review
New Standards	New Standards	New Standards
WEEK 4—Date	WEEK 5—Date	WEEK 6—Date
Standards for Review	Standards for Review	Standards for Review
New Standards	New Standards	New Standards



**Alpha PUBLIC SCHOOLS**  
**Individualized Learning Plan**

Charter Petition Appendix G





Individualized Learning Plan for: \_\_\_\_\_

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

Next ILP Cycle: \_\_\_\_\_

Completed by: \_\_\_\_\_

	ILP 1	ILP 2	ILP 3	ILP 4	ILP 5	ILP 6	EOY Target
MAP Reading RIT							
MAP Math RIT							
MAP Language RIT							
AR IRL							
AR Points Accrued							
Lexile Level							
ELA Interim							
Math Interim							
Positive STAR Points							
Negative STAR Points							
Days Absent							
Days Tardy							

Student is respectful to classmates and staff.

Student tries to complete assignments and activities.

Any student who does not have a check in both boxes above is not meeting the minimal expectation set for all Alpha students and may be required to repeat their current grade next year.

**To be completed by the student.**

<b>Positive Habits</b>	<b>Never</b>	<b>Sometimes</b>	<b>Almost Always</b>	<b>Always</b>
I write all homework assignments in my planner.				
I complete "do now" assignments.				
My binders are organized into complete sections.				
I come to class prepared with all my materials including pencil, binders, book, planner and homework.				
I make sure I have enough time at home to get my work done.				
I work cooperatively with my classmates.				

Score yourself from 1-5: 1=Unsatisfactory, 2=Below Average, 3=Average, 4=Good, 5=Excellent

I achieved my BHAG                      Yes    No

The evidence that I achieved or made progress towards my goal is...

I achieved my six-week ELA SMART goal                      Yes    No

The evidence that I achieved or made progress towards my goal is...

I achieved my six-week Math SMART goal                      Yes    No

The evidence that I achieved or made progress towards my goal is...

I achieved my other six-week goal                      Yes    No

The evidence that I achieved or made progress towards my goal is...

**Student and teacher complete this section together**

My new six-week SMART goal for ELA is...

My new six-week SMART goal for math is...

My new other six-week SMART goal is...

Based on my achievement data, during enrichment/after school I will...

Based on my achievement data, one way my teacher can help me is...

Based on my achievement data, one thing I will change to help myself is...



**Alpha PUBLIC SCHOOLS**  
**Family Handbook**

Charter Petition Appendix H



Alpha: Blanca Alvarado Middle School

Student and Family Handbook  
2012.2013

# Table of Contents

## **I. Mission and Principles**

- Mission, Core Values and Cultural Overview (4)

## **II. General Information**

- Daily School Schedule (5)
- Calendar (6)
- Breakfast (7)
- Lunch (7)
- Snacks (7)
- Arrival/Dismissal Procedures (8)
- Transportation (9)
- Supplies (9)
- Emergency Procedures (9)

## **III. School Policies**

- Attendance (9)
- Absences (10)
- Tardiness (11)
- Early Departures (14)
- Health Information (Include Medication) (15)

## **IV. Academic Policies**

- Curriculum Overview (15)
- Homework (16)
- Make-Up Work (16)
- Honor Code (16)

## **V. Code of conduct**

- STAR (16)
- Dress Code Policy (17)
- Personal Belongings (20)
- Telephone Use (21)
- Non-Discrimination Policy (21)
- Abuse (22)
- Detention (22)
- Saturday Detention (22)

## **VI. Family Involvement**

- Family Involvement Expectations (23)
- School Communication (23)
- Procedure for Parent/Guardian concerns (24)

VII. **Staff Directory**

-Staff Directory **(24)**

- Student/Family/Staff Compact **(25)** (2 copies)

## **I. Mission and Principles**

### **Mission**

Alpha Public Schools will provide children from high-poverty communities an education that effectively develops the academic skills and competencies of character needed to

- Overcome the achievement gap
- Graduate from college
- Become self-reliant and productive members of society

### **Vision**

Alpha Public Schools will eliminate the achievement gap by inspiring thousands of children from traditionally underserved communities to become self-motivated, competent, and lifelong learners who graduate from college and serve as leaders and role models for their families and communities.

### **Core Values**

Ambition  
Leadership  
Perspective  
Hard work  
Attitude

**Ambition:** Students will value their education. Students will understand that there is nothing more powerful or important to their future success than their own education. Students will care about college and career options. Students will set goals and work hard to attain them. Students will embrace a growth mindset that ensures they know there is always room to grow. Students will only succeed if they are ambitious.

**Leadership:** Students will serve as role models for their peers. Many students at Alpha will be the first in their families to attend college. They will serve as brave examples and blaze a trail for their community to follow them. They will make mistakes and gather wisdom during their journey. They will pass this knowledge down and help others attain the success they have worked hard to be proud of. Students will be brave, and show courage with their actions and words. They will be good citizens, and always take ownership of their actions.



**Perspective:** No person at Alpha has had the same life experiences, or comes from the same family. Everyone at Alpha will understand that the people around them are unique, and will respect everyone's differences. Alpha students will not judge others. Everyone will show kindness and empathy towards others. Alpha students will exhibit teamwork because their success is tied to that of their classmates.

**Hard Work:** No one makes it to college without Hard Work. Alpha students will be relentless in their pursuit of excellence. They will always put forth their best effort. They will show persistence and determination constantly, even when it is the more difficult thing to do.

**Attitude:** Alpha students will believe in themselves and in their futures and will display the appropriate attitude to get them to college. Students will behave at school and outside of school. They will maintain a positive attitude, even when academics and social pressures are difficult. Students will display an enthusiasm for learning. Students will always be honest.

### **Motto**

My education is my future.

### **Battle Cry**

Who's got it better than us? NOBODY!

## **II. General Information**

### **Daily School Schedule**

Monday – Thursday: 8:30 a.m. – 3:30 p.m.  
Friday: 8:30 a.m. – 1:00 p.m.

### **After School Program Schedule**

Monday – Thursday: 3:30 p.m. – 6:00 p.m.  
Friday: 1:00 p.m. – 6:00 p.m.

*\*Please note that the After School Program is free to all students and will begin Monday, August 27<sup>th</sup>.*

All students will be given a class specific schedule from their teachers. The schedule will contain subject transition times and lunch periods.

### **Official School Calendar**

*\*All students will be given an official Alpha Calendar. School year calendars can also be found in each student's planner.*

### **Summer School**

Alpha: Blanca Alvarado Summer School begins on Monday, July 23, 2012.

Alpha: Blanca Alvarado Summer School ends on Friday, August 10, 2012.

### **School Start/End Dates**

Alpha: Blanca Alvarado School Year begins on Monday, August 27, 2012.

Alpha: Blanca Alvarado School Year ends on Thursday, June 20, 2013.

### **Student Holidays**

*Students will be out of school on the following days:*

September 3, 2012 (Labor Day)

October 5, 2012 (Professional Development – Data Day)

November 9, 2012 (Professional Development – Data Day)

November 11, 2012 (Veteran's Day)

November 21-23, 2012 (Thanksgiving Break)

December 21, 2012 (Professional Development – Data Day)

December 24 – January 4 (Winter Break)

January 21, 2013 (Dr. Martin Luther King Jr. Day)

February 15, 2013 (Professional Development – Data Day)

February 18-22, 2013 (February Break)

March 29, 2013 (Cesar Chavez Day)

April 1-5, 2013 (Spring Break)

April 19, 2013 (Professional Development – Data Day)

May 17, 2013 (Professional Development – Data Day)

May 27, 2013 (Memorial Day)

## **Meals**

### **Breakfast**

Alpha will provide breakfast for students before every school day. Breakfast will be served from 8:05 a.m. - 8:20 a.m. After 8:20 a.m., breakfast will not be served so as to allow enough time for students to eat before the beginning of the school day. Students who qualify for free/reduced price meals will receive Breakfast at no cost or at a reduced cost. Families may also choose to have their children eat breakfast at home before coming to school.

### **Lunch**

All families must fill out a federal free/reduced lunch form by September 30, 2012. Families that qualify will receive free/reduced pricing for lunch. Families may also choose to send a bag lunch to school with their child. All bag lunches should provide a healthy and nutritious meal for students.

The following items are NOT allowed on campus:

- Chips (Doritos, Hot Cheetos, etc) – Unless included as part of a healthy lunch
- Gum
- Candy
- Soda
- Fast food (McDonalds, Burger King, etc.)
- Any other unhealthy foods

These items are not permitted as they are unhealthy and counterproductive to student learning.

### **Snacks**

Alpha will provide snacks to all students who participate in the After School Program.

## **Arrival/Dismissal Procedures**

Alpha will be sharing a campus with Slonaker Academy. We will have our own separate entrance and pick up/drop off area to ensure that we cause as little disruption as possible to each others' daily schedules. Please be respectful of our shared campus situation and only use the Alpha campus entrance. Students should be dropped off and picked up on Cunningham Avenue, in front of the Alpha sign. Please do not drop off or pick up students in the Slonaker parking lot. If you need to park and come onto campus to meet with a teacher or visit the office, please park on Cunningham Ave or one of the side streets.

## **Pick Up Drop Off Procedures**

Please remember that we are located in a neighborhood! We do not want to cause traffic for the people who live near Alpha. Please help us maintain a good relationship with our neighbors by following the outlined procedures when picking up and dropping off your children:

1. Students should get in and out of the car on the sidewalk side of the car only.
2. Do not have backpacks/book bags stored in the trunk. Pick up/Drop off is a busy time and getting supplies in and out of the trunk takes a long time. Students should be ready to exit the car with all their supplies when they pull up to the curb in the morning.
3. Do not conference with a teacher or the Office Manager during arrival and dismissal time; make an appointment instead.
4. Please DO NOT talk or text on your phone during this time, we need to be able to communicate with you for the safety of the children.
5. Please remember to leave adequate space between cars to avoid contact.
6. If you do not see your child when you pull up, please do not park your car in the Pick Up/Drop Off area. Please keep the flow of traffic moving, circle the block and pull into the Pick Up/Drop Off area again. If you need to park and enter campus, please make sure you are not blocking other families that need to pick up their children.
7. Do not double park. Wait until there is an open space to pull in and drop off or pick up your child.

## **Transportation**

All parents/families are responsible for the transportation of their child to and from Alpha: Blanca Alvarado Middle School. In addition, parents must provide contact information and identification information for any person authorized to pick up their student.

### **Supplies**

Students will need to have the following supplies at home to complete their homework:

- Pencils
- Black ink pens
- Red ink pens for corrections
- Paper
- At least one book (may be checked out from the library)
- Colored pencils
- Student Planner (will be provided by Alpha)

### **Emergency Procedures**

Posted in every room is a map detailing the evacuation protocol required. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students must not stop at the restrooms. They must proceed directly to the designated area and wait for instructions. Any student violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension. Teachers will review all emergency procedures with their classes to ensure students understand necessary protocols.

## **III. School Policies**

### **Attendance**

Alpha believes that daily participation in classroom activities is the primary way to ensure that students make significant progress in reaching academic and behavioral goals. Regular attendance is also preparation for entry into the world of employment. Just as the Alpha team works with all students to help them succeed, students and parents must understand they are accountable for regular class attendance and daily assignments.

### **General Attendance Procedures:**

1. Every teacher shall maintain a day-by-day record of each student's attendance and tardies.
2. On returning to school after being absent, the student shall be permitted to return to class. The student shall present any absence verification to the teacher, who will deliver to the principal.
3. The Principal or designee will determine whether absences are excused or unexcused.
4. Parents/Guardians must notify the school when their son/daughter will be absent. They may do this either by phone, a handwritten note, or by email.

### **Excused Absences**

A student not present in class for any reason is considered absent. The only valid reasons for a student to be excused are as follows:

- (1) Due to his or her illness or medical/dental appointment with a doctor's note.
- (2) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (3) For justifiable personal reasons, including an appearance in court and observance of a holiday or ceremony of his or her religion.

### **Make-up Work for Students Who Were Absent**

Students who are absent from school for any of the three valid reasons stated above shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. The teacher of any class from which a student is absent shall determine, what assignments the student shall make-up and in what period of time the student shall complete such assignments.

### **Unexcused Absences/Cuts/Truancy**

An unexcused absence, cut or truancy is any other absence not covered by "Excused Absences" above. Students must complete all assignments and tests they miss. Upon satisfactory completion, the student shall be given half credit for completed work.

### **Excessive Absences**

Any student who has been absent from school five or more days per school year (excused or unexcused) may be referred to the School Attendance Review Board (SARB).

### **Tardiness (less than 30 minutes)**

Any student who arrives to school after the opening-school bell has rung or the start of the day will be considered "tardy." All students are required to obtain a "Tardy Pass" from the school office before proceeding to the classroom. If a student enters the classroom late and does not have a pass, the teacher is required to have the student return to the office to check-in and obtain the *tardy pass* from the Office Manager.

Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and/or when the opening class bell has rung, are considered "tardy."

### **Excessive Tardiness**

The philosophy behind the tardy policy is as follows:

- The opening instructions and discussion set the tone for the class.
- These instructions prepare students for the learning activities, and help them understand what they are expected to accomplish.
- The disruption caused by students arriving late to class adversely impacts the learning process for all students.
- Promptness prepares young adults to be competent workers; as employees, they will be expected to arrive on time.
- Class participation is an important part of the student's learning process.

The tardy policy is based on all tardies acquired for all periods. The consequences are based on the student's tardies for the semester. It is possible for a student to accrue more than one consequence in a day. For example: if a student is tardy for the second and third time in one day the student may be assigned a lunch detention and an after school detention.

- 1<sup>st</sup> Tardy Star point deduction.
- 2<sup>nd</sup> Tardy Star point deduction.
- 3<sup>rd</sup> Tardy Star point deduction.
- 4<sup>th</sup> Tardy Star point deduction. Phone call home.
- 5<sup>th</sup> Tardy Star point deduction. Phone call home.

- 6<sup>th</sup> Tardy Star point deduction. Phone call home.
- 7<sup>th</sup> Tardy Star point deduction. Referral to SARB.

### **Truancy**

A student is considered *truant* when the student is: (1) absent from school without a valid excuse three full days in one school year, (2) tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or (3) any combination thereof.

The parent/guardian of a student classified as truant shall be notified by certified letter containing the following information and requesting a conference be held with the parent, student, teacher, and principal in attendance:

1. The student is truant
2. The parent/guardian is obligated to compel the student to attend school
3. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution.
4. The right of the parent/guardian to meet with appropriate school personnel to discuss the solution to the student's truancy
5. A conference is requested with the parent/guardian and student.

### Notification of Truancy

#### **First Notification of Truancy or Excessive Absences**

- ✓ Letter #1 sent regular and certified mail
- ✓ Conference with student, parent/guardian, teacher/advisor and Principal.
- ✓ Attendance contract may be signed at this meeting

NOTE: If the parent/guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the SARB.

A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.

#### **Second Notification of Truancy or Excessive Absences**

- ✓ Letter #2 sent regular and certified mail



- ✓ Conference with student, parent/guardian, teacher, and Principal
- ✓ Attendance contract may be signed at this meeting

NOTE: If the parent/guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the local SARB.

#### Habitually Truant

Any student who has had at least seven (7) truancy events during a single school year **and** has received two (2) official notices of truancy during a single school year is considered *habitually truant*. The parent/guardian will again be notified in a certified/registered letter requesting a conference be scheduled with the student, parent, teacher and principal to determine an educational plan (to be specified by the principal, teacher, parent/guardian, and student), and that a referral to the *Student Attendance Review Board (SARB)* will be considered if the student continues to be absent and/or the parent/guardian fails to respond within 10 days and/or fails to attend the scheduled conference.

#### **Third Notification of Truancy or Excessive Absences**

- ✓ Letter #3 sent regular and certified mail
- ✓ Conference with student, parent, teacher, and Principal
- ✓ If not already on file, Attendance contract must be signed at this meeting

NOTE: If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate action may be taken by the school.

If a conference is not attended by the parent/guardian and/or the student continues to be truant after seven (7) absences, the student may be referred to the School Attendance Review Board (SARB). The SARB will consist of:

- The principal,
- The assistant principal,
- The operations manager
- A teacher

The SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. At that time if the student

continues to be truant and does not follow the SARB's directive, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school. A registered/certified letter must be sent to the parent/ guardian informing them of this action. (Education Code §48260, 48261, 48262).

### **Illness During School Hours**

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up from school. The school does not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home.

Please be sure that the school has current contact and health information. If your child has needs we do not know about, we cannot provide for those needs. If your child has an emergency, we must be able to reach you.

### **Picking Up Children**

Any person who comes to pick up a student who is being released early must be listed on the emergency card of that child. No student will be dismissed to any other person unless a phone call has been placed in the front office giving permission for that day.

For safety reasons, no student may leave campus with anyone who is not at least 18 years of age and who is not listed as an emergency contact in the main office. Parents must inform the office if a child has permission to walk home. To protect the safety of our students, they will only be permitted to leave school on their own if parents/guardians have provided a written authorization to the main office.

### **Early Departures**

Parents who need to pick up their children early must first report to the office to sign the child out. No students will be dismissed from the classroom without a note or phone call from the office.

### **Health Information**

#### **Immunizations**

State law requires that all children entering middle school be immunized against Polio, DTP, MMR, Hepatitis B, Varicella, Whooping Cough (TDAP) and Hepatitis A. These requirements can be waived only if a properly signed health or religious exemption is filed with the school.

## **Medications**

If it is necessary for your child to take medications at school (either prescription or non-prescription drugs), please be advised of the following legal requirements. In order for students to take medication at school, the school must receive:

- Written statement from the physician detailing the amount, time, and method by which medication is to be taken
- Written statement from the student's parents or guardian indicating permission for the school to assist the pupil in matters set forth in the physician's statement
- Medicine must be provided to the school in the original pharmaceutical container

Please note that the school does not keep over the counter drugs on site for student use.

## **IV. Academic Policies**

### **Curriculum Overview**

Alpha's curriculum is driven by clear performance standards for what students should know and be able to do at each grade level in order to be successful in top quality high schools and colleges. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular assessments to measure how well students are mastering the standards.

We use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents/guardians ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will receive 4 report cards per year along with a child's Individual Learning Plan. You

should feel free to contact your child's teacher regarding his/her progress at any time.

### **Homework**

Students will receive homework EVERY night for EVERY academic class. Preparation is an important part of our curriculum, and no student is excused from any assignment without the permission of his or her teacher prior to the due date. Students who do not complete their homework throughout the week will receive STAR deductions, and will also negatively impact their academic progress. Saturday Detention may be assigned to students who do not complete their homework. Students who need additional help with their homework are welcome to stay after school on Monday – Friday until 6 p.m. Alpha will provide free tutoring for all students.

### **Make-Up Work**

It is the student's responsibility to consult with his/her teacher to make sure s/he is aware of all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work.

### **Honor Code**

Alpha students will not lie, cheat, steal, or tolerate those who do.

Students caught cheating, or facilitating cheating will receive a zero on that assignment, with no chance to make it up. Parents must attend a parent-teacher conference to address the issue and student privileges will be revoked.

## **V. Code of conduct**

### **STAR**

The STAR system exists to reward behaviors that support the academic mission of the school. Students receive a certain number of Stars automatically each day. These alone are not enough to earn rewards. Students have opportunities throughout the day to earn extra Stars for exemplifying the Core Values through positive behavior choices. At the

same time, students can lose Stars when they get deductions for behaviors that do not demonstrate the Core Values.

STAR reports will be sent home weekly on Wednesdays. These reports will show all the STARS that have been awarded and deducted for the past week. STAR reports must be signed every Wednesday and returned to the teacher on Thursday Mornings.

A full list of positive STAR behaviors and Level 1 and Level 2 behavior infractions can be found in the student planners.

Students will be recognized for outstanding STAR achievements at Friday weekly school-wide meetings.

### **Alpha/Beta Wristbands**

Top STAR point earners will be recognized as "Alpha Star Students" and "Beta Star Students".

These students receive their Alpha/Beta wristbands in their classrooms on Wednesdays, when they get the weekly report, which includes Alpha and Beta status. All wristbands from the previous week will be collected at this time as well. Students must wear their wristbands each day in order to take advantages of the privileges associated with Alpha and Beta status, which may include eating lunch outside, helping the teacher with classroom tasks, getting to go to the front of the line, and other privileges.

### **Dress Code**

#### **Why do we have a Dress Code?**

- **The Alpha dress code unites us as a community.** When you look at Alpha students, it is a powerful visual statement to our community. Students make a commitment to the values at Alpha when they come to school in Dress Code.
- **The Alpha Dress code reduces distractions and clothing competition.** Often students spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Our dress code eliminates this distraction.
- **The Alpha dress code makes sure our students stay safe.** Certain colors and brands are dangerous in our community. The Alpha

Dress code was designed specifically with these concerns in mind. Our colors are safe and will reduce the likelihood that our students are victims of violence and crime.

- **The Alpha Dress Code makes us all equal.** Whether families have high incomes or low incomes, the students come to school looking the same way. No one is made to feel bad about the clothes they have or don't have.
- **The Alpha Dress Code looks professional.** Students look neat when they arrive to school with shirts tucked into their pants. The students come mentally prepared and "dressed for work."

### **Official Alpha Dress Code Policy**

#### **Shirts:**

- Students must wear black polo or collared shirts. Students have the option to leave only the top button unbuttoned. Students may purchase polos with the official Alpha Logo in the office, but are not required to.
- Undershirts must be white, gray or black. Short sleeves must be hidden under the Black Collared shirt. Undershirts worn under Black Collared shirts should not have any visible writing or designs.
- Shirts must be tucked in at all times and be of appropriate length and fit.
- Shirts may be un-tucked during PE only, but must be tucked back in before entering the classroom.
- Shirts cannot be revealing or inappropriate in any way.

#### **Sweaters:**

- Sweatshirts and sweaters must be black and cannot have a hood or logo, other than the official Alpha logo. Students may purchase sweatshirts with the official Alpha Logo in the office, but are not required to.
- Black Collared Shirts must be tucked in under sweatshirts.
- Wearing a sweatshirt is optional, but all sweatshirts must be in line with the Alpha Dress Code.

#### **Jackets/Outerwear:**

- All Jackets must be taken off before entering the classroom or office. Jackets must be black, white, or grey and cannot have patterns or logos.
- If students are cold, we recommend that they wear a sweatshirt during class.

**Pants:**

- Students must wear plain khaki pants with no markings.
- Girls have the option to wear khaki skirts; skirts may not be more than two inches above the knee, even if leggings are worn.
- No cargo pants, skinny leg pants, or excessively tight pants may be worn.
- No denim pants may be worn.
- Pants should be worn on hips at all times.

**Belt:**

- Belts must be plain black or brown. No fancy or large buckles, markings, studs, extra holes, or designs.
- Shirts must be tucked in at all times; belts/belt loops must be visible.

**Shoes/Socks:**

- Students must wear closed-toed, plain shoes. Primary colors of shoes cannot be Blue or Red. Shoelaces must be plain, and cannot be Blue or Red.
- Pants must completely cover boots; no fur, embellishments, or high heels.
- Colorful socks should not be visible.
- Tights/hose must be plain black with no markings or designs.

**Jewelry/Accessories:**

- One simple watch is permitted.
- No more than one simple necklace is permitted.
- No other jewelry is permitted.
- No make up may be worn at any time.
- Girls may wear small earrings no bigger than a quarter. Boys may not wear earrings of any kind. No other piercings are permitted.
- No Red or Blue Accessories of any kind. This includes hair ties.
- No distracting accessories of any kind.

**Headwear/Hairstyle:**

- No hats, headscarves, do rags, bandanas, etc. (Headwear for religious purpose only).
- No designs/words cut into hair.
- Natural hair colors only; no bright colors (no matter how small).

**Backpacks**

- No blue, red or logos are permitted on backpacks.

Note: We reserve the right to determine whether or not any part of a

student's dress is appropriate.

Students who do not come to school in Dress Code will not be allowed to attend classes until the problem is resolved. Parents/guardians/family members will be contacted and will be asked to bring a change of clothes for their student before s/he is allowed to go to class. Any confiscated items must be picked up by a parent after or before school.

### **Personal Belongings**

Students are not allowed to have the following items at school:

Gum	Fast Food
Soda	Any illegal substance
Cell Phones	Weapons and toy weapons
Matches or any flammable item	Stuffed animals or dolls
Gameboys or any other electronic toys	Ipods or other MP3 Player
Cash*	Other distracting items

If students are seen on campus in possession of any prohibited items, said items will be confiscated and appropriate disciplinary action will be taken. Depending on the item confiscated, a parent/guardian will have to come to campus to retrieve said item. If a student is caught on campus with a prohibited item more than once, said item will not be returned to parents/guardians until the last day of the school year. In the case of items such as cell phones, cash, electronic toys or other prohibited items, Alpha is not responsible for replacing any lost or stolen items.

\*Students should not carry more cash than is necessary for transportation and other reasonable, parent approved activities/reasons.

### **Telephone Use**

#### **School Phones**

Students may not use any school phone without permission from a teacher. Students will only be allowed to use the phone in case of emergency or to inform a parent/ guardian regarding a specific need. Students who use a phone without permission from a teacher will be subject to disciplinary procedures.



## **Cell Phone Policy**

Students are not permitted to use, wear, possess, or store cellular telephones and other similar communication devices on the Alpha campus. Further, students are not permitted to use, wear, possess, or store cellular telephones and other similar communication devices while on campus or engaged in school related activities such as, but not limited to, Saturday School and Field Trips. Students caught using, wearing, storing or in possession of cellular telephones or other similar communication devices will be subject to disciplinary action. In addition, the cellular telephone or other similar communication device will be confiscated and returned only to the student's parent/guardian. The student's parent/guardian must come to the office in person to claim any confiscated devices from the Principal. Alpha is not liable for loss or damage to confiscated devices.

Exceptions to this policy can be granted by the Principal in writing in response to a parent/guardian's written request for an exception. Exceptions can be granted for reasons including, but not limited to, unique family medical situations or demonstrated safety concerns. In the event that special permission is granted for a student to bring a cell phone or other similar communication device to school, specific instructions will be provided in writing for how the device will be handled while on campus. These instructions will likely require students to label their cell phone.

Even under special exception, Alpha is not liable for loss or damage to cell phones or other similar communication devices brought to campus.

## **Nondiscrimination Policy**

Alpha Public Schools admit students of any race, color, national, or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

## **Abuse**

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment *immediately* 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.

### **Detention**

Students will be assigned Detention as determined by behavioral and attendance metrics. Parents will be informed of Detention dates at least 24 hours in advance.

### **Saturday Detention**

Students will be sent to Saturday Detention as determined by behavioral and attendance metrics. School wide Saturday Detention will be held monthly. Parents will be informed of Saturday School dates at least a week in advance. Saturday Detention will be held from 9:00 a.m. – 12:00 p.m. and will be monitored by a teacher

## **VI. Family Involvement**

### **Family Involvement Expectations**

In addition to the duties listed in the signed contract at the end of this handbook, families are expected to commit 30 hours volunteer time to Alpha. Families are expected to participate in their children's learning in the following ways:

## **Parent/Guardian, Student, Teacher Conferences**

Both parent/guardian and child must attend conferences to meet with teachers to go over student's Individual Learning Plans and/or Report Cards. \*

## **Home Visits**

To establish the best possible working relationship between the school and home, Alpha staff conducts home visits on a yearly basis. These home visits are meant to be a time of collaboration between Alpha families, students, and staff for the betterment of the student's education. Home visits typically last between 30-45 minutes and take place at the student's home. However, different arrangements can be made between the member of the Alpha staff and the student's family when necessary.

## **Community Meetings**

All parents/guardians are invited and strongly encouraged to attend the scheduled Community Meetings. These meetings are very important to your ability to stay informed regarding your student, school procedures and policies, and become actively involved in further developing the school's mission. Alpha will provide all families with a schedule of Community Meetings.

Other opportunities to fulfill parent volunteer hours will be presented throughout the school year.

## **School Communication**

Alpha will send a Newsletter home with your child on a regular basis. Please read all of the important information in order to stay informed about what is happening at the school.

Alpha teachers are happy to meet with families. Please contact the office to set up an appointment if you would like to meet with your child's teacher. This ensures that students do not lose instructional time and all families have a chance to meet with teachers.

## **Procedure for Parent/Guardian Concerns**

If a parent has questions or concerns, they should discuss the matter with the teacher and attempt to resolve the issue through informal discussion. The student should **NOT** be present during this conversation. Any type of

discussion like this should be done in private between the teacher and parent.

If there is no resolution to the problem, please submit an official Community Complaint form, which can be found in the office. The Principal will review the complaint and mediate the problem with all parties involved.

## VII. Staff Directory

### Alpha Staff Directory

Staff Name	Position	Email Address
Mr. Glover	Principal	john@alphapublicschools.org
Mrs. Hirsch	Assistant Principal	paige@alphapublicschools.org
Ms. Smith	Operations Manager	holly@alphapublicschools.org
Mr. McGaughran	6 <sup>th</sup> Grade Teacher	smcgaughran@alphapublicschools.org
Ms. Flandreau	6 <sup>th</sup> Grade Teacher	eflandreau@alphapublicschools.org
Ms. Brenner	6 <sup>th</sup> Grade Teacher	mbrenner@alphapublicschools.org
Mrs. Chingos	6 <sup>th</sup> Grade Teacher	jchingos@alphapublicschools.org
Ms. Markoff	7 <sup>th</sup> Grade Teacher	mmarkoff@alphapublicschools.org
Ms. Rios	Learning Coach	grios@alphapublicschools.org
Ms. Peterson	Learning Coach	jpeterson@alphapublicschools.org

Main Office Phone:

Main Office Fax:

## Student/Family/Staff Compact

### THE ALPHA PUBLIC SCHOOLS COMMITMENT TO EXCELLENCE FORM 2012-2013 School Year

This home/school compact outlines how parents, students, and school staff will share the responsibility for improving student academic achievement and how the school and parents will develop a partnership to help children achieve their potential and graduate from college.

STUDENT'S COMMITMENT:

I fully commit to Alpha in the following ways:

- I will arrive at school prepared to learn every day by 8:30 a.m. (Mon. – Fri.) with all homework and assignments completed.
- I will remain at school every day until 3:30 p.m. (Mon. – Thur.) and 1:00 p.m. on Fridays.
- I will come to school on appropriate Saturdays.
- I will attend summer school.
- I will always work, think, and behave in the best way I know how because I know that hard work and personal discipline lead to success.
- I will ask my teachers for help if I am unsure of the proper way to handle a situation.
- I will always listen to others and give them my respect as I expect them to respect me.
- I will follow the Alpha dress code.
- I am responsible for my own behavior.
- I will adhere to Alpha's core values at school and outside school.

*Failure to adhere to these commitments can cause me to lose various privileges.*

\_\_\_\_\_  
Student Name (Please Print Neatly)

X \_\_\_\_\_  
Student Signature

PARENTS'/GUARDIANS' COMMITMENT:

We fully commit to Alpha in the following ways:

- We will make sure our child arrives at school prepared to learn every day by 8:30 a.m. (Mon. - Fri.).
- We will commit to volunteering with Alpha for 30 hours a year in order to participate in my child's journey to college.
- We will make arrangements for our child to remain at school every day until 3:30 p.m. (Mon. – Thur.) and 1:00 p.m. on Fridays, or until 6:00 p.m. if he/she is enrolled in the after school program.

- We will make arrangements for our child to come to school on appropriate Saturdays.
- We will make sure that our child attends summer school.
- We will always be committed to our child's education and help him/her in any way possible. This means that we will make sure our child reads every night and completes all assigned homework.
- We will communicate our concerns and thoughts with our child's teachers and school principal.
- We will allow our child to receive tutoring and extra help outside of the school hours if his/her teacher indicates my child needs additional support.
- We will allow our child to go on school field trips.
- We will make sure our child follows the Alpha dress code.
- We are responsible for making sure that our child follows school rules so as to respect the rights of all students to learn.
- We will notify the school if our address and/or telephone number changes.
- We will make sure our child knows we want him/her to graduate from college.

*Failure to adhere to these commitments can cause my child to lose various privileges.*

\_\_\_\_\_  
Parent Name (Please Print Neatly)

X \_\_\_\_\_  
Parent Signature

ALPHA PUBLIC SCHOOLS' COMMITMENT:

Alpha staff commit to the following:

- We will provide a rigorous college preparatory curriculum within a highly structured learning environment.
- We will provide learning experiences of the highest quality every day.
- We will enthusiastically provide extended day and extended year learning opportunities for our students.

- We will model hard work and personal discipline and will expect the same from our students.
- We will always be open to respectful dialogue with students, parents, and community members.
- We will hold parent and teacher conferences at least annually to discuss the school-parent compact as it relates to your child's achievement.
- We will give frequent student progress reports to the parents.
- We will give parents reasonable access to staff and to volunteer, participate, and observe in their child's class.
- We will always protect the safety, interests, and rights of all students.
- We will support the academic and social growth of all students.

*Failure to adhere to these commitments can lead to removal of staff from Alpha.*

\_\_\_\_\_  
Teacher Name (Please Print Neatly)

X \_\_\_\_\_  
Teacher Signature

(Please retain for your records)

THE ALPHA PUBLIC SCHOOLS COMMITMENT TO EXCELLENCE FORM  
2012-2013 School Year

This home/school compact outlines how parents, students, and school staff will share the responsibility for improving student academic achievement and how the school and parents will develop a partnership to help children achieve their potential and graduate from college.



alpha  

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public schools

Alpha: Blanca Alvarado Middle School

Manual para la Familia y el Estudiante  
2012.2013



## Contenido

### **I. Misión y Principios**

- Misión, Valores Fundamentales y Revisión Cultural **(4)**

### **II. Información General**

- Horario diario escolar **(6)**
- Calendario **(7)**
- Desayuno **(9)**
- Almuerzo **(9)**
- Refrigerio **(10)**
- Procedimientos de Llegada /Salida **(10)**
- Transportación **(11)**
- Útiles escolares **(11)**
- Procedimiento en Emergencias **(12)**

### **III. Reglas de la Escuela**

- Asistencia **(12)**
- Tardanzas **(14)**
- Recoger a los estudiantes **(18)**
- Salida temprana **(18)**
- Información Médica (Incluye Medicinas) **(188)**

### **IV. Reglas Académicas**

- Plan académico **(19)**
- Tarea **(20)**
- Ponerse al Corriente **(20)**
- Código de Honor **(20)**

## **V. Código de Conducta**

- STAR **(21)**
- Vestuario **(22)**
- Objetos Personales **(25)**
- Uso del Teléfono **(26)**
- No-discriminación **(27)**
- Abuso **(27)**
- Detención **(28)**
- Detención del Sábado **(28)**

## **VI. Participación Familiar**

- Expectativas de la participación familiar **(28)**
- Comunicación con la escuela **(28)**
- Procedimiento para Padres/Tutores sobre preguntas/quejas **(29)**

## **VII. Directorio del Personal**

- Directorio del Personal **(30)**
- Convenio Estudiante/Familia/Personal **(31)** (2 copias)

## I. Misión y Normas

### Misión

Alpha Public Schools le dará a los niños de comunidades pobres una educación que les ayudará a desarrollar las habilidades, conocimientos y carácter necesarios para:

- Superar la brecha de desempeño académico
- Graduarse de la universidad
- Convertirse en un miembro autosuficiente y productivo de la sociedad

### Visión

Alpha Public Schools eliminará la brecha de rendimiento académico inspirando a miles de niños de comunidades que tradicionalmente han sido relegadas, a convertirse en autosuficientes, competentes, aprendices de por vida, para que se gradúen de la Universidad y sirvan como líderes y modelos de sus familias y comunidades.

### Valores Fundamentales

Ambición

Liderazgo

Perspectiva

**Arduo Trabajo**

Actitud

**Ambición:** Los estudiantes valorarán su educación, y comprenderán que no hay nada más poderoso o importante para su futuro éxito que su propia educación. Los estudiantes se preocuparán por las opciones de sus carreras universitarias. Ellos se pondrán metas y trabajarán arduamente para lograrlas. Los estudiantes adoptarán una mentalidad de superación que les asegure que siempre habrá espacio para crecer. Ellos lograrán el éxito si tienen ambición.

**Liderazgo:** Los estudiantes servirán de modelos para sus compañeros. Muchos estudiantes en Alpha serán los primeros en su familia en ir a la universidad. Servirán como ejemplos ilustres y abrirán la brecha para que su comunidad los siga. Cometerán errores y acumularán sabiduría durante su jornada. Ellos pasarán este conocimiento a otros y los ayudarán a obtener el éxito por el cual han trabajado tan arduamente y por el que sienten tanto orgullo. Los audaces estudiantes mostrarán su valor con acciones y palabras. Serán buenos ciudadanos, y siempre serán responsables de sus acciones.

**Perspectiva:** Ninguna persona en Alpha ha tenido la misma experiencia en la vida, o viene de la misma familia. Todos en Alpha comprenderán que la gente que los rodea es única, y respetarán las diferencias de todos. Los estudiantes de Alpha no juzgarán a otros. Todos mostrarán caridad y compasión hacia los demás. Los estudiantes de Alpha demostrarán que trabajan bien en grupo porque su éxito depende del éxito de sus compañeros.

**Arduo Trabajo:** Nadie llega a la Universidad sin trabajar arduamente. Los estudiantes de Alpha serán implacables en su búsqueda de la excelencia. Ellos siempre pondrán su mejor esfuerzo. Demostrarán persistencia y determinación constantemente, aún cuando sea lo más difícil de hacer.

**Actitud:** Los estudiantes de Alpha creerán en sí mismos y en su futuro y demostrarán la actitud apropiada para ir a la universidad. Los estudiantes se comportarán bien en la escuela y fuera de la escuela. Mantendrán una actitud positiva, aún cuando las presiones académicas y sociales sean difíciles. Los estudiantes demostrarán entusiasmo por aprender. Los estudiantes siempre serán honestos.

## **Motto**

Mi educación es mi futuro.

## **Grito de Batalla**

Quién es mejor que nosotros? NADIE!

## **II. Información General**

### **Horario Diario Escolar**

Lunes – Jueves:                    8:30 a.m. – 3:30 p.m.

Viernes:                                8:30 a.m. – 1:00 p.m.

### **Horario del Programa después del día escolar**

Lunes – Jueves:                    3:30 a.m. – 6:00 p.m.

Viernes:                                1:00 a.m. – 6:00 p.m.

\*Favor de notar que el Programa de después del día escolar es gratuito para todos los estudiantes y comenzará el lunes, 27 de agosto.

Todos los estudiantes recibirán un horario específico de clases de sus maestros. El horario incluirá la transición entre materias y los periodos de almuerzo.

## **Calendario Oficial de la Escuela**

*\*Todos los estudiantes recibirán un Calendario oficial de Alpha. El calendario del año escolar estará incluido en su agenda estudiantil.*

### **Curso de Verano**

El curso de verano de la escuela Alpha: Blanca Alvarado comienza el 23 de julio, 2012.

El curso de verano de la escuela Alpha: Blanca Alvarado termina el viernes, 10 de agosto, 2012.

### **Fechas de principio y fin del año escolar**

El año escolar de Alpha: Blanca Alvarado School comienza el lunes, 27 de Agosto, 2012.

El año escolar de Alpha: Blanca Alvarado School termina el jueves, 20 de Junio, 2013.

### **Días Festivos para los estudiantes**

*La escuela estará cerrada los siguientes días festivos:*

3 de Septiembre, 2012 (Labor Day)

5 de Octubre, 2012 (Professional Development – Data Day)

9 de Noviembre, 2012 (Professional Development – Data Day)

11 de Noviembre, 2012 (Veteran's Day)

21-23 Noviembre, 2012 (Thanksgiving Break)

21 Diciembre, 2012 (Professional Development – Data Day)

24 Diciembre – Enero 4 (Winter Break)

21 Enero, 2013 (Dr. Martin Luther King Jr. Day)

15 Febrero, 2013 (Professional Development – Data Day)

18-22 Febrero, 2013 (February Break)

29 Marzo, 2013 (Cesar Chavez Day)

1-5 Abril, 2013 (Spring Break)

19 Abril, 2013 (Professional Development – Data Day)

17 Mayo, 2013 (Professional Development – Data Day)

27 Mayo, 2013 (Memorial Day)

## **Alimentos**

### **Desayuno**

Alpha servirá desayuno a los estudiantes antes del día escolar, de 8:05 a.m. - 8:20 a.m. Después de las 8:20 a.m. no se servirán mas desayunos, para dar a los estudiantes suficiente tiempo para comer antes de que empiece el día escolar. Los estudiantes que califiquen para alimentos gratuitos/reducidos de costo recibirán desayuno según aplique. Las familias pueden escoger que los estudiantes desayunen en casa antes de llegar a la escuela.

### **Almuerzo**

Todas las familias deberán llenar la forma federal para recibir almuerzo gratuito/reducido antes del 30 de Septiembre de 2012. Las familias que califiquen recibirán almuerzo gratuito/reducido de costo. Las familias tambien podrán escoger mandar con su hijoun almuerzo en una bolsa a la escuela. Todos los almuerzos que manden de casa deberán incluir alimentos nutritivos y saludables para los estudiantes.

En la escuela no se permite lo siguiente:

- Chips (Doritos, Hot Cheetos, etc) – A menos que sea parte de un almuerzo saludable
- Chicles
- Dulces
- Sodas
- Fast food (McDonalds, Burger King, etc.)
- Cualquier otro comestible que no sea saludable.

Estos comestibles no son permitidos porque son dañinos para la salud y contraproducentes para el aprendizaje.



### **Refrigerios [Snacks]**

Alpha les dará un refrigerio a todos los estudiantes que participen en el Programa de después del día escolar.

### **Llegada/Salida [Procedimiento]**

Alpha compartirá el terreno con Slonaker Academy. Tendremos nuestra propia entrada y lugar para dejar y recoger a los estudiantes y asegurar que causemos la menor inconveniencia en los horarios diarios de las dos escuelas. Favor de ser respetuosos de nuestra situación compartida y use solamente la entrada a la escuela de Alpha. El lugar para dejar y recoger a nuestros estudiantes está en Cunningham Avenue, en frente del letrero de Alpha. **Por favor no use el estacionamiento de la Academia Slonaker.** Si necesita estacionarse para venir a Alpha para hablar con un maestro, o visitar la oficina, favor de estacionarse en Cunningham Ave o en una de las calles adyacentes.

### **Dejar y Recoger [Procedimiento]**

Por favor recuerde que estamos localizados en una zona residencial y no queremos causar problemas de tráfico a las personas que viven cerca de Alpha. Por favor ayudenos a mantener buenas relaciones con nuestros vecinos siguiendo los procedimientos que hemos establecido en seguida cuando dejen y recojan a sus hijos

1. Los estudiantes deberán entrar y salir del auto solamente por el lado de la banqueta.
2. No pongan backpacks/mochilas en la cajuela del auto. La hora de dejar y recoger es sumamente ocupada y sacar materiales de la cajuela toma mucho tiempo. Los estudiantes deberán estar listos para salir del auto con todas sus cosas cuando el auto se acerque a la banqueta.

3. No platique con maestros o con el personal de la Oficina durante el momento de dejar o recoger a su hijo; mejor haga una cita para después.
4. Favor de NO hablar o mandar texto con su celular durante este momento. Nosotros necesitamos comunicarnos con usted por la seguridad de los niños.
5. Favor de dejar espacio adecuado entre los autos para evitar contacto.
6. Si usted NO ve a su hijo cuando se acerque a la banqueta, no estacione su auto en el area de Dejar/Recoger. Favor de mantener el trafico en movimiento, circule alrededor de la cuadra y acerquese a el área de Dejar/Recoger de nuevo.
7. Si necesita estacionarse y entrar a la escuela, por favor asegurese de no bloquear a otras familias que necesitan dejar o recoger a sus hijos.
8. NO se estacione en doble fila. Espere a que haya un espacio abierto para acercarse y dejar o recoger a su hijo .

### **Transportación**

Todos los padres/familias son responsables por la transportación de su hijo de ida y vuelta a Alpha: Blanca Alvarado Middle School. Además, los padres deberán proveer información e identificación de cualquier persona autorizada para recoger al estudiante

### **Útiles y Materiales**

Los estudiantes deberán tener los siguientes útiles en casa para completar su tarea:

- Lapices
- Bolígrafos con tinta negra
- Bolígrafos con tinta roja para corregir
- Papel
- Por lo menos un libro [ puede ser prestado de la biblioteca]
- Lapices de Colores

- Agenda Estudiantil ( distribuida por Alpha)

### **Procedimientos de Emergencia**

En cada salón de clases se encuentra un mapa detallando la ruta y el proceso de evacuación. Los estudiantes deberán seguir a su maestro afuera en el evento de un ejercicio o incendio verdadero, o un desastre natural y deberán permanecer con su clase. Los estudiantes no deberán detenerse para ir al baño. Deberán proceder directamente a el área designada y esperar por instrucciones. Cualquier estudiante que viole este proceso esta poniendo en peligro la seguridad de nuestra escuela y enfrentará consecuencias que incluyen posiblemente suspensión. Los maestros revisarán todos los procedimientos de emergencia con sus clases para asegurar que los estudiantes comprendan los procedimientos necesarios.

### **III. Normas de la escuela**

#### **Asistencia Obligatoria, Absentismo y Llegadas Tarde**

Alpha cree que la participación diaria en las actividades de la clase es primordial para asegurar que los estudiantes hagan significativo progreso para alcanzar su meta académica y disciplinaria. Una asistencia regular es también preparación para entrar en el mundo del empleo. De la misma manera que el equipo de Alpha trabaja con todos los estudiantes para ayudarlos a tener éxito, los estudiantes y padres deben entender que son responsables por asistir regularmente y entregar la tarea diaria.

#### **Asistencia General [Procedimientos:]**

1. Cada maestro deberá mantener un registro de día-a-día de la asistencia y tardanzas de cada estudiante.
2. Cuando el estudiante regrese a la escuela después de estar ausente, deberá conseguir permiso para regresar a clase. El estudiante deberá presentar cualquier forma de verificación de ausencia al maestro , quién lo entregara al director.

3. El director o encargado determinará si las ausencias son válidas o inválidas.
4. Padres/Tutores deberán notificar a la escuela cuando su hijo estará ausente. Pueden hacer ésto por teléfono, por escrito, o por email.

### **Ausencias Justificadas**

Un estudiante que no esté presente en clase por cualquier razón se considera ausente. Las únicas razones válidas para excusar la ausencia son:

- (1) Debido a enfermedad o cita médica /dental con una nota del doctor.
- (2) Por el propósito de asistir a un servicio funeral de un miembro de su familia, mientras la ausencia no sea por más de un día si el servicio es en California y no más de tres días si es fuera de California.
- (3) Por razones personales justificables, incluyendo presentarse en la corte y por el cumplimiento de una fiesta o ceremonia religiosa.

### **Ponerse al Corriente para Estudiantes Que Estuvieron Ausentes**

Los estudiantes que se ausentan de la escuela por cualquiera de las tres razones válidas arriba mencionadas se les permitirá completar todas las tareas y exámenes. Después de completarlos satisfactoriamente, el estudiante recibirá crédito completo por su trabajo. El maestro será quien determine la tarea y en cuánto tiempo se necesita completar.

### **Ausencias Injustificadas/Cortar/Vagancia**

Una ausencia injustificada, cortar clase, o vagancia es cualquier ausencia no incluida en las "Ausencias Justificadas". Los estudiantes deberán completar todas las tareas y exámenes que perdieron. Después de completarlos satisfactoriamente, el estudiante recibirá solamente la mitad del crédito por su trabajo.

### **Ausencias Excesivas**

Cualquier estudiante que ha estado ausente de la escuela por cinco o más días en un año escolar [justificada o injustificadamente] podrá ser referido a la Junta de Revisión de Asistencia de la Escuela [School Attendance Review Board (SARB)]

### **Tardanzas (menos de 30 minutos)**

Cualquier estudiante que llegue a la escuela después de que la campana haya sonado, se le considerará "Tarde". Esos estudiantes necesitan conseguir un "Pase de Tardanza" de la oficina antes de proceder al salón de clase. Si el estudiante entra al salón de clase "Tarde" y sin pase, el maestro lo mandará a la oficina para reportarse y obtener el pase del gerente de la oficina .

Una vez que la escuela haya empezado, los estudiantes que no estén presentes e involucrados en las actividades de aprender al principio de la clase [cuando suene la campana], se les marcará "Tarde".

### **Tardanzas Excesivas**

La filosofía de la norma de Tardanzas es como sigue:

- Las instrucciones y discusión del principio marcan el tono de la clase.
- Estas instrucciones preparan a los estudiantes para las actividades que siguen , y los ayudan a entender que se espera que logren.
- La interrupción causada por los estudiantes que llegan tarde a la clase impactan negativamente el proceso de aprendizaje de todos los estudiantes.
- La puntualidad prepara a los jóvenes adultos a ser empleados competentes; como empleados, se espera que lleguen a tiempo.
- La participación en la clase es una parte importante del proceso de aprendizaje del estudiante.

La norma de tardanzas esta basada en todas las Tardanzas, adquiridas de todos los periodos. Las consecuencias son basadas en los retrasos del estudiante durante el semestre. Es posible que un estudiante acumule más de una consecuencia en un día. Por ejemplo: Si un estudiante se retrasa por la segunda y tercera vez en un día el estudiante recibirá detención durante el

almuerzo y detención al terminar la escuela.

- 1° Retraso Reducción de Star point .
- 2° Retraso Reducción de Star point .
- 3° Retraso Reducción de Star point .
- 4° Retraso Reducción de Star point . Llamada a casa.
- 5° Retraso Reducción de Star point . Llamada a casa.
- 6° Retraso Reducción de Star point . Llamada a casa.
- 7° Retraso Reducción de Star point . Referido a SARB.

### **Vagancia**

Un estudiante se considera vago cuando el estudiante está: [1] ausente de la escuela sin excusa justificada por 3 días completos en un año escolar, [2] "Tarde" o ausente por más de un periodo de 30 minutos durante el día escolar sin una excusa justificada en tres ocasiones durante un año escolar, o [3] cualquier combinación de lo anterior.

Al padre/tutor de un estudiante clasificado como vago se le deberá de notificar con una carta certificada con la siguiente información y solicitando una conferencia con la presencia del padre, estudiante, maestro, y director.

1. El estudiante demuestra un problema de vagancia
2. El padre/tutor está obligado a asegurarse que el estudiante asista a la escuela.
3. El padre/tutor que no cumpla con esta obligación se puede considerar culpable de violar la ley y será sujeto a acción legal.
4. El padre/tutor tiene derecho de tener una conferencia con personal indicado de la escuela para discutir la solución al problema de vagancia del estudiante.
5. Una conferencia se llevará a cabo con el padre/tutor y el estudiante.

## Notificación de Vagancia

### Primera Notificación de Vagancia o Ausencia Excesivas

- ✓ Carta #1 enviada por correo regular y certificado
- ✓ Conferencia con el estudiante, padre/tutor, maestro/consejero y director
- ✓ En la conferencia se firmará un contrato de Asistencia.

NOTA: Si el padre/tutor no responde dentro de 10 días o no se presenta a la conferencia, el asunto se podrá referir a la Revisión de Asistencia de la Escuela [School Attendance Review Board (SARB)] que consiste de:

- Director
- Asistente al director
- Gerente de operaciones
- Maestro

El padre/tutor de un estudiante que a acumulado por lo menos **seis (6) eventos de vagancia**, deberá ser notificado por una **segunda vez**.

### Segunda Notificación de Vagancia o Ausencia Excesivas

- ✓ Carta #2 enviada por correo regular y certificado
- ✓ Conferencia con el estudiante, padre/tutor, maestro/consejero y director
- ✓ En la conferencia se firmará un contrato de Asistencia.

NOTA: Si el padre/tutor no responde dentro de 10 días o no se presenta a la conferencia, el asunto se podrá referir a la Revisión de Asistencia de la Escuela [School Attendance Review Board (SARB)] **Vagancia Habitual**

Cualquier estudiante que tenga por lo menos siete (7) eventos de vagancia durante un año escolar y ha recibido dos (2) notificaciones oficiales de vagancia se considera vago habitual. El padre/tutor será notificado una vez más a través de una carta certificada/registrada solicitando una conferencia

con el estudiante, padre, maestro y director para determinar un plan educacional y la posibilidad de referir el caso a la Revisión de Asistencia de la Escuela [School Attendance Review Board (SARB si el estudiante continúa con la vagancia y/o el padre no responde dentro de 10 días o no se presenta a la conferencia.

### **Tercera Notificación de Vagancia o Ausencia Excesivas**

- ✓ Carta #3 enviada por correo regular y certificado
- ✓ Conferencia con el estudiante, padre/tutor, maestro/consejero y director
- ✓ Si no existe en el expediente se deberá firmar un contrato de Asistencia en esta junta.

NOTA: Si el padre no responde dentro de 10 días o no se presenta a la conferencia, el asunto (definido como faltas sin justificación) puede resultar en acción disciplinaria, con posibilidades de que se notifique a la Oficina Probatoria Juvenil y la Oficina del Fiscal del Distrito, de acuerdo a la Ley Obligatoria de Asistencia a la Escuela.

- En el caso de que el padre/tutor no se presente a la junta, y/o el estudiante continúe ausentándose habitualmente después de ausentarse siete (7) veces, el estudiante será referido a la Revisión de Asistencia de la Escuela [School Attendance Review Board (SARB)]

La Junta de Revisión de Asistencia de la Escuela [School Attendance Review Board (SARB)] llevará a cabo una audiencia con el padre/tutor y el estudiante acusado de vagancia para resolver el problema de asistencia. Si el estudiante no sigue los requisitos de la junta (SARB); el asunto se referirá a la Oficina Probatoria Juvenil y la Oficina del Fiscal del Distrito, para proseguir con una persecución penal, de acuerdo a la Ley de Asistencia Obligatoria a la Escuela [Código de Educación §48260, 48261, 48262.]



## **Enfermedades Durante las Horas de Escuela**

Si un niño se enferma o lastima durante el día escolar, y no se siente bien para permanecer en clase, la escuela llamará al padre/tutor para que recoja al niño . La escuela no está capacitada para cuidar a niños enfermos. Es necesario tener una tarjeta de emergencia actualizada con los números y la información médica correctos en el expediente para que el personal de la escuela pueda localizar al padre/tutor en caso de emergencia.

## **Normas para Recoger a los estudiantes**

Cualquier persona que venga a recoger a un estudiante, deberá estar mencionada en la tarjeta de emergencia del estudiante. No se entregará a ningún estudiante a otra persona a menos que la oficina de la escuela haya recibido una petición por teléfono dando autorización por ese día

Por razones de seguridad, ningún estudiante podrá salir del plantel con nadie que no sea por lo menos mayor de 18 años de edad y quien no está mencionado como contacto de emergencia en la oficina. Los padres/tutores deberán informar a la oficina si un estudiante tiene permiso de caminar a su casa. Para proteger la seguridad de nuestros estudiantes, solamente se les permitirá caminar a casa si los padres/tutores han dado autorización por escrito a la oficina.

## **Salida Temprana**

Los padres/tutores que necesiten recoger a sus hijos antes de la hora de salida, primero deberán reportarse a la oficina y firmar que recogen a su hijo. No se permitirá a ningún estudiante salir de su clase sin que la oficina haya recibido nota o llamada telefónica.

## **Información Médica**

### **Vacunas**

La ley estatal requiere que todos los niños que entren a la secundaria tengan vacunas contra: Polio, DTP, MMR, Hepatitis B, Varicella, Whooping Cough (TDAP) and Hepatitis A. Estos requerimientos se pueden excluir solamente si se ha entregado a la escuela una dispensa firmada

## **Medicinas**

Si es necesario que su hijo tome medicinas en la escuela (recetadas por el doctor o no), favor de tomar nota de los siguientes requerimientos legales. Para que los estudiantes tomen medicinas en la escuela, la oficina debe tener en el expediente:

- Declaración escrita del doctor describiendo la cantidad, tiempo, y método por el cual se debe tomar la medicina.
- Declaración escrita del padre/tutor del estudiante indicando la autorización para que el personal de la escuela ayude al estudiante a seguir las indicaciones del doctor.
- La medicina deberá entregarse a la escuela en el recipiente farmacéutico original.

Favor de tomar en cuenta que la escuela no tiene medicinas de mostrador para uso de los estudiantes.

## **IV. Norma Académica**

### **Resumen del Programa de Estudios [Currículo]**

El plan de estudios de Alpha's está impulsado por estándares específicos de desempeño de lo que los estudiantes deben saber y ser capaces de hacer en cada grado con el fin de tener éxito en las escuelas preparatorias y colegios de alta calidad. Los estándares de cada grado están basados en las normas estatales de contenido académico. Los maestros usan exámenes para medir el grado en el que los estudiantes han dominado los estándares.

En Alpha, usamos nuestro conocimiento sobre las habilidades de los estudiantes para conformar la instrucción de todas las clases, trabajo en grupos pequeños, y clases individualizadas de uno-a-uno. Usando la información individual, se puede dirigir la instrucción para satisfacer las necesidades individuales del estudiante.

Los maestros mantendrán a los estudiantes y padres/tutores informados sobre el desempeño de los estudiantes. Con frecuencia, los maestros mandarán tarea para que los padres/tutores firmen, y les avisarán si ven que el desempeño académico de su hijo ha disminuído o si hay alguna disciplina específica que requiera práctica adicional. Los padres/tutores recibirán 4 tarjetas de calificaciones al año, junto con el Plan Individual de Aprendizaje del estudiante. Por favor comuníquese con el maestro con toda libertad, y en cualquier momento en relación al progreso de su hijo .

### **Tarea**

Los estudiantes tendrán tarea todos los días por cada una de sus materias. La preparación es un elemento importante del currículo, y ningún estudiante está exento de ninguna tarea sin el permiso de su maestro antes de la fecha esperada. A los estudiantes que no completen su tarea en el transcurso de una semana, se les quitarán puntos de STAR ,y esto tendrá un impacto negativo en su progreso académico. La detención del sábado puede ser uno de las consecuencias por no completar su tarea. Los estudiantes que necesitan ayuda adicional con su tarea, son bienvenidos a quedarse después del día regular de escuela de Lunes – Viernes hasta las 6 p.m. Alpha les proporcionará un tutor gratuito a dichos estudiantes.

### **Recuperación de Tarea Atrazada**

Es la responsabilidad del estudiante de consultar con su maestra y asegurarse que sabe cuales son todas las tareas. El tiempo en que se deberán entregar,

y si el estudiante faltó un día, entonces tiene un día para recuperar el trabajo perdido.

### **Código de Honor**

Los estudiantes de Alpha no mienten, no copian, no roban, no toleran a aquellos que lo hacen.

Los estudiantes a los que se sorprendan copiando, o engañando, o ayudando a que otros engañen se les dará un cero [0] en esa tarea y no podrán hacerla después. Los padres de esos estudiantes deberán asistir a una conferencia con la maestra para discutir el asunto y los privilegios de los estudiantes serán suspendidos

## **V. Código de Conducta**

### **STAR**

El sistema STAR existe para reforzar el comportamiento que apoya la misión académica de la escuela. Los estudiantes reciben automáticamente un número de Stars cada día. Estas por sí solas no son suficientes para ganar recompensas. Sin embargo, los estudiantes tienen oportunidades durante el día para ganar Stars por demostrar los valores fundamentales de Alpha eligiendo comportamientos positivos.

De igual manera los estudiantes pueden perder Stars por elegir comportamiento que no refleja esos valores fundamentales. Semanalmente, los miércoles, se enviará a casa el reporte de STAR. Estos reportes mostrarán todas las STARS que los estudiantes han ganado o perdido durante la semana. Los reportes deberán ser firmados cada miércoles y enviados al maestro el Jueves por la mañana.

Puede encontrar en la agenda estudiantil una lista completa de conducta positiva de STAR y los niveles 1 y 2 de infracciones.

Los estudiantes que tengan recompensas extraordinarias de STAR serán reconocidos durante la asamblea de la escuela de los viernes.

### **Pulseras Alpha/Beta**

Los ganadores con más puntos de STAR serán reconocidos como "Alpha Star Students" y "Beta Star Students".

Estos estudiantes recibirán su Pulseras Alpha/Beta en su salón de clases los miércoles, cuando reciben el reporte semanal, que incluye el estado de Alpha /Beta. Al mismo tiempo, se recojerán las pulseras de la semana anterior. Los estudiantes deberán usar sus pulseras todos los días para poder recibir los privilegios asociados con su condición Alpha/Beta, que incluyen: comer el almuerzo afuera, ayudar a la maestra, ir al frente de la línea y otros privilegios más

### **Código de Vestimenta**

#### **Por que tenemos uniforme?**

- **El código de vestimenta de Alpha nos identifica como una comunidad.** Cuando se ve a un estudiante Alpha con uniforme , se convierte en una poderosa afirmación visual para nuestra comunidad. Cuando los estudiantes vienen a la escuela usando el uniforme demostrarán su compromiso a los valores fundamentales que Alpha representa.
- **El uniforme de Alpha reduce distracciones y competencia por la ropa.** A menudo los estudiantes pasan más tiempo discutiendo y evaluando la ropa que otros usan, que el tiempo que pasan dedicados a aprender. Nuestro uniforme elimina esa distracción.
- **El uniforme de Alpha asegura la seguridad de nuestros estudiantes.** Hay ciertos colores y marcas que son peligrosos en nuestra comunidad. El uniforme de Alpha fue diseñado específicamente con ésto en mente.

Nuestros colores son seguros y reducen el riesgo de que nuestros estudiantes sean víctimas de violencia y crimen.

- **El uniforme de Alpha nos otorga igualdad.** Si las familias tienen un alto o bajo ingreso, los estudiantes vienen a la escuela vestidos de la misma forma. Nadie se puede sentir mal por la ropa que usa o que no usa.
- **El uniforme de Alpha se ve profesional.** Los estudiantes se ven arreglados cuando llegan a la escuela con las camisas metidas dentro de los pantalones. Los estudiantes vienen preparados mentalmente y "vestidos para trabajar."

### **Norma Oficial del Código de Vestimenta de Alpha**

#### **Camisas:**

Los estudiantes deberán usar:

- Camisas de cuello o tipo polo negra. Tienen la opción de dejar el botón de arriba sin abotonar. Si lo prefieren, pueden comprar "polos" con el logo oficial de Alpha en la oficina, pero no es un requisito.
- Camiseta debe ser blanca, gris o negra. Las mangas cortas deben esconderse bajo la camisa de cuello negra. Las camisetas no pueden tener logos, escritos o diseños visibles.
- Las camisas deben estar metidas dentro de los pantalones todo el tiempo y deben ser de la talla apropiada.
- Durante la clase de educación física se permite que la camisa este fuera del pantalón, pero deberá meterse dentro del pantalón antes de entrar al salón de clase.
- Las camisas no pueden revelar o usarse en forma inapropiada de ninguna manera.

#### **Sweaters:**

- Sudaderas y sweaters deben ser negros y no pueden tener capucha u otro logo que no sea el logo oficial de Alpha. Sudaderas con el logo oficial de Alpha están de venta en la oficina, pero no son un requisito.
- Camisas de cuello negras deben estar metidas bajo la sudadera.
- Usar una sudadera es opcional, y deberá reflejar el Código de vestimenta de Alpha.

**Chaquetas/Abrigos:**

- Los estudiantes deben quitarse las chaquetas y abrigos antes de entrar al salón de clases o la oficina. Las chaquetas deben ser negras, blancas, o grises sin diseños o logos.
- Si los estudiantes tienen frío, recomendamos que usen una sudadera en el salón de clases.

**Pantalones:**

- Los estudiantes deben usar pantalones lisos, khaki sin diseños o marcas.
- Las estudiantes tienen la opción de usar faldas khaki; las faldas no pueden ser más cortas que dos pulgadas arriba de la rodilla, aún cuando usen "leggings".
- No se permiten: pantalones cargo, pantalones pegados, o de mezclilla.
- Los pantalones deberán cubrir las caderas todo el tiempo.

**Cinturones:**

- Los cinturones deben ser simples, negros o cafés. No se permiten hebillas grandes o estrafalarias, con marcas, hollos adicionales, o diseños. Las camisas deben permanecer dentro de los pantalones todo el tiempo; los cinturones deben estar visibles.

**Zapatos/Calcetines:**

- Los estudiantes deben usar zapatos simples y cerrados, No se permite que los zapatos o las agujetas contengan colores azul o rojo. Las agujetas deben ser simples sin diseños. Los pantalones deben cubrir completamente el zapato; no se permite adornos de piel, adornos o tacón alto.
- No se permiten calcetines de colores. Las medias deben ser lisas, negras y sin diseños.

**Joyería/Accesorios:**

- Se permite un solo y simple reloj de pulsera.
- No se permite más de un simple collar.
- No se permite usar maquillaje en ningún momento.

- Las estudiantes femeninas podrán usar aretes más pequeños que un quarter. No se permite que los estudiantes masculinos usen aretes de ningún tipo. No se permite ninguna otra perforación en el cuerpo.
- No se permiten accesorios que tengan los colores rojo o azul. Incluyendo adornos para el pelo.
- No se permiten accesorios que llamen la atención de ninguna forma.

### **Artículos para la Cabeza/Peinado:**

No se permiten:

- sombreros, bandas para el pelo, trapos, pañuelos, etc. (Solamente artículos religiosos para la cabeza).
- Diseños cortados en el pelo.  
Colores brillantes en el pelo, aunque sea pequeño. (Solo pelo color natural.)

### **Mochilas**

- No se permiten los colores azul, rojo, logos o diseños en las mochilas.

Nota: Nos reservamos el derecho de determinar si alguna parte de la vestimenta del estudiante es apropiada o no.

Los estudiantes que no vengan a la escuela vestidos conforme el Código de Vestimenta de Alpha, no se les permitirá asistir a las clases hasta que el problema se resuelva. Se le avisará a los Padres/tutores/miembros de familia y se les pedirá que traigan un cambio de ropa para el estudiante antes que se le permita asistir a la clase. Cualquier artículo que se haya confiscado deberá ser recogido por un padre/tutor después o antes del día escolar.

### **Artículos Personales**

Los siguientes artículos están prohibidos en el la escuela y todo el plantel:

Chicle

Soda

Teléfono Celular

Comida Rápida [McDonalds, etc]

Substancias ilegales de cualquier forma

Armas reales o de juguete



Cerillos o artículos inflamables	Muñecos de "Peluche"
Gameboys o cualquier Juego electrónico	Ipods o otra clase de MP3 Player
Dinero en Efectivo*	Cualquier artículo que pueda distraer de los estudios.

Si se encuentra un estudiante en posesión de cualquier artículo prohibido, se confiscará el artículo y se tomará una acción disciplinaria apropiada. Dependiendo del artículo confiscado, el padre/tutor tendrá que venir a la escuela a recoger el artículo confiscado. Si se encuentra a un estudiante con un artículo prohibido más de una vez, no se regresará dicho artículo sino hasta el último día escolar del año. En caso de artículos como teléfono celular, dinero en efectivo, juguetes electrónicos y otros artículos prohibidos, la escuela de Alpha no se hace responsable por reemplazar ningún artículo perdido, o robado.

\*Los estudiantes deben traer consigo solamente dinero suficiente en efectivo necesario para transportación y otras necesidades personales aprobadas por su padre/tutor.

## **Uso de Teléfono**

### **Teléfono de la escuela**

Los estudiantes no pueden usar el teléfono de la escuela sin permiso del maestro. Los estudiantes podrán usar el teléfono solamente en caso de emergencia o para informar al padre/tutor sobre una necesidad específica. Los estudiantes que usen el teléfono sin permiso, serán disciplinados.

### **Normas de teléfono celular**

Los estudiantes tienen prohibido usar, poseer, o guardar teléfonos celulares y otros aparatos similares de comunicación el plantel de Alpha, o cuando estén participando en cualquier actividad escolar, por ejemplo: Escuela del sábado, o excursión escolar. Si se encuentra a un estudiante en posesión de cualquier artículo prohibido, se confiscará el artículo y se tomará una acción

disciplinaria apropiada. El padre/tutor tendrá que venir a la escuela a recoger el artículo confiscado.

El director puede extender excepciones a esta norma si recibe una petición por escrito del padre/tutor. Las razones por las que aplicarían la excepción podrían incluir situaciones familiares médicas, o relacionadas con la seguridad. Dichas excepciones tienen instrucciones específicas por escrito de cómo usarse en el plantel de la escuela.

Aun bajo excepciones especiales, la escuela de Alpha no se hace responsable por reemplazar ningún artículo robado.

### **Póliza de No-discriminación**

Alpha Public Schools admite a estudiantes de todas razas, credos, origen étnico o nacional, a todos los privilegios, programas, y actividades que se ofrecen a todos los estudiantes de la escuela, y/o en la administración de sus pólizas académicas, admisión, normas, becas, y préstamos escolares, y deportivos.

### **Abuso**

Todo el personal de la escuela está obligado por ley a reportar de inmediato si sospechan abuso, maltrato, y/o abandono a menores. Cuando el personal tiene una sospecha razonable de que un niño menor de 17 años que conocen en su capacidad profesional ha sido lastimado o está en peligro de ser lastimado – física/sexualmente, o por descuido – y que la persona encargada de cuidarlo, lo ha lastimado, o fallado en tomar precauciones para prevenir el daño al niño.

Ninguna persona, incluyendo a un supervisor puede suprimir, cambiar, o editar dicho reporte obligatorio de abuso. Un reportero por mandato, que intencionalmente deje de reportar incidentes sospechosos de abuso o descuido de un niño, es culpable de un delito menor y sujeto a la suspensión o revocación de su licencia. Hacer un reporte falso a la línea de emergencia también es un delito menor.

## **Detención**

Se asignará detención a los estudiantes de acuerdo a su comportamiento y record de asistencia. Se informará a los padres de la detención por lo menos 24 horas por adelantado.

## **Detención en Sábado**

Se asignará detención en sábado a los estudiantes de acuerdo a su comportamiento y récord de asistencia. La detención en sábado será una vez al mes incluyendo a todos los estudiantes de la escuela que sean referidos. Al padre/tutor se le informará de las fechas de detención en sábado por lo menos con una semana de anticipación. El horario de detención en sábado será de 9:00 a.m. – 12:00 p.m. y habrá un maestro supervisando.

## **VI. Participacion Familiar**

### **Expectaciones de la Participacion Familiar**

Además de las tareas enumeradas en el contrato firmado al final de este manual, se espera que las familias se comprometan a 30 horas de servicio voluntario a Alpha. Se espera que la familia participe en el aprendizaje de sus hijos de la siguiente manera:

#### **Conferencias entre Padre/Tutor, Estudiante, Maestro**

Los padres/tutores y el estudiante deberán asistir a las conferencias para conocer al maestro y revisar el Plan de Instrucion Individual y el Reporte de Calificaciones.

#### **Visitas a Casa**

Para establecer la mejor relación de trabajo entre la escuela y la casa; el personal de Alpha conduce visitas a casa una vez al año. El propósito de esta visita a casa es de dedicar un tiempo de colaboración entre las familias de Alpha, los estudiantes, y el personal para mejorar la educación de los estudiantes. Estas visitas por lo general duran 30-40 minutos y se llevan a cabo en la casa del estudiante. Sin embargo, de ser necesario, los arreglos se pueden cambiar

### **Juntas de la Comunidad**

Todos los padres/tutores están invitados y se recomienda encarecidamente que asistan a las Juntas de la Comunidad. Estas juntas son muy importantes para que usted se mantenga informado acerca de su hijo, las normas de la escuela, y pueda participar en avanzar la misión de la escuela. Alpha le mandará el calendario de las Juntas de la Comunidad.

Durante el año escolar, se le informará de otras oportunidades para completar horas como voluntario.

### **Información de la Escuela**

Alpha le enviará regularmente un boletín de noticias a casa con su hijo. Por favor lea todos los artículos para mantenerse informado de lo que está pasando en la escuela. A los maestros de Alpha les gusta conocer a las familias. Arregle una visita con la oficina para conocer el maestro de su hijo. Este arreglo asegura que no se pierda tiempo de instrucción y que todas las familias tengan oportunidad de conocer a sus maestros.

### **Procedimiento para Preguntas de Padres/Tutores**

Si el padre/tutor tiene alguna preocupación, o pregunta, deberá dirigirse primero a el maestro y tratar de resolver el problema a través de una discusión informal. El estudiante NO debe estar presente durante esta conversación. Cualquier conversación de este tipo debe hacerse en privado entre el maestro y el padre/tutor.

Si no se resuelve el problema, por favor entregue una forma de Queja formal [Community Complaint form], la cual puede obtener en la oficina. El director

revisará la queja y servirá como mediador entre todos los que están involucrados.

## VII. Directorio del Personal

Directorio del Personal de Alpha

Nombre	Posición	Email Address
Mr. Glover	Director	john@alphapublicschools.org
Mrs. Hirsch	Asistente al Director	paige@alphapublicschools.org
Ms. Smith	Gerente de Operaciones	holly@alphapublicschools.org
Mr. McGaughran	6 <sup>th</sup> Grado Maestro	smcgaughran@alphapublicschools.org
Ms. Flandreau	6 <sup>th</sup> Grado Maestro	eflandreau@alphapublicschools.org
Ms. Brenner	6 <sup>th</sup> Grado Maestro	mbrenner@alphapublicschools.org
Mrs. Chingos	6 <sup>th</sup> Grado Maestro	jchingos@alphapublicschools.org
Ms. Markoff	7 <sup>th</sup> Grado Maestro	mmarkoff@alphapublicschools.org
Ms. Rios	Tutor	grios@alphapublicschools.org

Oficina Principal - Teléfono:

Oficina Principal - Fax:

## Convenio de Estudiante/Familia/Personal

### THE ALPHA PUBLIC SCHOOLS – Forma de COMPROMISO DE EXCELENCIA

2012-2013 Año Escolar

Este convenio entre casa y escuela describe la forma en que los padres/tutores, estudiantes, y el personal de la escuela comparten la responsabilidad de mejorar el rendimiento académico del estudiante, y cómo crear una sociedad para ayudar a que todos los estudiantes alcancen su potencial para graduarse de la universidad.

#### COMPROMISO DEL ESTUDIANTE:

Me comprometo plenamente a Alpha de la siguiente manera:

- Llegar a la escuela preparado para aprender todos los días a las 8:30 a.m. (Lun. – Vie.) con toda la tarea y asignaciones completas.
- Permanecer en la escuela todo el día hasta las 3:30 p.m. (Lun. – Jue.) y hasta la 1:00 p.m. los Viernes.
- Asistir a la escuela en ciertos sábados.
- Asistir al curso de verano.
- Siempre trabajar, pensar, y comportarme de la mejor manera que sé, porque sé que el trabajo árduo y la disciplina personal llevan al éxito.
- Pedir ayuda a mis maestros si tengo duda de como manejar una situación.
- Siempre escuchar a otros con respeto así como espero me respeten a mí.
- Seguir el código de vestimenta de Alpha.
- Ser responsable de mi propio comportamiento.
- Cumplir los valores fundamentales de Alpha dentro y fuera de la escuela.

*Si fallo en el cumplimiento de este convenio, puedo perder varios privilegios.*

\_\_\_\_\_ X \_\_\_\_\_  
Nombre del Estudiante (Imprimir claramente)                      Firma del Estudiante

PARENTS'/GUARDIANS' COMMITMENT:

Me comprometo plenamente a Alpha de la siguiente manera:

- Asegurarme que mi hijo llegue a la escuela preparado a aprender todos los días de 8:30 a.m. (Lun. – Vie.)
- Comprometerme a trabajar como voluntario en Alpha por 30 horas al año para participar en la jornada de mi hijo a la universidad.
- Hacer arreglos para que mi hijo permanezca en la escuela todos los días hasta las 3:30 p.m. (Mon. – Thur.) and 1:00 p.m. on Fridays, o hasta las 6:00 p.m. si esta inscrito en el programa después del día escolar.
- Hacer arreglos para que mi hijo atienda a la escuela ciertos sábados
- Asegurarme que mi hijo atienda el curso de verano.
- Comprometerme por siempre a la educación de mi hijo y ayudarlo en cualquier modo posible. Esto significa que me asegure que mi hijo lea todas las noches y complete la tarea que le asignaron.
- Comunicar mis ideas y preocupaciones con el maestro de mi hijo y el director.
- Permitir que mi hijo reciba ayuda extra de un tutor después de las horas de escuela si la maestra indica que mi hijo necesita apoyo adicional.
- Permitir que mi hijo vaya a excursiones escolares.
- Asegurar que mi hijo siga el código de vestimenta de Alpha.
- Ser responsable de asegurar que mi hijo siga las reglas de respetar el derecho de todos los estudiantes para aprender.
- Notificar a la escuela si nuestra dirección y/o teléfono cambian.
- Asegurar que mi hijo sepa que quiero que se gradúe de la universidad.

*Si fallo en el cumplimiento de este convenio, mi hijo puede perder varios privilegios.*

\_\_\_\_\_

X \_\_\_\_\_

Nombre del Padre (Imprimir claramente)

Firma del Padre

ALPHA PUBLIC SCHOOLS' COMMITMENT:

El personal de Alpha se compromete de la siguiente manera:

- Preparar un riguroso plan de estudios preparatorio para el currículo de la universidad, con un medio ambiente altamente estructurado.
- Proporcionar diariamente una experiencia de aprendizaje de la más alta calidad.
- Ofrecer con júbilo días y año prolongados que extienden las oportunidades de aprendizaje para nuestros estudiantes.
- Modelar trabajo árduo y disciplina personal y esperar lo mismo de nuestros estudiantes.
- Abrir nuestras puertas a un diálogo respetuoso con los estudiantes, padres y miembros de la comunidad.
- Tener conferencias entre padres y maestros por lo menos una vez al año, para discutir el convenio de la escuela/los padres en relación al rendimiento de los estudiantes.
- Enviar frecuentemente a los padres, reportes de progreso de los estudiantes.
- Ofrecer a los padres acceso al personal, a ser voluntario, participar, y observar en la clase de sus hijos.
- Proteger siempre la seguridad, intereses, y derechos de todos los estudiantes.
- Apoyar el desarrollo académico y social de todos los estudiantes.

*El fallo en el cumplimiento de este convenio, puede resultar en la separación de personal de Alpha.*

\_\_\_\_\_ X \_\_\_\_\_  
Nombre del Maestro (Imprimir claramente)

Firma del Maestro

(Favor de guardar para su expediente)





**Alpha PUBLIC SCHOOLS**  
**Sample Bell Schedule**

Charter Petition Appendix I

Sample Bell Schedule-Grades 6&7

<b>MONDAY-THURSDAY SCHEDULE</b>	
8:30-8:40	LAUNCH
8:40-10:40	MATH CORE INSTRUCTION
10:40-11:25	P.E.
11:25-12:45	ENGLISH LANGUAGE ARTS CORE INSTRUCTION
12:45-1:10	LUNCH
1:10-1:40	SUSTAINED SILENT READING
1:40-2:20	SOCIAL STUDIES/SCIENCE (ROTATION)
2:20-3:00	ENRICHMENT
3:00-3:30	ADVISORY
3:30-4:30	TEACHER PREP PERIOD
3:30-6:00	AFTER SCHOOL ACADEMY
<b>FRIDAY SCHEDULE</b>	
8:30-8:40	LAUNCH
8:40 -10:15	MATH CORE INSTRUCTION
10:15 - 11:45	ENGLISH LANGUAGE ARTS CORE INSTRUCTION
11:45-12:45	SPECIALISTS: ART/MUSIC/DANCE/SIGN LANGUAGE/COLLEGE SEMINAR
12:45-1:00	FRIDAY FUN DAY
1:00-4:30	TEACHER PROFESSIONAL DEVELOPMENT
1:00-6:00	AFTER SCHOOL ACADEMY



**Alpha PUBLIC SCHOOLS**  
**Curriculum Documents**

Charter Petition Appendix J



**Alpha PUBLIC SCHOOLS**  
**Curriculum Documents**

Charter Petition Appendix J

## Context

**T**his 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**

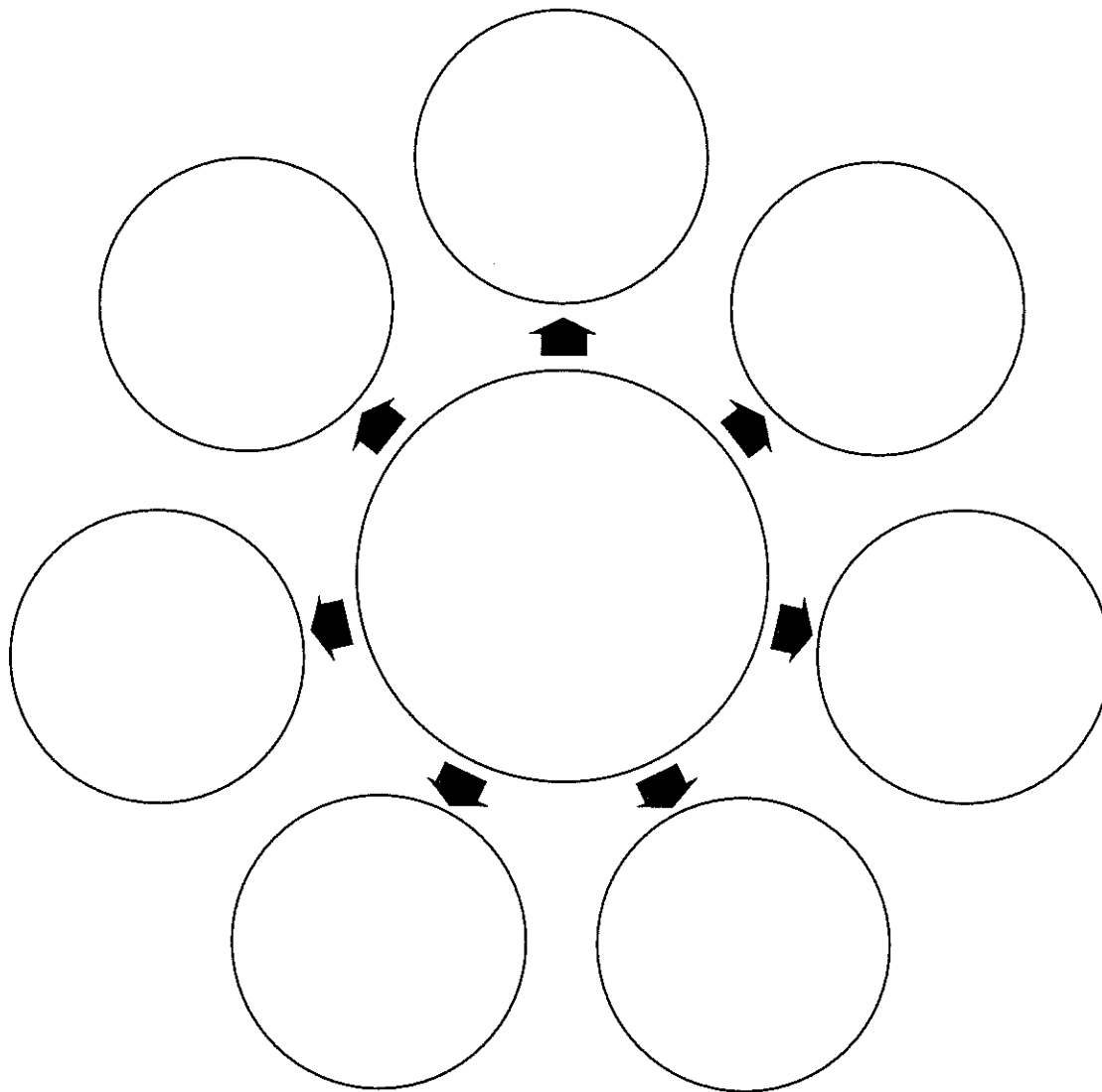
Activity	45 to 50-Minute Class Periods	Class Periods with Homework	Activity	45 to 50-Minute Class Periods	Class Periods with Homework
Learning Focus and 1.1	½		Learning Focus	½	
1.2	1		1.12	1	
1.3	¾		1.13	1	
1.4	1		1.14	2	
1.5	1	HW	1.15	1	
1.6	1		1.16	½	
1.7	1	HW	1.17	1	
1.8	1 ¼	HW	1.18	1	
1.9	1		EA2	2	
1.10	½		Unit Reflection	1	
1.11	½				
EA1	2	HW			
<b>Total Class Periods</b>				<b>22 ½</b>	

**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

### Contents

<b>Learning Focus: What Is Storytelling?</b> .....	4
<b>Activities:</b>	
1.1 Previewing the Unit .....	5
1.2 Planning to Revisit, Revise, and Reflect .....	6
1.3 The Idea of Change .....	7
1.4 Building Oral Fluency .....	8
1.5 Who's Who .....	10
<b>Poetry:</b> "Who's Who," by Judith Viorst	
1.6 A Lion's Narrative.....	12
<b>*Film:</b> Clips from <i>The Lion King</i>	
1.7 Memory Map .....	16
1.8 Family Stories.....	18
<b>Novel:</b> Excerpt from <i>Kira-Kira</i> , by Cynthia Kadohata	
1.9 Getting Superpowers .....	23
<b>Personal Narrative:</b> "My Superpowers," by Dan Greenburg	
1.10 Reflecting on Narrative Openings .....	27
1.11 What Makes a Good Narrative? .....	30
<b>Embedded Assessment 1</b> Writing a Narrative About an Incident That Changed Me .....	31

### 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

<b>Learning Focus: How to Explain</b> .....	36
1.12 Marking Growth: A Frame Poem.....	37
1.13 Explaining Change.....	38
1.14 Changing Narrative Writing to Expository Writing .....	40
<b>Article:</b> “The Oldest Living Atlanta Gorilla Tells All,” by Scott Freeman	
1.15 Using Context Clues.....	50
<b>Folk Tale:</b> “How Fire Came to the Six Nations” (Iroquois)	
1.16 Changes in Three Arrows .....	53
1.17 Reading “The Jacket” .....	54
<b>Short Story:</b> “The Jacket,” by Gary Soto	
1.18 The Mermaid Speaks.....	59
<b>Poetry:</b> “...And Although the Little Mermaid Sacrificed Everything to Win the Love of the Prince, the Prince (Alas) Decided to Wed Another,” by Judith Viorst	
<b>Expository Essay:</b> “He Might Have Liked Me Better with My Tail,” by Ima Mermaid	
<b>Embedded Assessment 2</b> Writing an Expository Essay About a Change in Me .....	62
<b>Unit Reflection</b> .....	68

## 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?

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2. How do writers use different types of writing to express their ideas?

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## 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.

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## 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.

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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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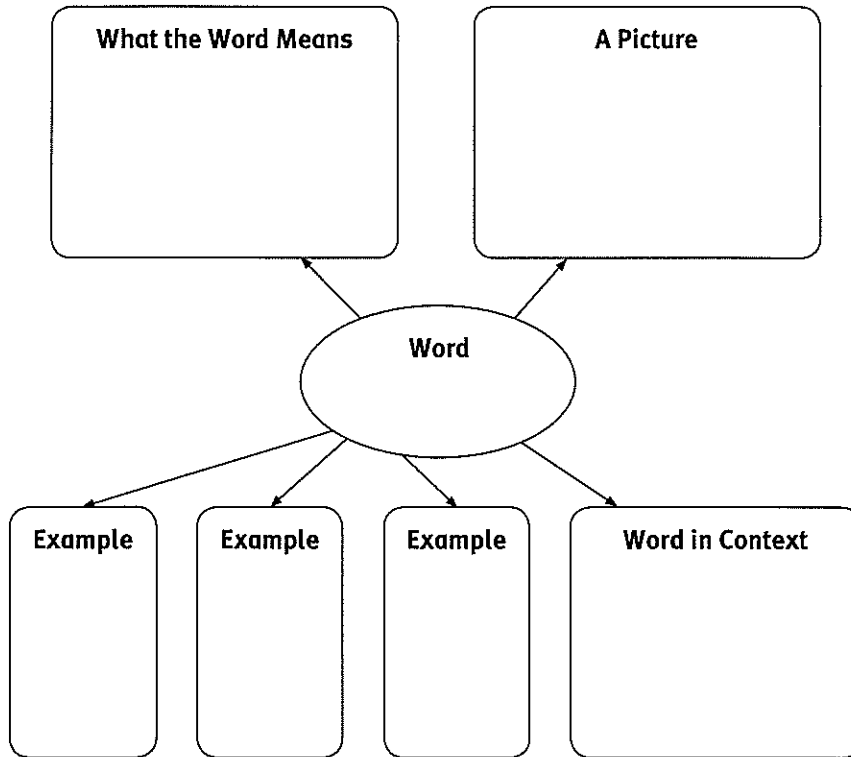
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6 SpringBoard® English Textual Power™ Level 1

**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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Unit 1 • Changes in Me 7

## 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.

### 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 1.4

### 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?

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**2. Notetaking:** Qualities of an Effective Reader

<b>Accuracy</b>	The quick and effortless reading of words in or out of context
<b>Rate</b>	How quickly and accurately a reader reads connected texts
<b>Inflection or Expressiveness</b>	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.**

8 SpringBoard® English Textual Power™ Level 1

#### 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?

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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.

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**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.

10 SpringBoard® English Textual Power™ Level 1



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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."

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**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."

2. Take notes or quickly sketch the sequence of events in this incident, in chronological order.

First event:

Second event:

Third event:

Fourth event:

Fifth event:

3. **Writing Prompt:** Imagine that you are Nala or Simba, and you want to tell a friend the story of going to the graveyard. Draft a narrative of what happened there. Tell how and where the story started, the sequence of events, and how it ended. Include the setting, details of the characters' feelings, and dialogue. You are telling the events in first-person point of view, so use "I" when you write your narrative.

I am writing from the point of Nala OR Simba (circle one).

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**WORD CONNECTIONS**  
 The Greek root *-chron-* in *chronological* means "time." Other English words having to do with time also contain this root: *chronic*, *chronicle*, *chronology*, *synchronize*, and *anachronism*.

**ACADEMIC VOCABULARY**  
**Point of view** refers to the vantage point from which a story is told.  
 In *first-person point of view*, the teller is a character in the story narrating what he or she sees or knows. A first-person narrator uses "I."  
 In *third-person point of view*, the narrator is someone outside of the story. *Third-person point of view* uses the pronouns "he," "she," and "they" when telling the story.

**Steps:**

5 To facilitate note taking, you may want to set up a jigsaw. Assign each student one of the columns on the graphic organizer. As students watch the clip, ask them to pay attention to information for their assigned column. You may want to play the clip more than once. Allow students to meet with others who took notes on the same column. Sharing their observations will help each student become an expert on his or her assigned column. Then, arrange groups of three with an expert on each column in each group and allow the students to share their notes.

6 Have groups share with the class. Consider adding some of the students' descriptive words to the Word Wall.

**After Viewing**

7 Ask students to write or *sketch* the sequence of events in this incident; you may need to show the scene again to help them recall the chronological order. You may also wish to review the sequence of events on the board or on an overhead projector.

8 Tell students to choose the point of view of either Nala or Simba from which to retell the story of the visit to the graveyard. As they write a **draft**, remind them to include a beginning, middle, and an end. This structure allows students to incorporate the necessary elements of a narrative: plot sequencing, dialogue, setting, and characters' feelings.

9 Have students select an appropriate graphic organizer; copy it into their **Vocabulary Notebooks**, and explore the concept of *point of view*. Add this term to the **Word Wall**.

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**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.

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## 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.

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2. Choose one memorable incident that you would be willing to share as a visual memory map.

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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

16 SpringBoard® English Textual Power™ Level 1



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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Middle Details**

Describe events in chronological order. Include dialogue.  
What happened?  
What were you and others doing?  
What were you thinking and feeling?

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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**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

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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

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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.

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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.

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## During Reading

3. Read the narrative "My Superpowers" by Dan Greenburg. Following your teacher's instructions, mark the text to identify the narrative elements.

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### 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.

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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

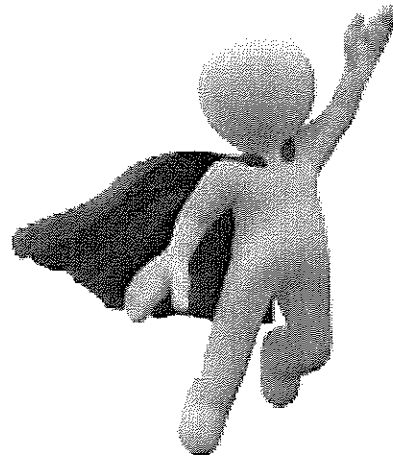
My Notes

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.

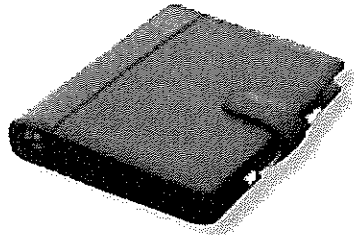
## From *Kira-Kira*

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

Handwritten notes area with horizontal lines.

Unit 1 • Changes in Me 27

## 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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**Steps:**

**4** To help students identify some types of openings that they might use in their own narratives, ask them to read the explanation of AQQS—Anecdote, Question, Quote, and Statement of Intrigue—and respond to the questions. Then discuss the responses as a class.

**5** Remind students that they will be expected to create an effective opening for their own personal narratives. They might choose one of these techniques to engage or hook their readers.

**Teacher Notes**

Notice that neither writer begins with the central incident of the narrative, but rather leads up to it with one of the techniques described in the acronym AQQS, designed to hook readers.

**Anecdote:** a short sketch or account of a biographical incident

**Question:** a question that focuses the reader's attention on the subject of the writing

**Quote:** a line of dialogue or a famous quotation that points to the idea of the narrative

**Statement of intrigue:** a statement designed to capture the reader's interest and compel him or her to read more.

Answer the following questions about the openings written by Greenburg and Kadohata.

1. Which technique does Dan Greenburg use to begin his narrative?

Question  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Which writer uses an anecdote to start the narrative? What is the anecdote?

Greenburg  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Which writer uses a statement of intrigue in the first paragraph? What is that statement?

Kadohata  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Which opening do you believe is more effective? Why?
- \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My Notes  
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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.

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### 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.

<b>Cause</b>	<b>Effect</b>
<b>Cause</b>	<b>Effect</b>

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?

## 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
<b>Ideas</b>	<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"> <li>• a vivid setting</li> <li>• a vivid portrayal of the event and people involved</li> <li>• effective dialogue that is important to plot and character and that points to the significance of the event.</li> </ul> <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"> <li>• a clear setting</li> <li>• a description of the event with some detail and vividness</li> <li>• use of dialogue to show the feelings and thoughts of the people involved.</li> </ul> <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"> <li>• a clear setting</li> <li>• use of details</li> <li>• dialogue that shows the feelings and thoughts of the characters.</li> </ul> <p>The author's reflection lacks a connection between the event and its importance in his or her life.</p>
<b>Organization</b>	<p>The narrative is well-organized and includes:</p> <ul style="list-style-type: none"> <li>• an engaging beginning that highlights an event</li> <li>• a detailed middle that describes the event</li> <li>• a clear ending that brings closure</li> <li>• smooth transitions that guide the reader through the text.</li> </ul>	<p>The narrative is organized with the following:</p> <ul style="list-style-type: none"> <li>• a beginning that identifies an event</li> <li>• a middle that describes the event</li> <li>• an ending that brings closure</li> <li>• transitions to guide the reader through the text.</li> </ul>	<p>The narrative lacks organization and coherence. Some of the following parts are missing:</p> <ul style="list-style-type: none"> <li>• a beginning that clearly identifies the event</li> <li>• an organized middle</li> <li>• an ending that brings closure</li> <li>• transitions to guide the reader.</li> </ul>

**SCORING GUIDE**

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Use of Language</b>	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.
<b>Conventions</b>	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.
<b>Evidence of Writing Process</b>	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.
<b>Additional Criteria</b>			

Comments:

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## 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
<b>Unit 1</b> <b>Changes in Me</b>  <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"> <li>To define change and identify the types of change adolescents encounter</li> <li>To make thematic connections among texts and between texts and your own life</li> <li>To use descriptive language in writing both narrative and expository text</li> <li>To understand and explain the relationship between cause and effect</li> </ul>	Writing Workshop 1: The Writing Process  Writing Workshop 4: Personal Narrative  Writing Workshop 6: Expository Writing
<b>Unit 2</b> <b>Changes in My World</b>  <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"> <li>To explore the craft of storytelling and write a short story</li> <li>To recognize essential elements of plot, point of view, characterization and setting</li> <li>To build oral reading fluency</li> <li>To craft grammatically correct sentences and write using precise adjectives and adverbs</li> </ul>	Writing Workshop 2: Short Story  Writing Workshop 8: Persuasive Writing
<b>Unit 3</b> <b>Changes in Self-Perception</b>  <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"> <li>To explore the concept of voice through both reading and writing</li> <li>To read challenging texts, both fiction and nonfiction, with fluency and comprehension</li> <li>To identify elements of legends and myths present in a contemporary work of fiction</li> <li>To identify how a character is presented and how he or she changes throughout a novel</li> <li>To develop writing skills through various stages of the writing process</li> </ul>	Writing Workshop 7: Procedural Texts: Informal Letters  Writing Workshop 9: Response to Literary or Expository Texts
<b>Unit 4</b> <b>Measuring Changes in Me</b>	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"> <li>To recognize personal and academic change and growth over time</li> <li>To practice thoughtful reflection</li> <li>To build global revision skills</li> <li>To set goals for future reading and writing</li> </ul>	Writing Workshop 8: Persuasive Writing
<b>Unit 5</b> <b>Changing Times and Places</b>  <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"> <li>To research, gather, and organize content to achieve purpose for a presentation</li> <li>To relate setting to action, characterization, and plot</li> <li>To define, identify, and analyze various elements of drama</li> <li>To rehearse and present an engaging performance</li> </ul>	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. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	7CRASR.3	ELA Level 2, Unit 1, Activity 1-1: Previewing the Unit
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.	1. 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.	2. 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 9: Parallel Structure
Grade 7	College and Career Readiness Anchor Standards for Reading	Key Ideas and Details	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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).	7CRASR.2	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.	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.	1. 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.	2. Explain the function of 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 central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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).	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.	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 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.	1. Explain the function of phrases and clauses in general and their function in specific sentences.	7LS.1.a	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. 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	Conventions of Standard English	1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Explain the function of phrases and clauses in general and their function in specific sentences.	7LS.2.a	ELA Level 2, Grammar Handbook, Part 15: Capitalization and Punctuation
Grade 7	Language Standards 6-12	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Explain the function of phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7LS.2.a	ELA Level 2, Grammar Handbook, Part 15: Capitalization and Punctuation
Grade 7	Language Standards 6-12	Conventions of Standard English	1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling 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 11: Sentence Types and Punctuation Patterns
Grade 7	Language Standards 6-12	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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 11: Sentence Types and Punctuation Patterns
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.	1. Explain the function of phrases and clauses in general and their function in specific sentences.	7LS.1.a	ELA Level 2, Grammar Handbook, Part 11: Sentence Types and Punctuation Patterns
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.	2. Explain the function of phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7LS.1.c	ELA Level 2, Grammar Handbook, Part 11: Sentence Types and Punctuation Patterns
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 11: Sentence Types and Punctuation Patterns
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.	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 11: Sentence Types and Punctuation Patterns
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.	1. 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.	2. Explain the function of phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7LS.1.c	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 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.	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 10: Introduction and General Usage in Defining Clauses

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	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).		7RSLT.3	ELA Level 2, Unit 1, Activity 1-10: Learning from Our Choices
Grade 7	Reading Standards for Range of Reading and Level of Text	Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		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.		7RS1.9	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.		7RS1.10	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.		7CCRASW.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.		7CCRASW.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.		7CCRASW.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.		7WS.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.		7WS.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.		7WS.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.		7WS.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.		7WS.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.		7WS.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 descriptive tasks, purposes, and audiences.		7CCRASL.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.		7CCRASL.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.		7CCRASL.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.		7CCRASL.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.		7CCRASL.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.		7CCRASL.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.		7CCRASL.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.		7CCRASL.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.		7LS.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.		7LS.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.		7LS.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.		7LS.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	
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

		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
6.2.1	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	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
6.2.2	Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	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
6.2.3	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	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
6.2.4	Know the significance of Hammurabi's Code.	PUPIL & TEACHER & eEDITION CDROM Common Pages: 108, 110-111,

		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–

	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,

		<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 &amp; TEACHER &amp; 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 &amp; TEACHER &amp; 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 &amp; TEACHER &amp; 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 &amp; TEACHER &amp; eEDITION  CDROM Common Pages: 352–353, 378, 379–383, 386–387, 398, 399–402, 403,</p>

		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)

		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



	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,

	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

	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	
<b>FOCUS ON EARTH SCIENCES</b>		
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

	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:	

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
<b>INVESTIGATION AND EXPERIMENTATION</b>		
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,



	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	
<b>NUMBER SENSE</b>		
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

	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
<b>ALGEBRA AND FUNCTIONS</b>		
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
<b>MEASUREMENT AND GEOMETRY</b>		
6.1.0	Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:	

6.1.1	Understand the concept of a constant such as $\pi$ ; 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 $\pi$ (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
<b>STATISTICS, DATA ANALYSIS, AND PROBABILITY</b>		
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

	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

	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
<b>WRITING</b>		
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

	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

	<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
<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>		
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

	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
<b>LISTENING AND SPEAKING</b>		
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

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

	<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





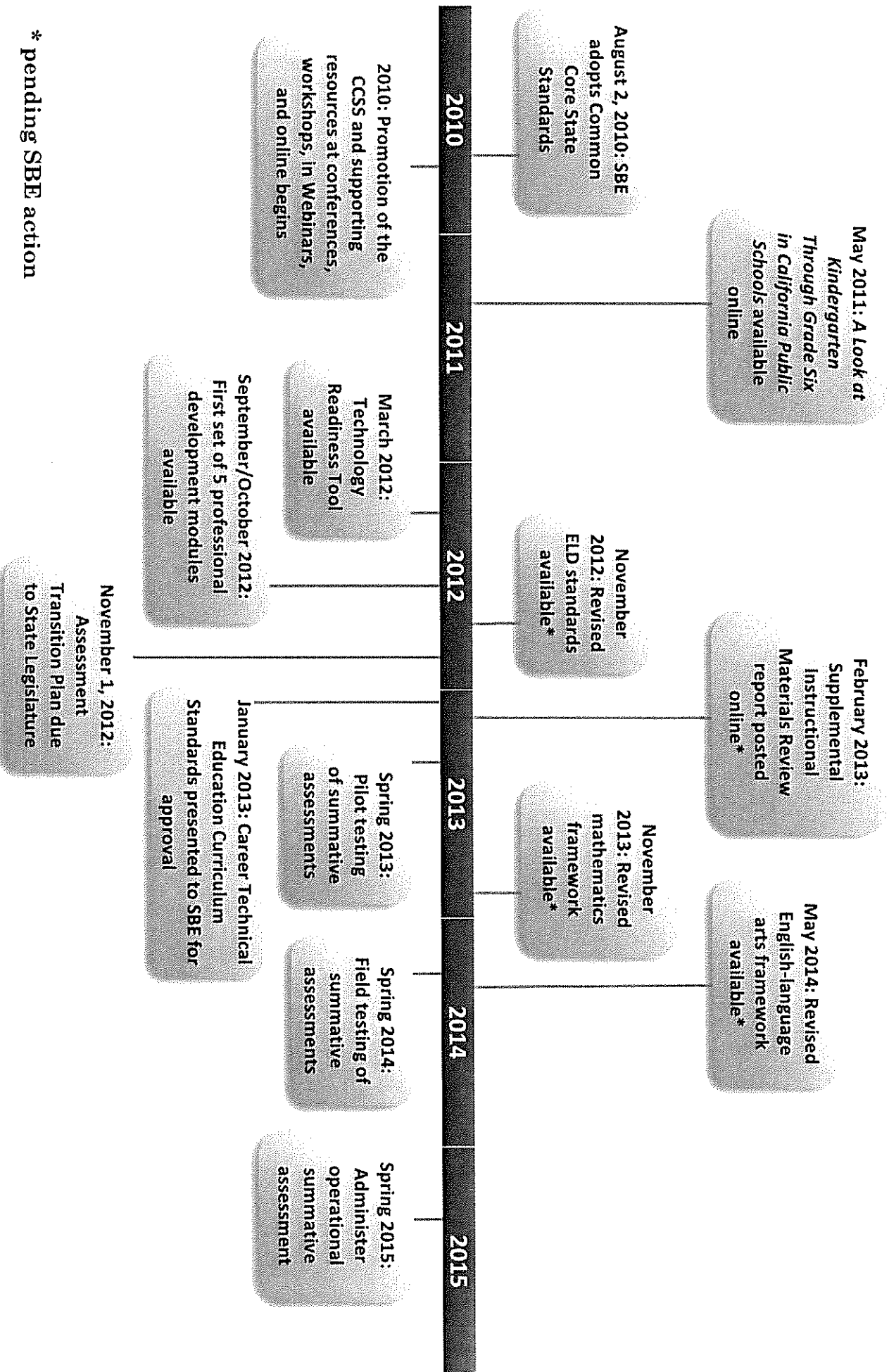
**Alpha PUBLIC SCHOOLS**  
**Common Core Implementation Plan**

Charter Petition Appendix J1

# Common Core State Standards Systems Implementation Plan for California

October 2012

# Common Core State Standards Systems Implementation – Significant Milestones



\* pending SBE action

## Contents

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Acknowledgements .....	1
Introduction .....	2
1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.....	7
2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.....	12
3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.....	16
4. Collaborate with parents, guardians and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting.....	20
5. Collaborate with the postsecondary and business communities to ensure that all students are prepared for success in career and college. ....	25
6. Seek, create, and disseminate resources to support stakeholders as CCSS systems implementation moves forward.....	29
7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.....	33
Appendix A: Local CCSS Systems Implementation Plan Template .....	37
Appendix B: County Offices of Education Service Offerings.....	42
Appendix C: Resources from California Implementation Partners.....	50
Appendix D: Common Core State Standards Web Resources.....	60

## Acknowledgements

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Prior to this, on March 7, 2012, the **California Department of Education (CDE)**, under the leadership of State Superintendent of Public Instruction **Tom Torlakson**, presented this document to the **California State Board of Education (SBE)**. The following SBE members provided input and unanimous approval:

- ❖ **Michael W. Kirst, President**
- ❖ **Trish Williams, Vice President**
- ❖ **Carl Cohn**
- ❖ **Aida Molina**
- ❖ **James Ramos**
- ❖ **Patricia A. Rucker**
- ❖ **Carlin Snell**
- ❖ **Ilene W. Straus**

The CCSS Systems Implementation Plan was developed and is maintained by the **CDE Common Core Integrated Action Team (CC IAT)**, under the direction of **Richard Zeigler**, Chief Deputy Superintendent of Public Instruction.

Current Members of the CDE CC IAT:

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- ❖ **Barbara Murchison**, Office of the Chief Deputy Superintendent
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- Former CDE CC IAT members who also contributed to this document:
- ❖ **Marcela Obregon Enriquez**, Office of the Deputy Superintendent of the Instruction and Learning Branch
  - ❖ **Jason Spencer**, former Policy Advisor to the State Superintendent of Public Instruction
  - ❖ **Jeanice Warden-Washington**, former Federal Policy Liaison, Government Affairs Division

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## Introduction

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### Mission Statement

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*California will provide a world-class education for all students, from early childhood to adulthood. The California Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.*

The California Department of Education (CDE) oversees the state's diverse and dynamic public school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool and child care programs.

Our purpose is to provide for and support an effective educational system that affords every child the ability to attain their highest degree of education and to support the local educational agencies (LEAs) in this endeavor.

### The Purpose of This Document

The CCSS Systems Implementation Plan identifies major phases and activities in the implementation of the CCSS throughout California's educational system. The plan describes the philosophy of and strategies for the successful integration of new kindergarten through grade twelve academic content standards that permeate both well before and far beyond these grade levels.

While it provides a pathway for activities related to implementation, this document is not designed to be an exhaustive task list. Nor is its purpose to identify or discuss the specifics of the standards themselves—many other resources produced by the CDE and its collaborative partners provide reviews and analyses of the CCSS.

LEAs should use this plan to develop their own specific CCSS implementation plans in order to meet their own local needs. This plan provides LEAs with information on the CCSS alignment work of statewide programs that involve most, if not all, LEAs. It also includes information on many specific resources they may wish to utilize and implementation activities in which they may choose to participate.

### California's Standards-Based Educational System

Academic content standards encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level. A standards-based system of education is an integrated system in which each element is an essential part of the whole. No single element ensures student achievement, and ineffective implementation of any aspect risks the success of the entire system. Each element informs the others to create a single plan for student mastery of the standards.

This system of clear expectations for student achievement promotes educational equity. This equity—ensured through universal access for all students—is the cornerstone to our educational philosophy. It's from the results of our continuing research for and development of improved programs and instructional techniques that students will actually achieve their true potential for academic success. When this success is attained—when there is no measurable gap

between the academic performance levels of student subgroups— will we have achieved true educational equality.

The SBE first adopted statewide academic content standards for English-language arts and mathematics in 1997. Since that time, California has been building an educational system based upon some of the most rigorous and well respected academic content standards in the nation. California’s standards-based educational system is one in which standards, curriculum, assessment, and accountability are aligned to support student attainment of the standards. Teachers and local school officials, in collaboration with families and community partners, use standards to help students achieve academic success.

### The Common Core State Standards

In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in career and college. The CCSS Initiative is a voluntary, state-led effort coordinated by the CCSSO and NGA to establish clear and consistent education standards.

The CCSS exist for English-language arts and mathematics, kindergarten through grade twelve. They are founded upon the best state standards; the experiences of teachers, content experts, and leading thinkers; and feedback from the general public. In addition, the standards are internationally benchmarked to the top performing nations to ensure that our students are globally competitive. Parents, educators, content experts, researchers, national organizations, and community groups from forty-eight states, two territories, and the District of Columbia all participated in the development of the standards. The CCSS are rigorous, research-based, and relevant to the real world. On August 2, 2010, the SBE voted unanimously to adopt the CCSS. More information

about the standards may be found on the CDE’s CCSS Resources Web page at <http://www.cde.ca.gov/re/cc>.

### Common Core State Standards Systems Implementation Plan

California’s adoption of the CCSS demonstrates its commitment to providing a world-class education to all of its students. California’s implementation of the CCSS renews its vision that all students *graduating from our public school system be life long learners and have the skills and knowledge necessary to be ready to assume their position in the 21<sup>st</sup> century global economy.*

California is not only fully committed to the complete and successful implementation of the CCSS, it is now fully engaged in that process. Across all branches of the CDE, within county offices of education, at every level of LEA administrations, and in classrooms across the state, stakeholders are examining their education programs and preparing for full implementation of the CCSS.

There is much work to be done. Although California’s 1997 academic content standards and the CCSS for English-language arts and mathematics share many similarities in content and design, there are a number of notable differences between the two sets of standards. For example, since students are often required to write, research, and analyze non-literary texts in college and the workplace, the CCSS place an emphasis on developing literacy in history, science, and technical subjects. The CCSS also focus on applying mathematical ways of thinking to real world challenges, helping students develop a depth of understanding and ability to apply mathematics to novel situations.

In addition, the new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication

skills. Elements such as these transcend subject matter and demand a re-examination of our existing system of professional learning, curricula development, assessments, and accountability. Further, California’s active participation in new CCSS system-related multi-state collaborations present the state with additional opportunities to expand and improve upon previous standards implementation efforts.

### California’s Diverse Stakeholders

A systems approach to implementing the CCSS provides coherence and necessitates extensive communication and collaboration among all of California’s educational stakeholders. The CDE is working diligently to ensure clear communications and expectations, and this document is an important component of this goal. Yet, without the engagement and assistance of all educational stakeholders, the CDE cannot successfully oversee the implementation of the CCSS. The role of each stakeholder group in contributing to the implementation is vitally important to the success of the plan.

The CCSS were created by representative groups of teachers, administrators, parents, content experts, and education professionals, each bringing a unique educational perspective into the development. For the implementation of the CCSS to be successful, it will take a vast majority of all members of these groups working to achieve the common goals.

Teachers are the front line in implementing the CCSS—they create and provide daily classroom lessons. School site administrators provide teachers with instructional leadership and maintain a safe learning environment for both students and teachers. District administrators and elected boards can establish policies designed to facilitate state and federal programs and empower teachers and site administrators with local creativity and flexibility. County offices of education can provide technical assistance and

professional learning support at the regional level for the schools and districts they serve.

The CDE and the SBE are the entities responsible for integration of the CCSS into the statewide educational system. They implement the law established by state and federal elected officials through administration of statewide programs. State and federal elected officials can support implementation by creating and opening doors for opportunity.

Working with state officials and local districts, institutions of higher education can seek to cultivate student college readiness, and in working with the Commission on Teacher Credentialing, can ensure high quality teacher preparation.

But beyond these governmental groups, a wide array of community partners can seek to support educators in many ways. Professional organizations, including those supporting and representing educators, are a key component in providing information, feedback, and support throughout the implementation process. This document not only charts the path for CCSS systems implementation but illuminates opportunities for extensive involvement.

The role of the families, parents, and guardians is all encompassing. Involvement at every level of their student’s education is fundamental for a student’s personal success. Families, parents, and guardians can ensure that students arrive at school ready to learn, provide quiet time and space at home for students to study, and stay involved in students’ learning through positive engagement about their academic work and social interactions. Additionally, there are many opportunities for involvement at the school site, providing support for administrators, teachers, and the students.



Of all stakeholders, students are perhaps the most ready to implement the new standards. Offered engaging content by well-prepared teachers using effective strategies, students will respond with determined interest and perform to their best ability. The role of every other stakeholder group is to ensure that the students—all students—gain meaningful access to the content and that all necessary support systems are in place.

In reviewing this document, stakeholders should note instances for potential involvement. For various groups, these opportunities may be different. Teachers and administrators may wish to participate in professional learning opportunities. Families may wish to view CDE-sponsored Webinars or review publications such as *A Look at Kindergarten through Grade Six in California Public Schools*. In many cases, the opportunity for stakeholder input will be more open-ended. For example, the SBE invites public comment on meeting agenda items. In other instances, the CDE will seek stakeholder feedback on particular issues. Involvement may be as easy as subscribing to a listserv for information on a particular topic. Opportunities abound, and the CDE and SBE welcome and encourage participation.

### Phases of Implementation

Full implementation of CCSS systems will occur over several years and in the context of a continuous learning process. Accordingly, the plan exists within a framework of phases of the change process. The phases are straightforward yet lightly defined because for each program and project there exists an ongoing development and progression that must evolve both at the individual elemental level and the integrated systems level.

- ❖ *The Awareness Phase* represents an introduction to the CCSS, the initial planning of systems implementation, and establishment of collaborations.
- ❖ *The Transition Phase* is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- ❖ *The Implementation Phase* expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field.

### Guiding Strategies

As a structural framework for activities, and the phases into which they fall, the plan is grounded in seven guiding strategies for implementation. These strategies encompass all areas of our educational system, and while they provide focus to the work, they also reveal its highly integrated nature. The seven guiding strategies for CCSS systems implementation are:

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.
2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.
3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

4. Collaborate with parents, guardians, and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting.
5. Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.
6. Seek, create, and disseminate resources to support stakeholders as CCSS systems implementation moves forward.
7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

## Transformation

Within each of these seven strategies exists the basis for the work to be done, the major work projects, and what that work will ultimately establish in terms of full transformation to the CCSS systems. While a plan usually starts at the beginning, this plan first establishes what transformation to the CCSS systems will look like. Each strategy begins with what we know we want—and what we know we need to achieve—in transforming to an integrated system of CCSS education. For many of the strategies, the list of indicators of transformation is quite detailed. However, the indicators of transformation for the CCSS system as a whole are relatively simple. In essence, we will know that our educational system has been transformed when teachers across the state, informed by student assessment data gleaned from CCSS-aligned tools, employ differentiated instructional strategies to support the success of every student in attaining the standards. Quite simply, California’s students, supported by a network of engaged and informed stakeholders, will graduate from high school prepared to transition to career and college successfully.

**1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.**

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Successful implementation of the CCSS requires strong instructional leadership in every school and well-prepared teachers in every classroom. In order for any standards-based system to be successful, educators must possess a thorough understanding of what students are expected to know and be able to do, as well as an array of instructional strategies designed to support every student in meeting those expectations. There are a number of differences between the California content standards adopted in 1997 and the CCSS. It is critical to the success of the CCSS system that every educator, at every stage of his or her career, has access to high quality professional learning opportunities that develop facility with the new standards and a variety of instructional strategies that will support student attainment of them.

The CDE will work with the Commission on Teacher Credentialing (CTC) to ensure that pre-service teachers and administrators have access to programs that provide the pedagogical and content knowledge needed to successfully support student attainment of the CCSS. Similarly, induction programs will reflect and support effective teaching of the CCSS-aligned material. Collaborations with higher education and the coordination of programs will guide revisions to teacher competencies, credentialing, and course work for students in all teacher preparation and credentialing programs.

The CDE will also collaborate with various educational entities; including the county offices of education, educator professional associations, and stakeholder organizations; to ensure that existing and newly developed CCSS-aligned resources are efficiently and adequately distributed to educators throughout California and will maintain ongoing communication with the higher education community in the development of professional learning resources for educators.

The CDE has compiled a list of professional learning activities and resources that are currently available and conducted needs surveys to determine what professional learning activities and resources are most needed by LEAs. The CDE has formed a design team to develop criteria for new professional learning modules designed to meet the identified needs of educators. Modules will be available for both individual study and group activity, web-based and school-based delivery, and will assist in the implementation of the CCSS and increase the effectiveness of teachers based on the *California Standards for the Teaching Profession* and the *Learning Forward Standards for Professional Learning*. Topics will include instructional strategies to support all learners including English learners, pupils with disabilities, and underperforming students; instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration and communication skills; the integration of subject area content knowledge; and instructional leadership and coaching. The CDE will refine its existing Professional Development Opportunities Web site to identify activities aimed at transitioning to the CCSS.

Traditionally, once the SBE adopts standards, the CDE develops new curriculum frameworks that provide guidance regarding instructional strategies to support student achievement of the

standards. In 2009, California enacted a series of laws that suspended the framework development process. This process resumed in January 2012. To support transition to the CCSS until the curriculum frameworks are revised, the CDE has developed and published a grade-level curriculum document, *A Look at Kindergarten Through Grade Six in California Public Schools*, that includes substantial material to support the transition to the CCSS. The CDE will continue to develop materials that promote familiarity with the CCSS and implementation of the CCSS system, and collaborate with professional organizations to conduct presentations and workshops at regional and statewide conferences.

Historically, socio-economically disadvantaged and linguistic minority student subgroups have experienced a gap in student achievement as compared to their non-disadvantaged and native English-speaking counterparts. The CDE will continue to use Title I resources for schools and LEAs to strengthen the academic achievement of students not meeting state standards and will create and promote professional learning opportunities and resources to support teachers in addressing the diverse needs of all students.

The CDE will partner with LEAs regarding potential programmatic refinements designed to align with various assessments and will promote familiarity with SMARTER Balanced Assessment Consortium (SBAC) assessments and how they may be used to inform instruction.

### Indicators of Transformation

Educators will have access to professional learning opportunities that promote best practices for teaching all students, including our youngest students, gifted students, students with disabilities,

English learners, and underperforming students. Educators will know how to use student data provided by SBAC assessments to inform their practice and will be prepared to differentiate instruction to meet the needs of all students.

Teacher and administrator credentialing and induction programs will align to the CCSS. Pre-service educators will be familiar with the standards and possess a range of instructional strategies that support student attainment of them. A multitude of professional learning resources that support best practices as related to CCSS-aligned instruction will be available. Various providers of professional learning opportunities will continue to work in collaboration with the CDE to create methods of delivery that include online portals and discussion boards, resource Web pages, Webcasts, workshops, seminars, and publications. CDE staff will regularly survey school, district, and county office personnel to assess needs and continue to provide technical assistance and develop new resources in response to stakeholder feedback. The revised curriculum frameworks will provide instructional guidance to classroom teachers and serve as the basis for professional development on the CCSS and their implementation for teachers and administrators.

Awareness			
Transition			
Implementation			
<p><b>Development of Professional Learning Modules</b></p>	<ul style="list-style-type: none"> <li>◆ Identify high-quality professional learning opportunities that are aligned to CCSS and representative of the SBAC assessments (fall 2011)</li> <li>◆ Compile a list of existing state and national professional learning activities (2012)</li> <li>◆ Conduct a needs assessment of LEAs to determine and prioritize professional learning needs (November 2011–January 2012)</li> <li>◆ Establish a design team to develop guidelines for professional learning modules (January 2012)</li> <li>◆ Collaborate with stakeholders to establish a work plan for professional development activities and priorities (November 2011–January 2012)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Participate in development of professional learning opportunities created by county offices of education and other providers of professional development (June–December 2011)</li> <li>◆ Develop guidelines for model professional learning modules based upon the Standards for Professional Learning and the California Standards for the Teaching Profession (CSTPs) (February 2012)</li> <li>◆ Oversee development of the first set of 5 professional learning modules (September 2012)</li> <li>◆ Inform LEAs of allowable use of federal supplemental funds (i.e., Title II) in professional learning opportunities aligned to the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conduct Web-based and site-based seminars for facilitators on professional learning modules (September 2012–September 2013)</li> <li>◆ Conduct evaluation of effectiveness of existing modules and revise as needed</li> <li>◆ Develop 8–10 new modules as needed (by September 2013)</li> </ul>
<p><b>Educator Preparation and Induction Programs</b></p>	<ul style="list-style-type: none"> <li>◆ Discuss with the CTC the need to review the teacher preparation and Beginning Teacher Support and Assessment (BTSA) program requirements, as well as teacher performance expectations for necessary changes for alignment to the CCSS</li> <li>◆ Communicate with institutions of higher education regarding the CCSS and new requirements for teacher and administrator preparation programs</li> <li>◆ Build collaborations with the higher education community to align teacher competencies and standards for special education programs and credentialing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Work with the CTC to incorporate new requirements into teacher preparation and BTSA programs and create teacher performance expectations</li> <li>◆ Work with institutions of higher education to revise teacher and administrator preparation programs to align with the CCSS and new CTC requirements</li> <li>◆ Collaborate with higher education, addressing teacher preparation issues for early childhood and career technical education, English learners, students with disabilities, underperforming students, use of assessment data to inform instruction, and integration of the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Work with BTSA Regional Infrastructure to ensure CCSS are included within local BTSA programs</li> <li>◆ Support institutions of higher education implementation of CCSS in appropriate coursework</li> </ul>

Awareness	Transition	Implementation
<p><b>Transition Document</b></p> <ul style="list-style-type: none"> <li>◆ Develop a K–6 grade-level curriculum document that includes sections on professional learning in terms of transitioning from the 1997 standards to the CCSS in addition to sections on all of the subject areas for which there are state-adopted content standards (2011)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Publish the grade-level curriculum document online (spring 2011)</li> <li>◆ Prepare, conduct, and record a series of Webinars for the grade-level curriculum document (2011)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Archive the grade-level curriculum document Webinars online (2011)</li> <li>◆ Publish and promote <i>A Look at Kindergarten Through Grade Six in California Public Schools</i> (fall 2011)</li> <li>◆ Publish and promote online publication <i>A Look at Grades Seven and Eight in California Public Schools</i> (spring 2012)</li> </ul>
<p><b>Outreach</b></p> <ul style="list-style-type: none"> <li>◆ Prepare professional learning focused presentations and workshops to promote awareness of the CCSS</li> <li>◆ Reach out to educational organizations/associations regarding availability of CDE staff to provide informational presentations</li> </ul>	<ul style="list-style-type: none"> <li>◆ Schedule and conduct presentations and workshops at professional learning conferences</li> <li>◆ Continue to solicit stakeholder organizations for opportunities to present workshops at state-wide and regional conferences and meetings to familiarize stakeholders with the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post professional learning presentations online</li> <li>◆ Maintain and strengthen collaborative relationships with stakeholder organizations.</li> <li>◆ Continue to develop and provide new relevant presentations as implementation progresses</li> </ul>
<p><b>Web-based Promotion of Professional Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>◆ Develop informational materials to promote awareness of the CCSS</li> <li>◆ Establish partnership with Apple, Inc. to develop and design CDE on iTunes U (spring 2010)</li> <li>◆ Establish CDE’s CCSS Resources Web page (summer 2010)</li> <li>◆ Refine existing professional learning Web site to better communicate activities aimed at the transition to CCSS (2012)</li> <li>◆ Identify professional development content, resources, videos, and CDE hosted or sponsored web portals that should be modified to address CCSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post informational materials on CCSS Resources Web page and CDE on iTunes U</li> <li>◆ Collaborate with stakeholders to gather and review materials to include on CDE on iTunes U</li> <li>◆ Provide a series of Webinars and presentations on the CCSS and develop a library of CCSS-related resources available online</li> <li>◆ Modify content and resources as necessary</li> <li>◆ Establish and promote listserv to notify educators and the public about CCSS resources and professional learning opportunities (summer 2011)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post recordings of webinars and presentations on CDE on iTunes U</li> <li>◆ Maintain and continually update a library of resources, webinars, and presentations regarding the CCSS</li> <li>◆ Maintain and continually update clearinghouse for professional learning resources and opportunities</li> <li>◆ Disseminate information to LEAs about the availability of updated online resources as well as professional learning modules</li> <li>◆ Maintain, expand, and promote listserv to notify educators and the public about CCSS resources and professional learning opportunities</li> </ul>

Suggestions and Opportunities for LEAs

2011-12	2012-13	2013-14	2014-15
<ul style="list-style-type: none"> <li>◆ Support professional learning to promote awareness of and familiarity with the CCSS</li> <li>◆ <i>Area of focus:</i> Compare and contrast the CCSS with the 1997 content standards</li> <li>◆ Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan based on identified needs and full implementation in 2014-15</li> </ul>	<ul style="list-style-type: none"> <li>◆ Support ongoing professional learning to promote transition to the CCSS based upon priorities established in local plan</li> <li>◆ <i>Areas of focus</i> may include:                             <ul style="list-style-type: none"> <li>◆ Mathematics: the standards for mathematical practice, modeling, and content shifts in mathematics for grades K-8</li> <li>◆ English language arts: text complexity, text-based questions and tasks, developing literacy across the content areas, writing informational text collaborative conversations, the new English Language Development (ELD) standards</li> <li>◆ New Challenges: transitioning to the SBAC assessment system, effective utilization of technology and media, 21<sup>st</sup> century skills, career and college readiness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Utilize new resources from the CDE: New professional learning modules (available September/October 2012)</li> <li>◆ Utilize new resources from the CDE: New professional learning modules (summer 2013) and curriculum frameworks (math available fall 2013, ELA available spring 2014)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide professional learning to support full implementation of the CCSS</li> <li>◆ <i>Areas of focus:</i> content shifts in mathematics, transition to SBAC assessments</li> </ul>
<ul style="list-style-type: none"> <li>◆ Utilize new resource from the CDE: <i>A Look at Kindergarten Through Grade Six in California Public Schools</i> and companion Webinars</li> <li>◆ Subscribe to the CDE's CCSS Resources and SBAC Web pages listservs to remain apprised of the latest developments and resources related to CCSS systems implementation and utilize resources as appropriate</li> <li>◆ Regularly review the CDE's Professional Development Opportunities Web page and utilize resources as appropriate</li> <li>◆ Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and presentations on CDE on iTunes U</li> <li>◆ Utilize CCSS professional learning resources offered by professional associations and your county office of education</li> <li>◆ Participate in California Subject Matter Projects offerings for research-based instructional strategies and assessment tools</li> </ul>			

## 2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.

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The traditional implementation of new academic content standards in California has been the progressive pathway of the development, review, and adoption of standards, curriculum frameworks, instructional materials, and assessments. Due to fiscal crisis, the state enacted a series of laws beginning in 2009 designed to create flexibility for LEAs. These laws suspended the authority of the CDE to initiate curriculum frameworks development and the authority of the SBE to adopt any new materials until July 2015. However, due to the passage of Assembly Bill 250 (Statutes of 2011), the CDE is now revising the curriculum frameworks for mathematics and English language arts. These new curriculum frameworks will provide instructional guidance aligned to the CCSS and will provide publishers with criteria for the development of new instructional materials.

While instructional materials adoptions remain suspended, the CDE is conducting a review of supplemental instructional materials that will bridge the gap between SBE-adopted programs currently being used by LEAs and the new CCSS. Once the review is complete, the CDE will list on its Web site these CCSS-aligned materials designed to help LEAs transition to the new standards.

Fundamental to California's concept of successful instruction is the assurance of universal access for all students—which means that all students must have meaningful access to the content in order to achieve their own highest potential. The CDE continues to strive to ensure that instructional resources, including those that are developed to support student attainment of the CCSS, are designed to meet the many

different needs of California's diverse student population, including gifted students, adult students, English learners, migrant students, students with disabilities, as well as students with disabilities who are English learners.

A revision of the English Language Development (ELD) standards is crucial to successful implementation of the new CCSS. Nearly 25 percent of California's students are English learners, and the ELD standards establish what students must know and be able to do as they move toward full fluency in English. With the passage of AB 124 (Statutes of 2011), California is embarking upon a revision of the ELD standards to bring them into full alignment with the CCSS and will include the revised standards in the new curriculum framework for English language arts.

Additionally, as technology-based materials become more common, the CDE will continue to promote the use of platform-neutral software and adaptive technology—both in curriculum and assessments.

### Indicators of Transformation

Revised curriculum frameworks will provide instructional guidance on the CCSS and provide the criteria for development of new instructional materials. The frameworks will provide information regarding strategies for universal access, use of assessments to inform instruction, and tiered interventions for any students not meeting the CCSS; and stakeholders will utilize them to improve the achievement of all students. Students will have the opportunity to access CCSS-aligned curriculum via a variety of formats, including digital technology that will also be capable of supporting assessment administration.



Awareness				Transition		Implementation	
Standards Documents		<ul style="list-style-type: none"> <li>◆ Publish and present in print and online the CCSS with CA additions</li> <li>◆ Translate the CCSS with CA additions into Spanish</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop an introduction to the revised ELD standards and present at conferences and in Webinars</li> </ul>	<ul style="list-style-type: none"> <li>◆ Convene five regional focus group meetings to gather input on the revision of the ELD standards (February 2012)</li> <li>◆ Convene education experts to update the ELD standards (April-June 2012)</li> <li>◆ Align the ELD standards to the CCSS for ELA</li> <li>◆ Hold two public hearings for stakeholder input (July-August 2012)</li> <li>◆ Present the revised ELD standards to the SBE for action (August 2012)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Announce adoption of the revised ELD standards (fall 2012)</li> <li>◆ Publish in print and online the revised ELD standards</li> <li>◆ Incorporate new ELD standards into revised ELA framework</li> </ul>	<ul style="list-style-type: none"> <li>◆ Publish and present in print and online the Spanish translation of the CCSS with CA additions</li> </ul>	
English Language Development Standards		<ul style="list-style-type: none"> <li>◆ Develop evaluation criteria and review timelines for SBE action (January 2012)</li> <li>◆ Recruit and train reviewers (June 2012)</li> <li>◆ Conduct reviewer deliberations; develop a report of findings (September 2012)</li> <li>◆ Hold meetings for public comment (fall 2012)</li> <li>◆ Submit to the SBE for action the report of findings (November 2012/January 2013)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post list of recommended supplemental instructional materials online (February 2013)</li> <li>◆ Provide ongoing support to the field on issues related to instructional materials and the CCSS (e.g., instructional materials funding, sufficiency)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop a plan and timeline for the review of supplemental instructional materials aligned to the CCSS (2011-12)</li> <li>◆ Brief publishers on the review (2011-12)</li> <li>◆ Post an information page and FAQ on the review (2011)</li> </ul>			
Supplemental Instructional Materials							

	Awareness	Transition	Implementation
Curriculum Frameworks	<ul style="list-style-type: none"> <li>◆ Develop a plan and timeline for the revision of the curriculum frameworks for mathematics and ELA to incorporate and support the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Submit to the SBE a timeline and general plan for the framework revision and Curriculum Framework and Evaluation Criteria Committee (CFCC) applications for mathematics (January 2012) and ELA (May 2012)</li> <li>◆ Convene four regional focus groups for each framework to gather input on the revision of the framework and submit a report to the SBE (February-March 2013 math; May-June 2013 ELA)</li> <li>◆ Submit to the SBE the Instructional Quality Commission (IQC)-recommended CFCC applicants and guidance for the revision of the framework (July 2012 math; November 2012 ELA)</li> <li>◆ Contract with writers/content experts to draft the revised frameworks (2012)</li> <li>◆ Conduct two 60-day public review periods and make recommendations to the IQC and SBE regarding the comments received (2012 math; 2013 ELA)</li> <li>◆ Submit the CFCC-recommended revised curriculum frameworks to the SBE for action (November 2013 math; May 2014 ELA)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Announce adoption of revised frameworks (November 2013 math; May 2014 ELA)</li> <li>◆ Publish in print and post online the revised curriculum frameworks</li> <li>◆ Develop and present an introduction of the revised frameworks to LEAs, including presentations at conferences and in Webinars</li> <li>◆ Provide the revised curriculum frameworks in the form of an “app”</li> </ul>
Instructional Materials Adoptions	<ul style="list-style-type: none"> <li>◆ Plan timeline for future CCSS-aligned instructional materials adoptions for kindergarten through grade eight following the July 1, 2015 expiration of legislative suspension</li> </ul>	<ul style="list-style-type: none"> <li>◆ Initiate cycle of new adoptions following the July 1, 2015 expiration of legislative suspension of SBE instructional materials adoptions.</li> <li>◆ Promote increased use of platform-neutral technology-based instructional resources</li> </ul>	<ul style="list-style-type: none"> <li>◆ SBE adopts CCSS-aligned instructional materials for mathematics (2016) and ELA (2018)</li> </ul>

**Suggestions and Opportunities for LEAs**

2011-12	2012-13	2013-14	2014-15
<ul style="list-style-type: none"> <li>◆ Review current instructional materials and identify material which aligns to CCSS</li> <li>◆ Identify CCSS that current materials do not support (use supplemental instructional materials review evaluation criteria for grades K-8) and develop lessons using resources from the library, internet, and primary source documents</li> </ul>	<ul style="list-style-type: none"> <li>◆ Continue to assess existing instructional materials and supplement them with resources from the library, internet, primary source documents, and materials on the CDE's supplemental instructional materials list (available fall 2012) to develop CCSS-aligned lessons</li> </ul>		
<ul style="list-style-type: none"> <li>◆ Subscribe to the CDE's Common Core State Standards Resources Web page listserv to remain apprised of the latest developments in CCSS systems implementation, curriculum frameworks development, and the supplemental instructional materials review process.</li> <li>◆ Apply to serve as a member of the Instructional Quality Commission, participate in regional focus groups, or serve as a reviewer of supplemental materials.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Participate in public comment meetings for supplemental instructional materials (fall 2012)</li> <li>◆ Submit public comment on the curriculum frameworks (math: 2012, ELA: 2013)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review curriculum frameworks (math: fall 2013, ELA: spring 2014)</li> </ul>	
<ul style="list-style-type: none"> <li>◆ Participate in public hearings for the revised ELD standards (spring 2012)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review SBE-adopted new ELD standards</li> </ul>		

**3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.**

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Standards-aligned assessments assist in providing information about student progress towards full attainment of the standards. In a standards-based system, student assessment data is used to inform instructional practice and professional learning activities at the district, school, and classroom level.

On June 9, 2011, California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state. The SBAC is a national consortium of 25 states that have been working collaboratively to develop a student assessment system aligned to the CCSS. Of those, California is one of 21 governing states, which allows decision-making participation.

The SBAC is developing a system of online, computer adaptive summative assessments, optional interim assessments, formative resources and tools, professional development resources, and an online reporting system that will allow educators to readily access information regarding student progress toward the standards. California’s educators, along with educators from the other SBAC states, will have the opportunity to provide feedback on draft content specifications, test item development, test scoring, formative tool development, range-finding and score validation, and designing score reports and Web tools.

The SBAC is developing assessments for mathematics and ELA for students in grades 3 through 8 and grade 11. SBAC assessments will not assess students with significant

disabilities as they will still take the California Alternate Performance Assessment.

California will continue to address questions regarding the assessment of students in grades 2, 9, and 10 and subjects beyond mathematics and English language arts as it transitions to the next generation of assessments. Pursuant to Assembly Bill 250 (Statutes of 2011), the CDE will work with stakeholders to develop an assessment transition plan that reflects input from the educational field about assessments that are not provided by SBAC. The CDE will present a report regarding the assessment transition to the California State Legislature by November 1, 2012.

To support the transition to the new assessments, the CDE and SBAC will develop Webinars and digital presentations for administrators, teachers, parents, and students to introduce adaptive computer testing and to also help teachers, counselors, and other school service personnel explain individual assessment results to students, parents, and community members.

In addition, the transition to the CCSS, along with the eventual reauthorization of ESEA, will require a redefinition of the school and LEA accountability structure in California. This process will include review and revision of tools created to assist schools and LEAs that fall below established performance targets. The CDE developed the current tools in conjunction with stakeholder groups; these groups, along with representatives from LEAs, will assist in the process of revising them to align with the CCSS and related assessments.

### Indicators of Transformation

As the system is transformed, teachers will have access to SBAC formative assessment strategies and tools to use in their classrooms. The formative tools and resources will assist teachers in adjusting instructional strategies as needed. Assessment interpretation resources will help teachers and administrators interpret student results and use the results to inform students and parents about student progress and also to target classroom instruction. Special education staff will be trained on the participation of students with disabilities in the SBAC system and alternate assessments for students with disabilities. Online Web pages will provide pathway access to multiple resources within and outside of the CDE. Professional learning opportunities provided through Webcasts, workshops, and seminars will include assessment and accountability information.

	Awareness	Transition	Implementation
SMARTER Balanced Assessment Consortium	<ul style="list-style-type: none"> <li>Establish 10 work groups comprised of CDE staff to review and inform SBAC processes (summer 2011)</li> <li>Complete item writing and review activities (summative and interim assessments) (ongoing until 2013–14)</li> <li>Communicate with test vendors regarding revisions of deliverables affected by the changes</li> </ul>	<ul style="list-style-type: none"> <li>Maintain involvement with SBAC work groups, guidance, and the field to keep abreast of outreach to the diverse needs of all students</li> <li>Pilot testing of summative and interim assessments conducted (spring 2013)</li> <li>Begin field testing of summative and interim assessments (spring 2014)</li> </ul>	<ul style="list-style-type: none"> <li>Summative and interim assessments aligned to the CCSS available (2014–15)</li> <li>Formative resources and tools available on-line (2014–15)</li> <li>Administer operational summative assessment (spring 2015)</li> </ul>
Transition to New Assessment System	<ul style="list-style-type: none"> <li>Collaborate with stakeholders to develop assessment transition plan (2011–12)</li> <li>Assess stakeholder need for professional learning opportunities regarding new assessment system</li> <li>Establish SBAC page on the CDE Web site (summer 2011)</li> <li>Utilize online technology readiness tool (being developed on behalf of the national assessment consortia) to evaluate current technology and infrastructure of LEAs (March 2012)</li> </ul>	<ul style="list-style-type: none"> <li>Present assessment transition plan to Legislature (November 2012)</li> <li>Plan and deliver professional learning opportunities for all components of the assessment system</li> <li>Maintain and regularly update the SBAC Web page to provide current information regarding the new assessment system</li> <li>Use information from technology readiness tool and input from LEAs to identify technology gaps and develop a plan that identifies strategies to be technologically ready to implement the SBAC assessment system</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with Legislature to transition to next generation of assessments</li> <li>Develop additional resources to assist stakeholders in the transition to the new assessment system as needs and opportunities develop</li> <li>Promote CDE’s SBAC Web page listserve as means of accessing current information and opportunities for stakeholder involvement</li> <li>Implement LEA technology update plan</li> </ul>

### Suggestions and Opportunities for LEAs

2011-12	2012-13	2013-14	2014-15
<ul style="list-style-type: none"> <li>◆ Subscribe to CDE's SBAC Web page listserv to remain apprised of the latest developments and resources for professional learning regarding the new assessment system.</li> <li>◆ Compare/contrast CCSS with current content standards and begin to incorporate new skills in the CCSS into instructional planning</li> <li>◆ Visit CAHSEE and STAR's Web sites for released test questions and constructed responses. Mirror the format into quiz/test questions and weekly writing prompts</li> </ul>	<ul style="list-style-type: none"> <li>◆ Monitor CDE's SBAC Web page for opportunities to participate in pilot testing</li> <li>◆ Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Monitor CDE's SBAC Web page for opportunities to participate in field testing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Administer operational summative assessment</li> </ul>
<ul style="list-style-type: none"> <li>◆ Participate in public meetings regarding development of assessment transition plan</li> <li>◆ Utilize online technology readiness tool to evaluate current technology and infrastructure</li> <li>◆ Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices</li> </ul>	<ul style="list-style-type: none"> <li>◆ Monitor CDE's SBAC Web page for information regarding the assessment transition plan</li> <li>◆ Use information from tool to identify technology gaps and develop a plan that identifies strategies to update technology</li> <li>◆ Generate and implement a "Formative Practices Plan" which includes Learning Targets, Criteria for Success, Collecting Evidence, and Documenting Evidence</li> </ul>	<ul style="list-style-type: none"> <li>◆ Promote local awareness of the assessment transition plan, SBAC assessments, and purposes of assessment</li> <li>◆ Implement technology plan</li> <li>◆ Visit SBAC Web site for ideas (formatting, scope) on formative practices and professional development</li> </ul>	<ul style="list-style-type: none"> <li>◆ SBAC assessments and resources available online</li> <li>◆ SBAC formative resources and tools available online</li> </ul>

4. Collaborate with parents, guardians and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting.

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The path to academic and personal success begins well before students enter kindergarten, and programs beyond the regular school day can have significant positive effects on student achievement. To support student attainment of the CCSS, the CDE will work closely with parents, guardians, and parent organizations to develop and disseminate tools that provide families with information about the new standards and explain how they are designed to prepare children not for success in career and college, but throughout their K–12 education.

The CDE, with the support of the California Preschool Instructional Network, will also work with parents, guardians, teachers, and the early childhood community to ensure that preschool programs and experiences and transitional kindergarten (TK) curricula provide students with a strong foundation for success with the CCSS when they enter kindergarten. Additionally, the CDE will conduct outreach and professional development activities to enable district administrators, school principals, and after school/extended day program directors to effectively work together to enrich and augment regular day learning experiences related to the CCSS.

The CDE has posted its *California Infant/Toddler Learning and Development Foundations* and the *California Preschool Learning Foundations* (early learning foundations) on the CDE web site for easy accessibility and makes presentations at early childhood conferences on both. These early learning foundations are aligned to the CCSS and include ELD foundations for preschool-aged children. The CDE will continue to collaborate with the early childhood community to promote the use of these documents as precursors of the CCSS.

Work is underway to align the preschool foundations to the kindergarten CCSS for the early childhood field. The resulting alignment document will inform the development of TK curricula and best practices.

The CDE will continue to provide technical assistance to inform parents and guardians about how they can be involved in the education of their children and be active participants in assisting their children to meet the CCSS. The CDE will also provide technical to homeless educational programs and private school educators to assist outreach to parents and support to students in school and other settings.

The CDE will support the development of documents and professional development focused on parents, guardians, and the early childhood, after school, adult education, and extended learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting, including technical assistance and translation support.

**Indicators of Transformation**

California’s early childhood programs will use the early learning foundations, their companion curriculum frameworks, and Desired Results child assessment results to inform curriculum planning and practices leading to more positive child outcomes. Professional learning opportunities will teach early childhood professionals to utilize the early learning foundations and their companion curriculum frameworks, and the use of the documents will be incorporated into early childhood education (ECE) coursework at all California colleges and universities that conduct ECE programs. The early learning foundations-CCSS alignment document will inform TK curricula and best practices. Educational programs that extend beyond the K–12 school day will infuse the CCSS to support student attainment of the standards. Parents, guardians, and the after school/extended learning communities of all students will understand how CCSS will successfully



## Guiding Strategy Four

support their students' education and how they can participate in shaping local implementation.

Awareness			Transition			Implementation		
<p><b>Early Childhood Education</b></p> <ul style="list-style-type: none"> <li>◆ Collaborate with partners to offer training on California’s early learning foundations to ECE</li> <li>◆ Post California’s early learning foundations on the CDE Web site</li> <li>◆ Develop and Web-post a document that demonstrates alignment between the early learning foundations and the CCSS (fall 2011)</li> <li>◆ Use the early learning foundations to inform development, revision, and updating of resources; reflecting the diversity of California’s youngest children.</li> <li>◆ Facilitate access to professional learning opportunities on the early learning foundations</li> </ul>			<ul style="list-style-type: none"> <li>◆ Develop a method to ensure that all professional development providers of CDE-sponsored training have deep knowledge of the early learning foundations and how they correspond with their given training content</li> <li>◆ Release the <i>Infant/Toddler Curriculum Framework</i> (spring 2012)</li> <li>◆ Release the final volume of the <i>Preschool Learning Foundations</i> and its companion <i>Curriculum Framework</i> (fall 2012)</li> <li>◆ Provide training to explain the alignment of the early learning foundations to the CCSS to local child care resource and referral agencies local child care planning councils, professional development providers, and institutions of higher education</li> </ul>			<ul style="list-style-type: none"> <li>◆ Provide professional learning opportunities in local early learning communities so that all early childhood professionals will utilize the early learning foundations and their companion curriculum frameworks</li> <li>◆ Develop a certificate system to acknowledge early childhood educators who have completed training or coursework on the full set of early learning foundations; use this system to track the level of implementation</li> </ul>		
<p><b>Transitional Kindergarten</b></p> <ul style="list-style-type: none"> <li>◆ Develop and Web-post an alignment document that clearly explains how the early learning foundations align with the CCSS and can be used to inform development of TK curricula (summer 2012)</li> <li>◆ Work with contractors to align the kindergarten CCSS to the <i>Preschool Learning Foundations</i></li> </ul>			<ul style="list-style-type: none"> <li>◆ Promote the use of the alignment document as a tool to develop TK curricula that supports the CCSS and incorporates developmentally appropriate best practices</li> <li>◆ Include a chapter containing information regarding alignment between the CCSS and the early learning foundations in the final volume of the <i>Preschool Learning Foundations</i> (fall 2012)</li> </ul>			<ul style="list-style-type: none"> <li>◆ Collaborate with the California Preschool Instructional Network to provide training regarding the implementation of the CCSS for TK with all stakeholders</li> </ul>		

Awareness			Transition			Implementation		
<b>Parent/Guardian Engagement</b>	<ul style="list-style-type: none"> <li>◆ Collaborate with stakeholders to develop materials for families of diverse students to promote awareness of the CCSS and resources and strategies that will support student attainment of the standards</li> <li>◆ Incorporate family and community engagement into the professional learning modules, curriculum frameworks, and online resources for educators</li> </ul>	<ul style="list-style-type: none"> <li>◆ Prepare CCSS systems-related training materials for stakeholders to present to parent groups that include research-based strategies to improve achievement of all students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide parents and guardians with information and resources about CCSS through CDE Web pages</li> <li>◆ Communicate with LEAs regarding the availability of professional learning resources that include updated information on family and community engagement as well as instructional strategies to help all students learn, including ELs and students with disabilities.</li> </ul>	<b>After School and Extended Learning</b>	<ul style="list-style-type: none"> <li>◆ Develop materials to deliver to district administrators, school principals, and after school/extended day program administrators describing opportunities for enriching regular day learning through activities delivered outside the regular school day.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop training and professional development materials on establishing effective working relationships between regular day and after school/extended day programs.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide professional development to district administrators, school principals, and after school program directors on how to collaborate to incorporate, into after school/extended day programs, activities that enrich and extend the CCSS-related learning initiated during the regular day.</li> </ul>	

Suggestions and Opportunities for LEAs			
2011-12	2012-13	2013-14	2014-15
<ul style="list-style-type: none"> <li>◆ Utilize parent communication structures to share resources on the CDE's Web site with parents, families, and the local educational community to promote awareness and understanding of the CCSS and new developments regarding CCSS systems implementation. Structures may include:                             <ul style="list-style-type: none"> <li>◆ School Site Council meetings</li> <li>◆ PTA/PTSO meetings</li> <li>◆ Back to School Nights</li> <li>◆ Parent newsletters</li> <li>◆ Local school board meetings</li> <li>◆ News releases and letters to the editor of the local newspaper</li> </ul> </li> <li>◆ Review and utilize the <i>California Infant/Toddler Learning and Development Foundations</i>, the <i>California Preschool Learning Foundations</i> and their accompanying curriculum frameworks to inform development and continuous improvement of curriculum and developmentally appropriate CCSS-aligned practices for ECE programs</li> <li>◆ Participate in professional learning opportunities related to the <i>California Infant/Toddler Learning and Development Foundations</i>, the <i>California Preschool Learning Foundations</i> and their accompanying curriculum frameworks</li> <li>◆ Review the alignment document that explains how the early learning foundations align with the CCSS and relate to TK (available winter 2012)</li> <li>◆ Use the alignment document to support development of developmentally appropriate, CCSS-aligned TK curricula</li> <li>◆ Participate in professional learning opportunities regarding the implementation of the CCSS for TK and meeting the diverse needs of all children</li> <li>◆ Integrate the CCSS into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment and safe constructive alternatives for students</li> <li>◆ Build partnerships with external stakeholders to provide additional resources to support extended learning opportunities</li> </ul>			

**5. Collaborate with the postsecondary and business communities to ensure that all students are prepared for success in career and college.**

The CCSS were designed to ensure that every student would be prepared to succeed in career and college. While the standards do not attempt to outline and define everything that makes a student career and college ready, they do define the mathematics and ELA content and skills most students require to be successful in entry-level, credit-bearing academic college courses and in workforce training programs. More students will be better prepared to transition from high school to success in postsecondary education and engagement in a career with full implementation of the CCSS.

To this end, the CDE will work with identified partners to ensure that the K–12, post-secondary, and business communities have a common agreement upon the definition of career and college readiness that includes the CCSS for mathematics and English language arts and will review and revise programs and materials to reflect this definition.

The majority of students will, at some point, participate in the paid workforce, and the purpose of high school is to provide students with the skills to make informed choices about the next steps in their lives once they have earned a high school diploma. In this context, college is defined in the broadest sense to include two- and three-year certification programs, four-year degrees, and graduate degrees.

Many high school Career Technical Education (CTE) programs, in alignment with industry requirements, offer certifications in specific industry sectors. This allows high school graduates to become employed within a specific industry sector immediately upon high school graduation. The CDE will revise the *California*

*Career Technical Education Model Curriculum Standards* to include CCSS alignment identification, reinforcement, and enhancement. The CDE will facilitate the integration of the CCSS into CTE programs and continue to consult with industry leaders to ensure that the CTE curriculum frameworks reflect an alignment to industry needs as well as an alignment to the CCSS.

The CDE will strengthen connections between K–12 faculty and higher education faculty by ensuring that the higher education community has an advisory role in the SBAC and by determining the role of the CCSS assessment results in college admissions and in determining student readiness for credit bearing courses in the freshman year of college. The CDE will work with postsecondary and career experts to ensure that the SBAC assessments show depth of knowledge and critical thinking skills, use items/questions that mirror real life, and reflect the thinking required in career and college. Additionally, the CDE will collaborate with the University of California, Office of the President, and the Western Association of Schools and Colleges (WASC) to facilitate the alignment of accreditations and A–G course requirements to the CCSS.

The CDE will also provide resources regarding the transition to career and college into professional learning modules and curriculum frameworks designed to support the success of all students. The CDE will facilitate communication with and participation of the higher education community, including leading scholars and researchers, in the development of these resources.

#### Indicators of Transformation

Stakeholders will have an agreed upon and clear understanding of the purpose of high school and the definition of career and college readiness. Fewer students will need remediation upon entering post-secondary programs, and industries will be able to fill their

positions with a high-quality skilled labor force. CTE students entering postsecondary programs will have mastered the CCSS within an industry sector context and be prepared to successfully continue their studies without need for remediation.

High school teachers will be fluent in the CCSS and their alignment to A–G courses as well as CTE courses. The CDE will take the lead in professional learning opportunities to stay abreast of and maintain growth in the CCSS and related assessments. WASC accreditation will reflect the implementation of the CCSS.

The CCSS as included in the *CTE Model Curriculum Standards* will promote advisory committee collaboration and serve as a central component of programs of study. This document will influence new courses and lesson plans. Program-related, work-based learning experiences will include the demonstration and application of standards. The 15 CTE Industry Sector Leads will include the revised *CTE Model Curriculum Standards* in their individual curriculum development projects that serve teachers throughout the state. Conferences, workshops, and other meetings for CTE faculty and other stakeholders will include frequent updates on implementation strategies and resources. CTE stakeholders across the state will participate in regularly scheduled video conferences and Webinars to share implementation strategies and challenges faced by LEAs to inform continuous improvement.

Awareness			Transition			Implementation		
<p><b>Define Career and College Readiness</b></p>	<ul style="list-style-type: none"> <li>◆ Provide briefings on the CCSS and the SBAC to California’s education segment leaders and senior leaders of institutions of higher education utilizing the California Education Round Table (CERT) Intersegmental Coordinating Committee (ICC)</li> <li>◆ Consult and collaborate with business and industry stakeholders, such as the California Business Roundtable, to identify the specific 21<sup>st</sup> century skills related to the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Participate in a multi-state panel including representatives from the business, K–12, and higher education communities to reach common agreement upon the definition of career and college readiness that includes the CCSS (beginning January 2012)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Revise programs and materials to reflect agreed upon definition of career and college readiness that includes the CCSS (2012)</li> <li>◆ Produce and disseminate Web-based information for and directly relevant to the business community</li> </ul>	<p><b>Integrate CCSS and CTE</b></p>	<ul style="list-style-type: none"> <li>◆ Share information regarding the <i>CTE Model Curriculum Standards</i> revision that includes the CCSS with the advisory committees (comprised of business and industry representatives, postsecondary and secondary faculty) for each of the 15 industry sectors (2011)</li> <li>◆ Revise the <i>CTE Model Curriculum Standards</i> to include CCSS alignment identification, reinforcement, and enhancement (2011-2012)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Submit the revised <i>CTE Model Curriculum Standards</i> to the SBE for action (January 2012)</li> <li>◆ Add application and demonstration to the CTE TEACH program to ensure that CTE teacher candidates and teaching staff across the state have information and strategies necessary to include the CCSS in their programs of study</li> <li>◆ Develop the programs, notifications, and dissemination methods to unveil the <i>CTE Model Curriculum Standards</i>(spring 2012)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Introduce the revised <i>CTE Model Curriculum Standards</i> at regional professional development events (winter 2013)</li> <li>◆ Train individual leads from each region to assist the industry sector leads with sustained professional learning opportunities, answer questions and assist with new program startups utilizing the documents</li> </ul>	

### Suggestions and Opportunities for LEAs

2011–12	2012–13	2013–14	2014–15
<ul style="list-style-type: none"> <li>◆ Conduct professional learning activities that promote awareness of the new definition of career and college readiness</li> </ul>	<ul style="list-style-type: none"> <li>◆ Revise programs and materials to reflect new definition of career and college readiness that includes the CCSS</li> </ul>		
<ul style="list-style-type: none"> <li>◆ Monitor/participate in revision of the <i>CTE Model Curriculum Standards</i> to include CCSS alignment</li> <li>◆ Monitor/participate in California Business Roundtable, to identify the specific 21<sup>st</sup> century skills related to the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Participate in professional learning events introducing the revised <i>CTE Model Curriculum Standards</i></li> <li>◆ Identify, through CDE resources, the availability of business and industry resources for targeted 21<sup>st</sup> century skills as they relate to the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop new courses, lesson plans, and work-based experiences that include the demonstration and application of the revised <i>CTE Model Curriculum Standards</i></li> </ul>	
<ul style="list-style-type: none"> <li>◆ Participate in professional learning opportunities regarding secondary transition and the CCSS to prepare all students, including students with disabilities, English learners, and underperforming students, for career and college</li> <li>◆ Seek opportunities for students to engage in events at local community colleges</li> <li>◆ Provide and promote participation in Advancement Via Individual Determination classes</li> <li>◆ Encourage students to participate in the Early Assessment Program</li> <li>◆ Invite business leaders to speak to students in grades 6–12, elaborating on 2–3 specific standards and their role in possible careers</li> <li>◆ Include counselors in discussions regarding career and college readiness to ensure comprehensive school implementation of the CCSS</li> </ul>			



**6. Seek, create, and disseminate resources to support stakeholders as CCSS systems implementation moves forward.**

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California must foster a well-educated population in order to compete in the global economy. Proper and appropriate funding for education is an investment where the returns are exponential. Students and educators must have access to the tools and resources necessary for students to achieve the CCSS.

The CDE will be responsible for working with the United States Department of Education, California State Legislature, and Governor to align state and federal fiscal resources to support implementation activities. These efforts will focus on the fact that these resources must be both adequate and sustained in order to realize State and LEA CCSS systems implementation efforts. Additionally, the CDE will promote both state and federal legislative support to provide LEAs with the flexibility they need to engineer successful local educational programs.

The CDE will secure and disseminate local assistance and state operational resources and leverage partnerships with California-based and multi-state organizations to develop new tools and resources to support stakeholders in the implementation of the CCSS. Specifically, California will continue to coordinate with the Council of Chief State School Officers to ensure participation in State Collaborative on Assessment and Student Standards-Implementing the Common Core System meetings to seek solutions to the challenges of CCSS systems implementation and identify resources and effective implementation strategies that can be adapted to California.

The CDE will seek out and coordinate technology support and partnerships that will assist LEAs as they incorporate new

technologies into instruction. While providing leadership and coordinating efforts, the CDE will encourage and actively pursue regular participation and contribution by stakeholders at statewide, regional, and local levels.

The CDE will offer extensive resources to train LEAs in understanding federal and state legal requirements, use of data, implementation of aligned instructional programs for all students, and application of these resources in Web-enabled environments. Examples include: maintenance of the Compensatory Education instrument used in Federal Program Monitoring; technical assistance to LEAs in the design, implementation, and evaluation of Title I services; use of the Consolidated Application; and preparation, revision, and implementation of the LEA Plan and corollary activities for the Single Plan for Student Achievement (SPSA).

**Indicators of Transformation**

Proper and adequate funding will support implementation activities. Technology will be readily available for LEAs to employ at any level as a resource for instruction and assessment. Updated monitoring tools and associated resources will be available. State and legislation will anticipate LEA and student needs and provide all necessary guidance and support, focused on local flexibility.

	Awareness	Transition	Implementation
Funding	<ul style="list-style-type: none"> <li>Identify state and federal funds currently available for use in CCSS systems implementation</li> <li>Establish fiscal boundaries and timelines for the development of specific programmatic resources</li> <li>Seek funding from the United States Department of Education and private educational foundations to support CCSS implementation efforts</li> <li>Seek funding from state government to support implementation efforts</li> </ul>	<ul style="list-style-type: none"> <li>Develop a detailed fiscal analysis of the costs associated with CCSS systems implementation (fall 2012)</li> <li>Work with local, state, and federal elected officials to highlight the ongoing need for implementation resources</li> <li>Advocate for new grant funding opportunities</li> <li>Inform LEAs of appropriate use of federal supplemental funds (i.e., Title I, Title III, special education) in purchasing CCSS-aligned supplemental instructional materials and for other implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>Secure and disseminate local assistance and state operational resources to support implementation of CCSS systems</li> <li>Continue to work with local, state, and federal elected officials to highlight the ongoing need for implementation resources</li> <li>Conduct evaluation to determine effectiveness of specific implementation activities</li> </ul>
Legislation	<ul style="list-style-type: none"> <li>Review current laws related to all programs requiring CCSS implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>Propose follow-up legislation as needed to facilitate CCSS systems implementation</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with the California State Legislature and Governor to align resources and support implementation of CCSS system</li> </ul>

Awareness	Transition	Implementation
<p><b>Tools</b></p> <ul style="list-style-type: none"> <li>◆ Review and revise existing CDE policies, documents, and Web pages to align to the CCSS</li> <li>◆ Review and revise documents/policies related to access of the core curriculum</li> <li>◆ Initiate review and revision of all tools for compliance monitoring and program effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>◆ Promote external reviews of existing policies, documents, program evaluation tools, and Web pages to align to the CCSS</li> <li>◆ Develop and revise online LEA plan and SPSA templates and needs assessment tools (currently Academic Program Surveys, District Assistance Surveys, English Learner Subgroup Self Assessment, Inventory of Services and Support for Students with Disabilities) and K-12 Improvement Web-portals to support implementation of CCSS and any new ESEA legislated priorities</li> <li>◆ Collaborate with stakeholders to research and develop resources to support educational staff, teachers, and administrators in creating educational settings that promote the CCSS, including providing resources and technical assistance relating to professional learning, LEA Plan development, SPSA development, and other similar activities related to schools and districts served by ESEA Titles I, II, and III</li> </ul>	<ul style="list-style-type: none"> <li>◆ Monitor all internal and external Web sites to ensure that they reflect CCSS systems implementation</li> <li>◆ Communicate development and implementation of effective intervention activities for all underperforming schools' interventions (e.g., RTI<sup>2</sup>, School Improvement, Early Warning and Intervention System, as well as any future ESEA authorized intervention programs)</li> <li>◆ Ensure that all federal program monitoring tools and state program evaluation tools have been revised to fully integrate CCSS systems</li> <li>◆ Ensure that appropriate resources have been equitably disseminated to public and private educational service providers</li> </ul>

### Suggestions and Opportunities for LEAs

2011-12	2012-13	2013-14	2014-15
<ul style="list-style-type: none"> <li>◆ Identify potential state and federal funds currently available for use in CCSS systems implementation                             <ul style="list-style-type: none"> <li>◆ Utilize Title II, Part A funds for professional learning activities</li> <li>◆ Inform program staff of appropriate use of federal supplemental funds (i.e., Title I, Title III, special education) in purchasing CCSS-aligned supplemental instructional materials and for other implementation activities</li> </ul> </li> <li>◆ Monitor/seek funding opportunities from state government to support implementation efforts</li> <li>◆ Seek funding from private foundations for implementation projects</li> <li>◆ Establish fiscal boundaries and timelines for the development and/or acquisition of specific programmatic resources</li> </ul>			
<ul style="list-style-type: none"> <li>◆ Review and revise existing LEA policies, documents, and Web pages to align to the CCSS and accessing the core curriculum</li> <li>◆ Research and develop resources to support educational staff, teachers, and administrators on how to provide educational settings to promote CCSS, including resources relating to:                             <ul style="list-style-type: none"> <li>◆ professional learning</li> <li>◆ LEA Plan development</li> <li>◆ SPSA development</li> <li>◆ additional activities related to Title I schools and districts</li> </ul> </li> <li>◆ Participate in state level workshops for the Compensatory Education Instrument requirements for Title I, Part A, and the use of data to prepare for FPM</li> </ul>			

**7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.**

California’s public schools serve more than 6.2 million ethnically, culturally, and linguistically diverse students along with their families and communities. Fortunately, there are a number of well-established alliances and infrastructures that allow effective communication and collaboration with our various education stakeholders. The CDE will utilize these structures; which include county offices of education, educator professional associations, and additional stakeholder organizations; to facilitate communication, collaboration, and feedback during the implementation of the CCSS system.

California constructed its CCSS Systems Implementation Plan using information collected from internal and external stakeholders during CCSS-related meetings, conferences, and webinars. The CDE will continue to collect feedback to inform the ongoing expansion of the plan using these venues but is also committed to improving current methods of reciprocal communication through the development of a comprehensive communications outreach plan. The plan will incorporate a variety of strategies to identify and meet the information needs of all stakeholders and will include various forums and technologies for ongoing needs identification and open dialogue.

In the meantime, the CDE will continue to collaborate with all stakeholders to collect and disseminate information about the CCSS and aligned assessments. The CDE will continually update the CCSS Resources Web page and provide current information about the CCSS and related high quality resources. Similarly, the CDE has established an SBAC Web page to provide current information about the development of SBAC assessments. A listserv is available

for each of these pages. The Professional Development Opportunities Web page will provide information regarding CCSS-related professional learning activities. The CDE will also utilize Taking Center Stage and other additional web-based venues for information dissemination and public participation. The CDE will update the pages regularly as new information and resources emerge. As implementation activities progress, the CDE will utilize State Superintendent of Public Instruction news releases, media advisories, speeches, and events to apprise stakeholders of California’s CCSS implementation activities.

**Indicators of Transformation**

Stakeholders may access CCSS systems implementation information and resources via a variety of communication venues and provide feedback and participate at every stage of the implementation process. The CDE Web pages regarding CCSS systems activities will include expanding collections of resources. The CCSS Systems Implementation Plan will serve as a guide for implementation activities and as the guiding document for LEAs in the development of their own local plans. Comprehensive, user-friendly systems will be in place to continuously elicit feedback and identify needs and ensure the delivery of timely and useful information to the field.

				Awareness	Transition	Implementation
<p><b>CCSS Systems Implementation Plan</b></p>	<ul style="list-style-type: none"> <li>◆ Utilize meetings and webinars to provide information regarding CCSS systems implementation activities and collect information from stakeholders regarding local needs</li> <li>◆ Use input from internal and external stakeholders to create a comprehensive plan for CCSS systems implementation (winter 2012)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post <i>CCSS Systems Implementation Plan for California</i> on the CDE Web site (spring 2012)</li> <li>◆ Design and establish systems to support effective execution of the plan (spring 2012)</li> <li>◆ Prepare materials, resources, and presentations for webinars to stakeholder groups on the CCSS implementation plan (spring 2012)</li> <li>◆ Develop Web-based CCSS Systems <i>Implementation Plan for California</i> interactive tool</li> <li>◆ Design systems to collect, analyze, evaluate, and distribute feedback and information regarding emerging needs and opportunities</li> <li>◆ Options may include surveys, e-mail communications, Webinars, stakeholder meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintain and expand Web-based CCSS <i>Systems Implementation Plan for California</i> interactive tool as implementation progresses</li> <li>◆ Implement feedback systems, conduct evaluations, and provide additional resources and tools in response to stakeholder feedback</li> <li>◆ Continuously collaborate with and elicit feedback from stakeholders to identify emerging needs and opportunities and refine implementation strategies</li> </ul>			
	<p><b>Communications Plan</b></p>	<ul style="list-style-type: none"> <li>◆ Utilize existing communication networks (e.g., county offices of education, professional associations, stakeholder organizations) to facilitate two-way communications regarding CCSS systems implementation (summer 2010)</li> <li>◆ Utilize existing communication structures (e.g., news releases, media advisories, speeches, listservs, and conferences) to apprise stakeholders of California’s CCSS implementation activities (summer 2010)</li> <li>◆ Conduct needs assessment to identify communication preferences (e.g., listservs, newsletters, Webinars, meetings) of stakeholders (fall 2012)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use data from communication preferences needs assessment to design and implement comprehensive communications/outreach plan (spring 2013)</li> <li>◆ Design systems to collect, analyze, evaluate, and distribute feedback and information regarding effectiveness of communications</li> </ul>	<ul style="list-style-type: none"> <li>◆ Implement feedback systems, conduct evaluations, and modify and expand methods of communication as needed</li> </ul>		

Awareness	Transition	Implementation
<p><b>Web-Based Communications</b></p> <ul style="list-style-type: none"> <li>◆ Collaborate with stakeholders to develop CCSS Resources Web page to provide the latest information and high-quality resources (summer 2010)</li> <li>◆ Plan and develop SBAC Web page to provide detailed and comprehensive information about the SBAC (summer 2011)</li> <li>◆ Utilize CDE on iTunes U to disseminate resources and promote promising CCSS systems implementation practices (summer 2010)</li> <li>◆ Repurpose the Professional Development Opportunities Web page to support CCSS systems implementation (March 2012)</li> <li>◆ Identify additional existing pages that may be utilized to disseminate information</li> <li>◆ Establish listservs to disseminate timely information regarding CCSS implementation activities (2011)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review and update identified Web pages as implementation activities progress</li> <li>◆ Expand internal and external collaborations through the development and sharing of effective resources and tools</li> <li>◆ Add stakeholders to listservs as needed</li> </ul>	<ul style="list-style-type: none"> <li>◆ Disseminate resources for stakeholders on a regular basis to communicate the newest information on expanding professional learning support, aligning curriculum and instruction, and developing assessments</li> <li>◆ Maintain Web pages and promote and expand listservs</li> <li>◆ Consider additional web-based venues for information dissemination and public participation</li> </ul>

**Suggestions and Opportunities for LEAs**

2011-12	2012-13	2013-14	2014-15
<ul style="list-style-type: none"> <li>◆ Subscribe to the CDE’s CCSS Resources Web page listserv to remain apprised of the latest developments in CCSS systems implementation</li> <li>◆ Subscribe to the CDE’s SBAC Web page listserv to remain apprised of the latest developments in the SBAC assessment system</li> <li>◆ Identify existing stakeholder communication structures</li> <li>◆ Identify local stakeholders who will receive communications regarding implementation of CCSS systems</li> </ul>	<ul style="list-style-type: none"> <li>◆ Monitor the CDE’s CCSS Resources and SBAC Web pages regularly and share new information with members of the local educational community as appropriate</li> <li>◆ Utilize existing communication structures to disseminate information regarding CCSS systems implementation activities                             <ul style="list-style-type: none"> <li>◆ Staff meetings</li> <li>◆ School Site Council meetings</li> <li>◆ PTA/PTSO meetings</li> <li>◆ Newsletters</li> <li>◆ Webinars</li> <li>◆ Local school board meetings</li> <li>◆ Letters to the editor</li> <li>◆ News releases</li> </ul> </li> <li>◆ Support intradepartmental communication during implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post local implementation plan on the LEA Web site</li> <li>◆ Link to the statewide implementation plan</li> <li>◆ Design and establish communications systems to identify emerging needs and opportunities and support effective implementation of the local CCSS implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>◆ Continuously collaborate with and elicit feedback from stakeholders</li> <li>◆ Refine local implementation strategies</li> </ul>
<ul style="list-style-type: none"> <li>◆ Use input from local stakeholders and the CCSS Systems Implementation Plan for California to create a comprehensive LEA-wide plan for CCSS systems implementation</li> </ul>			



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## Appendix A: Local CCSS Systems Implementation Plan Template

Each of California's LEAs should develop its own local plan for CCSS systems implementation based on local needs and resources. To facilitate the process of local plan development, this section of the document offers a template organized around the significant milestones of CCSS systems implementation. The template denotes full implementation of CCSS systems by the 2014-2015 school year. LEAs may wish to augment their local plans with elements from the Suggestions and Opportunities for LEAs charts distributed throughout the document or delete elements as appropriate to create a plan that is tailored to local needs.

## Appendix A: Local CCSS Systems Implementation Plan Template

2011–12	CDE/SBE Activity	LEA Activity
Fall	<ul style="list-style-type: none"> <li>◆ A Look at Kindergarten Through Grade Six in California Public Schools released</li> </ul>	<ul style="list-style-type: none"> <li>◆ Begin development of local implementation plan based on full implementation of the CCSS system in 2014–15</li> <li>◆ Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan based on identified needs and full implementation in 2014–15                             <ul style="list-style-type: none"> <li>▪ <i>Suggested Area of focus:</i> <ul style="list-style-type: none"> <li>• Working in grade-level teams, compare/contrast the CCSS with the 1997 content standards and begin to incorporate new skills in the CCSS into instructional planning</li> </ul> </li> </ul> </li> <li>◆ Subscribe to the CDE’s CCSS Resources and SBAC Web pages listservs to remain apprised of the latest developments and resources related to CCSS systems implementation</li> <li>◆ Review and utilize professional learning resources available on CDE-hosted or sponsored web portals including archived webinars and presentations on CDE on iTunes U</li> <li>◆ Utilize CCSS professional learning resources offered by professional organizations, California Subject Matter Projects, and your county office of education</li> <li>◆ Identify CCSS that current materials do not support (use supplemental instructional materials review evaluation criteria for grades K–8) and develop lessons using resources from the library, internet, and primary source documents</li> </ul>
Winter	<ul style="list-style-type: none"> <li>◆ Establish design team to develop guidelines for professional learning modules (January)</li> <li>◆ Evaluation criteria for supplemental instructional materials review approved by SBE* (January)</li> <li>◆ Timeline and general plan for revision of the mathematics curriculum framework approved by the SBE* (January)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices</li> <li>◆ Visit STAR Web site for released test questions and constructed responses. Mirror the format into quiz/test questions and weekly writing prompts</li> </ul>
Spring	<ul style="list-style-type: none"> <li>◆ Online technology readiness tool available (March)</li> <li>◆ Convene education experts to update the ELD standards (March–August)</li> <li>◆ Timeline and general plan for revision of the English language arts curriculum framework approved by the SBE* (May)</li> <li>◆ A Look at Grades Seven and Eight in California Public Schools released (May)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Utilize online technology readiness tool to evaluate current technology and infrastructure</li> </ul>

## Appendix A: Local CCSS Systems Implementation Plan Template

2011–12		CDE/SBE Activity	LEA Activity
Summer			
2012–13		CDE/SBE Activity	LEA Activity
Fall	<ul style="list-style-type: none"> <li>◆ 5 professional learning modules released (September/October)</li> <li>◆ Revised ELD standards adopted* (November-projected)</li> <li>◆ Assessment transition plan presented to the Legislature (November)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2012–13</li> <li>◆ Support ongoing professional learning to promote transition to the CCSS based upon priorities established in local plan                             <ul style="list-style-type: none"> <li>▪ <i>Suggested Areas of focus:</i> <ul style="list-style-type: none"> <li>• Mathematics: the standards for mathematical practice</li> <li>• ELA: text complexity, text-based questions and tasks</li> <li>• General: develop structures for interdepartmental collaboration to improve student literacy across the content areas,</li> </ul> </li> </ul> </li> <li>◆ Continue to assess existing instructional materials and supplement them with resources from the library, internet, and primary source documents to develop CCSS-aligned lessons</li> </ul>	
Winter	<ul style="list-style-type: none"> <li>◆ Revised <i>CTE Model Curriculum Standards</i> adopted* (January-projected)</li> <li>◆ List of recommended supplemental instructional materials posted online* (February-projected)</li> <li>◆ Plan and deliver professional learning opportunities for all components of the assessment system</li> </ul>	<ul style="list-style-type: none"> <li>◆ Revise existing quizzes, unit exams, and end-of-course exams to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS</li> <li>◆ Review and utilize the CDE’s supplemental instructional materials list to supplement existing instructional materials</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>◆ Pilot testing of SBAC summative and interim assessments</li> </ul>	<ul style="list-style-type: none"> <li>◆ Generate and implement a “Formative Practices Plan” which includes Learning Targets, Criteria for Success, Collecting Evidence, and Documenting Evidence</li> <li>◆ Utilize online technology readiness tool to evaluate current technology and infrastructure</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>◆ Additional professional learning modules released (September)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review new professional learning modules from the CDE and incorporate new strategies into unit/lesson plans for 2013–14</li> </ul>	

\* Indicates activity which requires SBE action

## Appendix A: Local CCSS Systems Implementation Plan Template

2013-14		CDE/SBE Activity	LEA Activity
Fall	<ul style="list-style-type: none"> <li>◆ Mathematics curriculum framework released* (November)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Support ongoing professional learning to promote transition to the CCSS based upon priorities established in local plan                             <ul style="list-style-type: none"> <li>▪ <i>Suggested Areas of focus:</i> <ul style="list-style-type: none"> <li>• Mathematics: modeling</li> <li>• ELA: collaborative conversations</li> <li>• General: revised ELD standards, revised <i>CTE Model Curriculum Standards</i>, effective utilization of technology and media</li> </ul> </li> </ul> </li> <li>◆ Utilize the mathematics curriculum framework as a blueprint for implementation of the mathematics CCSS</li> <li>◆ Promote local awareness of the assessment transition plan, SBAC assessments, and purposes of assessment</li> </ul>	
Winter	<ul style="list-style-type: none"> <li>◆ Promote mathematics curriculum framework</li> </ul>	<ul style="list-style-type: none"> <li>◆ Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level critical thinking</li> <li>◆ Include performance task assessments for end of unit/chapter assessment</li> <li>◆ For mathematics, utilize word problems to provide students with opportunities to apply mathematical reasoning to real-world challenges</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>◆ ELA curriculum framework released* (May)</li> <li>◆ Field testing of summative and interim assessments</li> </ul>	<ul style="list-style-type: none"> <li>◆ Promote awareness of the new ELA curriculum framework and utilize in professional learning opportunities as appropriate</li> <li>◆ Visit SBAC's Web pages for information about summative and interim field tests</li> <li>◆ Utilize online technology readiness tool to evaluate current technology and infrastructure</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>◆ Promote ELA curriculum framework</li> </ul>	<ul style="list-style-type: none"> <li>◆ Implement local technology plan</li> <li>◆ Utilize the ELA curriculum framework as a blueprint for implementation of the ELA CCSS</li> </ul>	

\* Indicates activity which requires SBE action

## Appendix A: Local CCSS Systems Implementation Plan Template

2014–15		CDE/SBE Activity	LEA Activity
Fall	<ul style="list-style-type: none"> <li>◆ Provide professional learning opportunities and technical assistance to support full implementation of the CCSS based upon needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide professional learning to support full implementation of the CCSS                             <ul style="list-style-type: none"> <li>▪ <i>Suggested areas of focus:</i> <ul style="list-style-type: none"> <li>• Mathematics: support content shifts in K-8</li> <li>• ELA: writing informational text</li> <li>• General: transition to SBAC assessments</li> </ul> </li> </ul> </li> </ul>	
Winter			
Spring	<ul style="list-style-type: none"> <li>◆ Operational summative assessment administered</li> </ul>	<ul style="list-style-type: none"> <li>◆ Debrief with staff and students all elements of the SBAC summative assessment</li> <li>◆ Using feedback from debriefing, start planning adjustments to instruction and curriculum, formative practices, site-based assessments, expectations, learning goals, student/parent involvement, and all stakeholders' role for improvement next year</li> </ul>	
Summer		<ul style="list-style-type: none"> <li>◆ Create site-based plan for professional learning to ensure continuous improvement of instruction and a higher level of academic achievement for all students</li> </ul>	
2015+		CDE/SBE Activity	LEA Activity
	<ul style="list-style-type: none"> <li>◆ Provide professional learning opportunities and technical assistance to support full implementation of the CCSS based upon needs assessment</li> <li>◆ Instructional materials adoptions* (math 2016, ELA 2018)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Implement site-based plan with regular progress monitoring and reflection</li> </ul>	

\* Indicates activity which requires SBE action

## Appendix B: County Offices of Education Service Offerings

County superintendents and their staff are committed to assisting in the important work ahead to successfully and thoughtfully implement CCSS. Counties have tremendous expertise to offer in developing products and training and their relationship with their school districts places them in a unique position to assist in planning and in reaching classroom teachers. Counties provide localized common quality professional development statewide, whether at the overview level or a deeper dive into specific subject matter, and have developed training materials that prepare teachers to transition to the CCSS. Counties may also provide assistance in implementing the CCSS by:

- ❖ Working with PI schools and their districts through the Regional System for District and School Support (RSDSS) and other county technical assistance work to revise school and LEA plans and addendums
- ❖ Aligning the Advancement Via Individual Determination (AVID) curriculum and training through the AVID centers in county offices
- ❖ Working through the Title III regional leads to assist LEAs that have failed to meet their annual measurable achievement objectives (AMAO)
- ❖ Working through the After School regional leads in county offices to align training with the CCSS
- ❖ Working through the California Preschool Instructional Network (CPIN) to include alignment of TK with the preschool foundations and CCSS
- ❖ Hosting focus sessions on revisions of frameworks, ELD standards, CTE standards and other key issues and documents

The information in Appendix B was provided by California County Superintendents Educational Services Association for inclusion in the CCSS systems implementation plan specifically to highlight how COEs can assist local districts. School districts and the students they serve will benefit significantly when CCSS implementation efforts are coordinated at the local, county, and statewide levels.

## Appendix B: County Offices of Education Service Offerings

2011-12

Fall	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>■ Provide overviews of the CCSS by using the CCSESA CCSS Communication tools and modules that have been individually developed by county office of education - these overviews can be done through workshops, county seminars or on-line trainings</li> <li>■ Work with districts to analyze and understand the components of the standards through the use of crosswalks.</li> <li>■ Begin to include awareness of the CCSS in after-school trainings.</li> </ul> </li> <li>◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> <li>■ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA plan Addendums.</li> </ul> </li> </ul>
Winter	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>■ Participate on the AB 250 design team to develop guidelines and assist with prioritizing the professional development modules.</li> <li>■ Continue to develop new PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules.</li> <li>■ Begin to include awareness of the CCSS in after-school trainings.</li> <li>■ Provide overviews and seminars of SBAC, the assessment features and assessment sample questions.</li> </ul> </li> <li>◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> <li>■ Assist LEAs in developing transition plans for CCSS implementation.</li> <li>■ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA plan Addendums.</li> <li>■ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS.</li> <li>■ Assist CDE in recruiting educators to work on the ELD standards and the mathematics framework.</li> <li>■ Assist CDE in the development of the ELD Standards aligned to the CCSS.</li> <li>■ As drafts of the ELD standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards.</li> </ul> </li> </ul>
Spring	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>■ Provide TOTs of CDE's professional development modules using CDE developed training materials and provide the training for small LEAs.</li> <li>■ Include awareness of the CCSS in after-school trainings including the newly developed SELLASP modules.</li> <li>■ Begin to develop after-school trainings around the CCSS</li> <li>■ Provide afterschool training with county developed modules, such as the <i>Student Success Through After School Programs</i>.</li> <li>■ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules.</li> <li>■ Provide overviews and seminars of SBAC, the assessment features and assessment sample questions.</li> </ul> </li> <li>◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> <li>■ Assist CDE in the development of the ELD Standards aligned to the CCSS.</li> </ul> </li> </ul>

## Appendix B: County Offices of Education Service Offerings

2011-12	
	<ul style="list-style-type: none"> <li>▫ As drafts of the ELD standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards.</li> <li>▫ Support CDE in assisting LEAs with use of technology readiness tool.</li> <li>▫ Assist LEAs in developing and implementing transition plans for CCSS implementation and prioritizing work.</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA plan Addendums.</li> <li>▫ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS.</li> </ul>
Summer	
	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>▫ Provide afterschool training with county developed modules.</li> <li>▫ Provide TOTs of CDE's professional development modules using CDE developed training materials and provide the training for small LEAs.</li> <li>▫ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules.</li> </ul> </li> <li>◆ Develop professional development concerning the CCSS for superintendents and local school boards</li> <li>◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> <li>▫ Assist CDE and LEAs with analysis of technology readiness tool and assist in the identification of technology gaps.</li> <li>▫ Assist CDE in the development of the ELD Standards aligned to the CCSS.</li> <li>▫ As drafts of the ELD standards are released provide opportunities for focus groups of LEA staff to provide feedback to the standards.</li> <li>▫ Assist LEAs in developing and implementing transition plans for CCSS implementation and prioritizing work.</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA Plan Addendums.</li> <li>▫ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS.</li> <li>▫ Confer with CDE concerning progress made on implementation plan and necessary adjustments and survey local LEAs about needs for the coming year.</li> </ul> </li> </ul>
2012-13	
Fall	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>▫ Provide afterschool training with county developed modules.</li> <li>▫ Continue to provide TOTs of CDE's professional development modules using CDE developed training materials and provide the training for small LEAs.</li> <li>▫ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules.</li> <li>▫ Provide training through the California Preschool Instructional Network on a crosswalk between the preschool foundations and the CCSS developed by CDE</li> <li>▫ Implement CCSS professional learning for superintendents and local school boards</li> </ul> </li> </ul>



## Appendix B: County Offices of Education Service Offerings

2012-13

	<ul style="list-style-type: none"> <li>▫ Provide overviews and seminars of SBAC, the assessment features and assessment sample questions.</li> <li>▫ Begin to develop an assessment component of the County Common Core Tool Kit</li> <li>▫ Assist CDE in gathering feedback and conducting LEA focus groups on the Assessment Transition Plan for submission to the State Legislature.</li> </ul> <p>♦ <i>Technical Assistance:</i></p> <ul style="list-style-type: none"> <li>▫ Assist CDE in a roll out of information about the newly revised ELD standards.</li> <li>▫ Assist Title III LEAs that have failed to meet their AMAOs with inclusion of the CCSS standards and newly revised ELD standards.</li> <li>▫ Support CDE in ensuring that any TK curriculum and instruction materials that are produced are aligned to the CCSS</li> <li>▫ Assist LEAs in developing and implementing transition plans for CCSS implementation and prioritizing work.</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA Plan Addendums.</li> <li>▫ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS.</li> </ul>
<i>Winter</i>	<p>♦ <i>Professional Development:</i></p> <ul style="list-style-type: none"> <li>▫ Support CDE in the planning and delivery (perhaps TOTs) of the professional development for all components of the assessment system</li> <li>▫ Continue work on the assessment component of the County Common Core Toolkit.</li> <li>▫ Provide afterschool training with county developed modules.</li> <li>▫ Provide TOTs of CDE's new (beyond the original 4 - 6) professional development modules using CDE developed training materials and provide the training for small LEAs.</li> <li>▫ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules.</li> <li>▫ Provide training through the California Preschool Instructional Network on a crosswalk between the preschool foundations and the CCSS developed by CDE</li> <li>▫ Implement CCSS professional learning for superintendents and local school boards</li> </ul> <p>♦ <i>Technical Assistance:</i></p> <ul style="list-style-type: none"> <li>▫ Continue assisting with the rollout of the ELD standards</li> <li>▫ Review the Title III plans with LEAs that failed their AMAOs to ensure inclusion of the CCSS standards and newly revised ELD standards</li> <li>▫ Assist LEAs with implementing and adjusting their transition plans</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS and including the CCSS in LEA plans and LEA Plan Addendums.</li> <li>▫ Provide instructional material fairs for the newly adopted supplemental instructional materials</li> <li>▫ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS and shared throughout the county programs</li> <li>▫ Support CDE in ensuring that any TK curriculum and instruction materials that are produced are aligned to the CCSS</li> </ul>

## Appendix B: County Offices of Education Service Offerings

2012-13

Spring	<ul style="list-style-type: none"> <li>▫ Participate in the revision of the CTE Model Curriculum Standards for CCSS alignment</li> <li>▫ Provide opportunities for focus groups of LEA staff to provide feedback to the standards as drafts of the CTE standards are released.</li> </ul> <p style="margin-left: 20px;">♦ <i>Professional Development</i></p> <ul style="list-style-type: none"> <li>▫ Provide afterschool training with county developed modules</li> <li>▫ Continue to develop new county PD modules (on-line and face- to - face) and provide professional development to LEAs using county developed tool kit and modules.</li> <li>▫ Develop county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS.</li> <li>▫ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system</li> <li>▫ Release the assessment component of the County Common Core Toolkit by providing a TOT for counties.</li> <li>▫ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development</li> </ul> <p style="margin-left: 20px;">♦ <i>Technical Assistance:</i></p> <ul style="list-style-type: none"> <li>▫ Assist LEAs with implementing and adjusting their transition plans</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the needs for SBAC and implementing their LEA plans and Addendums.</li> <li>▫ Provide instructional material fairs for the newly adopted supplemental instructional materials</li> <li>▫ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS and shared throughout the county programs</li> <li>▫ Assist CDE in gathering feedback concerning mathematics framework draft</li> <li>▫ Assist CDE in recruiting members of the ELA development team.</li> </ul>
Summer	<p style="margin-left: 20px;">♦ <i>Professional Development:</i></p> <ul style="list-style-type: none"> <li>▫ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system</li> <li>▫ Provide training in the new assessment component of the County Common Core Toolkit</li> <li>▫ Develop county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS.</li> <li>▫ Develop professional development about the SBAC for superintendents and local school boards</li> <li>▫ Provide afterschool training with county developed modules</li> <li>▫ Provide TOTs of CDE's new professional development modules using CDE developed training materials and provide the training for small LEAs.</li> <li>▫ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development</li> </ul> <p style="margin-left: 20px;">♦ <i>Technical Assistance:</i></p> <ul style="list-style-type: none"> <li>▫ Assist LEAs with implementing and adjusting their transition plans</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the needs for SBAC</li> </ul>

## Appendix B: County Offices of Education Service Offerings

2012-13	
	<ul style="list-style-type: none"> <li>and implementing their LEA plans and Addendums.</li> <li>▫ Provide instructional material fairs for the newly adopted supplemental instructional materials</li> <li>▫ Work with the AVID Centers to ensure that training is provided about the AVID crosswalk between the AVID Curriculum and the CCSS</li> <li>▫ Assist CDE in gathering feedback concerning mathematics framework draft.</li> <li>▫ Confer with CDE concerning progress made on implementation plan and necessary adjustments and survey local LEAs about needs for the coming year.</li> </ul>
2013-14	
Fall	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>▫ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system</li> <li>▫ Provide training in the new assessment component of the County Common Core Toolkit</li> <li>▫ Implement SBAC professional learning for superintendents and local school boards</li> <li>▫ Provide trainings with the new PD modules</li> <li>▫ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development</li> <li>▫ Implement county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS</li> </ul> </li> <li>◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> <li>▫ Assist CDE in developing a plan to roll out the New Mathematics Framework with particular focus on high school course pathways</li> <li>▫ Assist LEAs with implementing and adjusting their transition plans and continuing to prioritize work</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the needs for SBAC and implementing their LEA plans and Addendums.</li> <li>▫ Work with the AVID Centers to ensure that training is developed to support math HS course pathways in AVID programs</li> </ul> </li> </ul>
Winter	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>▫ Support CDE in the delivery (perhaps TOTs) of the professional development for all components of the assessment system</li> <li>▫ Provide training in the new assessment component of the County Common Core Toolkit</li> <li>▫ Implement SBAC professional learning for superintendents and local school boards</li> <li>▫ Develop and implement professional development concerning the new HS mathematics pathways</li> <li>▫ Implement county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS.</li> <li>▫ Provide trainings with the new PD modules</li> <li>▫ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development</li> </ul> </li> <li>◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> <li>▫ Assist CDE in rolling out the new mathematics framework</li> </ul> </li> </ul>

## Appendix B: County Offices of Education Service Offerings

	<ul style="list-style-type: none"> <li>▫ Assist CDE in gathering feedback for the draft of the new ELA framework</li> <li>▫ Assist LEAs with implementing and adjusting their transition plans to incorporate the new HS math course pathways and continuing to prioritize work</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC and implementing their LEA plans and Addendums and developing the new LEA plans for new PI year 1 and 3 LEAs.</li> <li>▫ Work with the AVID Centers to ensure that training is developed to support math HS course pathways in AVID programs</li> <li>▫ Review the Title III plans with LEAs that failed their AMAOs to ensure inclusion of the CCSS standards and newly revised ELD standards</li> </ul>
Spring	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>▫ Implement professional development concerning the new HS mathematics pathways</li> <li>▫ Implement county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking; constructed responses, synthesis and collaboration as indicated in the CCSS and in understanding information that is released concerning the pilot and field testing of SBAC.</li> <li>▫ Support CDE in the delivery (perhaps TOTS) of the professional development for all components of the assessment system</li> <li>▫ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development</li> </ul> </li> <li>◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> <li>▫ Assist CDE in rolling out Mathematics Framework</li> <li>▫ Assist CDE in developing a rollout plan for the new ELA Framework</li> <li>▫ Assist LEAs with implementing and adjusting their transition plans to incorporate the new HS math course pathways and continuing to prioritize work</li> <li>▫ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC and implementing their LEA plans and Addendums and developing the new LEA plans for new PI year 1 and 3 LEAs.</li> <li>▫ Work with the AVID Centers to ensure that training is developed to support math HS course pathways in AVID programs</li> </ul> </li> </ul>
Summer	<ul style="list-style-type: none"> <li>◆ <i>Professional Development:</i> <ul style="list-style-type: none"> <li>▫ Implement professional development concerning the new HS mathematics pathways</li> <li>▫ Implement and revise as necessary county-owned professional development on revising existing quizzes, unit exams, and end of course exams to assess higher level thinking, constructed responses, synthesis and collaboration as indicated in the CCSS and in understanding information that is released concerning the pilot and field testing of SBAC.</li> <li>▫ Support CDE in the delivery (perhaps TOTS) of the professional development for all components of the assessment system</li> <li>▫ Support CDE in the roll out of the revised CTE Model Curriculum Standards professional development</li> </ul> </li> <li>◆ <i>Technical Assistance:</i> <ul style="list-style-type: none"> <li>▫ Assist in the rollout of the new ELA Framework</li> <li>▫ Assist LEAs with implementing and adjusting their transition plans to incorporate the new HS math course pathways and continuing to prioritize work</li> </ul> </li> </ul>

**Appendix B: County Offices of Education Service Offerings**

**2013-14**

<ul style="list-style-type: none"><li>■ Assist PI districts and schools through RSDSS and other county technical assistance work in analyzing the CCSS including the needs for SBAC and implementing their LEA plans and Addendums.</li><li>■ Confer with CDE concerning progress made on implementation plan and necessary adjustments and survey local LEAs about needs for the coming year.</li></ul>
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## Appendix C: Resources from California Implementation Partners

The challenge of integrating the CCSS into all facets of teaching and learning presents an opportunity for California to engage in a collaborative process wherein a community of educational partners can provide educators with the tools and support necessary to ensure successful implementation.

To this end, the California Department of Education invited professional associations and stakeholder organizations to contribute information regarding the CCSS-related resources and services they can offer to local educational agencies. The information in Appendix C was provided by these partners for inclusion in the CCSS systems implementation plan specifically to highlight how these organizations can assist local educational agencies in implementing the CCSS.

## Appendix C: Resources from California Implementation Partners

### Association of California School Administrators Common Core Activities

The Association of California School Administrators (ACSA) is the largest umbrella organization for county, district and school administrators in the nation, serving more than 14,000 education professionals. The mission of ACSA is support California's educational leaders; ensure all students have the essential skills and knowledge needed to excel; and champion public education.

#### Standards Implementation and Professional Development

**Standard Finder**—ACSA's Standard Finder v 9 includes a cross walk of our previous and the California Common Core ELA and math standards so that it is possible while viewing any standard to compare the standard being viewed to linked standards from the opposite set. The database can also be queried to display just the set of standards, by grade, that are introduced at a higher, lower, or same grade in the other set of standards. A progression of any ELA standard can be viewed from K-12 and math standards can be queried by topic to show a progression of a skill from grade to grade. Additionally, all standards have been ranked on the Revised Bloom's Taxonomy so that the cognitive rigor or any standard or any set of standards is available.

**Common Core Readiness**—ACSA's Technology Learning Group and the Curriculum, Instruction and Accountability Council are working together to create a Common Core Readiness "checklist." The purpose of the checklist is to assist a school and/or district in planning the transition to new standards and assessments, through the identification of both technology and instructional benchmarks and considerations that would lead to a thorough adoption of the California Common Core Standards.

**Common Core Update Webinars**—Assessment and Standards updates (via webinars) have been scheduled twice each month through 2012 to provide current information and to allow sharing among districts. The schedule for these updates corresponds to the CDE Smarter Balanced Updates being provided to major state organization representatives.

**Instructional Leadership for the Common Core Modules**—A series of modules related to leadership to implement Common Core Standards and Assessments is being developed by ACSA's Educational Services Department. Module topics include: Mapping Standards from Grade to Grade, Moving towards Project Based Learning (without abandoning explicit instruction), the Change Process, Effective Instructional Practices for Non-fiction Reading and Writing.

#### State Public Policy Work

- ◆ Common Core Input Sessions - ACSA members are invited to participate in a series of conference calls to review, comment and provide recommendations on the draft Common Core Implementation Plan.
- ◆ Preliminary discussions have begun regarding sponsoring secondary math briefing sessions and course development regionally in partnership with the county offices of education and possibly CDE.
- ◆ ACSA sponsored SB 140 to ensure LEAs will have access to bridge materials to fully align their instructional materials locally to common core.
- ◆ ACSA co-sponsored AB 124 to ensure California's ELD standards are fully aligned to CCSS ELA standards.
- ◆ ACSA is sponsoring legislation in 2012 to ensure common core assessments are more meaningful to secondary students and to create partnerships with postsecondary education to recognize college and career ready standards and assessments.
- ◆ ACSA is participating in the AB 250 task force, mathematics framework development focus groups, AB 124 implementation, SB 140 implementation, STAR reauthorization planning process.

Resources are available at [www.acsa.org](http://www.acsa.org). Click on Professional Learning then click on Common Core Resources from the drop down menu.

## California Association of Teachers of English (CATE)

Find us at [www.cateweb.org](http://www.cateweb.org)

### Who are we?

- ◆ CATE is a non-profit organization promoting communication, collaboration, and knowledge among all those responsible for teaching English and the language arts. We are affiliated with the National Council of Teachers of English (NCTE). Most members are middle school or high school teachers, but we also have substantial numbers of elementary and college teachers.
- ◆ CATE has a very close relationship with the California Writing Project (CWP): the CWP Director serves on the CATE board; a CATE board member serves on the CWP advisory board; and many CATE members are also Teacher/Consultants with CWP.

### What do we do?

- ◆ CATE consists of nine regional councils, each offering a range of professional development services to its members and to other Language Arts professionals throughout the year.
- ◆ CATE has presented a statewide convention every year since 1960. The 2012 Convention was recently held in Ontario, while the 2013 convention will take place February 8-10 at the Santa Clara Hyatt Regency. The annual convention is attended by 500-600 teachers.
- ◆ CATE also publishes an award-winning journal, *California English*, that is mailed to all CATE members four times a year.

### CATE and the CCSS

CATE is already addressing the challenges presented by the introduction of the CCSS in a number of ways:

- ◆ At the 2011 Convention in Sacramento, the Friday evening plenary session addressed the implications of the standards via a panel consisting of: Steven Herrington (Sonoma County Superintendent of Schools); Patricia Rucker (CTA legislative advocate and member of the State Board of Education); and Deborah Sigman (Deputy

Superintendent of Public Instruction). The panel was moderated by Carol Jago, former President of NCTE and a member of the English Language Arts feedback group for the National Governors' Association Common Core Standards Initiative.

- ◆ At the 2012 Convention in Ontario, several workshops directly addressed the CCSS, including: "Practical Materials for Teaching Literature Using the Common Core Standards;" "Writing to the Core;" "Common Core Speaking;" "Building Core Curriculum Skills through Interactive Texts;" and "New Teachers, New Standards, Writing to Learn and Informational Writing."
- ◆ At the 2013 Convention in Santa Clara there will be a special strand devoted to the CCSS. To contact the 2013 Convention Organizers, email them at [cate2013@aol.com](mailto:cate2013@aol.com).
- ◆ TUCATE, one of the regional CATE councils, is offering a series of classes in the different kinds of writing required by the common core state standards. The series is called "Writing to the Common Core" and is offered April 10, 17, 24, and May 1 2012 through the Tulare County Office of Education.

### What now?

- ◆ Future CATE conventions will be held as follows:
  - Feb 8-10, 2013, Santa Clara Hyatt
  - Feb 14-16, 2014, San Diego Town and Country
  - Feb 13-15, 2015, San Jose Doubletree
  - Feb 12-14, 2016, Orange County Hilton

- ◆ To Contact the CATE council in your area, go to <http://www.cateweb.org/index.html> and click on "Councils."

All CATE board members can be reached through the "Contacts" button on the home page.



## Appendix C: Resources from California Implementation Partners

### California Association of Mathematics Teacher Educators (CAMTE)

#### Services:

- 1) CAMTE's CCSS-M Task Force is developing resources for use in pre-service and in-service mathematics teacher preparation programs and can aid faculty developing such units in their courses.  
  
2) Professionals involved in mathematics teacher preparation. A special CCSS-M resource page on our website is in preparation.  
  
2) President: Joanne Rossi Becker, San José State University  
[joanne.rossibecker@sjsu.edu](mailto:joanne.rossibecker@sjsu.edu)  
  
CCSS-M Task Force chair: Margaret Kidd, CSU- Fullerton  
[mkidd@Exchange.fullerton.edu](mailto:mkidd@Exchange.fullerton.edu)  
  
CCSS-M Task Force Member: Shelley Kriegler, President, Center for Mathematics and Teaching, Inc.  
[kriegler@ucla.edu](mailto:kriegler@ucla.edu)  
  
CAMTE representative on Illustrative Math Project, which is collecting sample tasks and problems for the Common Core State Standards in mathematics: Heather Dallas, UCLA  
[dallas@ucla.edu](mailto:dallas@ucla.edu)
- 2) CAMTE acts as a network for mathematics teacher educators and shares information and resources with mathematics teacher educators throughout the state. CAMTE also provides professional expertise and input to issues related to implementation of the CCSS-M. CAMTE can provide names of people throughout the state who can help in CCSS-M implementation efforts at the school, district or county levels.

#### Resources:

- 1) CAMTE website: [www.camte.org](http://www.camte.org) provides resources and updated information related to the CCSS-M for members and other

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**California Learning Resource Network (CLRN) Common Core State Standards' aligned resources**

The California Learning Resource Network (CLRN) is a state-funded technology service that reviews supplementary electronic learning resources, online courses and free web links for their alignment to the Common Core State Standards.

**Electronic Learning Resources (ELR)**

CLRN reviews supplementary electronic learning resources, the majority of which are online and interactive, for their alignment to the Common Core State Standards and to California's Social Content Criteria. Each review lists the specific standards that are met or partially met, as well as whether the resource demonstrates, practices, and/or assesses each standard. In addition, CLRN reviews history-social science, science, and visual and performing arts resources for their alignment to California's original content standards. Resources may be browsed by subject area, searched for by keyword, or selected by specific content standard. Each review also contains information about the resource's universal access features, assessment, and support materials.

**Online Course Reviews (OCR)**

CLRN conducts a comprehensive review of online courses for their alignment to the Common Core State Standards as well as iNACOL's national standards for quality online courses. Most reviews also contain

separate feedback from educators and students regarding their experiences with each course. Each review includes information about the Common Core standards within a specific course and whether the standard was fully met, partially met, or not met. In addition, CLRN indicates whether the resource demonstrates, practices, and/or assesses each standard. Courses may be found by keyword, or browsed by subject, course, standard strand, or specific standard. CLRN also reviews history-social science, science, and visual and performing arts courses against California's original content standards.

**Free Web Information Link (WILS) Reviews**

CLRN's web link reviews free and advertisement-free web links in seven subject areas. English-language arts and mathematics web link reviews specify the Common Core State Standards CLRN found that demonstrate, practice and/or assess each standard. Each web link review includes a user feedback survey asking educators whether they recommend the resource. Web links may be browsed by subject area, searched for by keyword, or selected by specific content standard.

More information and resource reviews are available at <http://www.clrn.org>.

## California Mathematics Council

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### Services/Support Available

As part of its mission, the California Mathematics Council (CMC) is committed to promoting professional activities that will ensure continual improvement towards excellence in the teaching of mathematics. In light of the adoption of the California Common Core State Standards for Mathematics (CaCCSSM), assisting in the transition has become a priority for CMC's work.

In support of schools and districts, CMC offers conferences and symposia which engage educators of all levels, pre-K through community college. Presentations, workshops, and exhibits are offered to assist in familiarizing participants with the content of the CaCCSSM, but also with translating the standards to classroom instruction and practice and implications for sites as the standards thread across grade levels to bring coherence to mathematics instruction and learning. CMC conferences also provide opportunities for the CDE to promote its work and disseminate information at its three annual events held throughout the state.

CMC maintains a web site which provides professional resources for teacher development, teaching resources for curriculum enhancement, and family resources for students and parents. Regular updates on CaCCSSM resources and implementation, STEM, and support for sites interested in hosting a Family Math nights are included. To support parents, the *Math at Home* publication (in English and Spanish), articles, and activities to help families enjoy math together are available.

To inform its members further, CMC publishes a quarterly journal, *The Communicator*. *The Communicator*, a nationally recognized forum for mathematics educators, discusses current issues, reports new developments, showcases innovative teaching and assessment techniques, and publicizes conferences, CMC services, and other professional opportunities. Subscribers are able to avail themselves of

archived copies of the journal on the CMC website, allowing access to a storehouse of additional information.

CMC conducts Math Festivals for schools, staff, parents, and families. These school-wide events expose students, teachers, and parents to key critical mathematics topics in a positive, self exploratory, festival-like atmosphere while providing K-8 student involvement, teacher professional development, and parent outreach. Hands-on, interactive festivals can be arranged with a focus on algebra, geometry, or number and can also include coordinated programs for teacher professional development and outreach to parents and families. This fee-for-service program exemplifies the CaCCSSM Standards for Mathematics Practices in action.

In order to promote student involvement and interest in the field of mathematics, CMC provides financial support for qualified organized student activities. Examples of qualifying activities include Math Field Days, Problem Solving Contests, and Mathematics Olympics. These activities engage sites and districts in activities that promote achievement and positive dispositions towards mathematics.

CMC collaborates with the California Mathematics Project to develop professional development modules to support implementation of CaCCSSM. Topics include transformational geometry, fractions on the number line, Modeling (K-8 and HS), and number sense. These professional development modules are available at no charge and are housed at <http://caccssm.cmpso.org>.

At present, CMC has 23 affiliated groups throughout the state. These local groups provide additional professional development activities and support through mini-conferences, symposia, and the like. Affiliates also provide a way for teachers to become involved locally, to enter into the discussion of how mathematics education might be improved in their classrooms, schools, and districts, and to brainstorm local solutions.

## Appendix C: Resources from California Implementation Partners

There is much to do to ensure full implementation of the CaCCSSM. CMC offers its support and resources to schools and districts to ensure that all of California's students have access to powerful mathematics instruction.

### Contacts:

Web site: [cmc-math.org](http://cmc-math.org)

E-mail: [CMC-Math@sbcglobal.net](mailto:CMC-Math@sbcglobal.net)

U.S. Mail: P.O. Box 880  
Clayton, CA 94517-0880

Phone: 888-CMC-MATH

Kathlan Latimer, CMC State President  
[Kathlan@aol.com](mailto:Kathlan@aol.com)

Mike Contino, Executive Secretary  
[execsect@cmc-math.org](mailto:execsect@cmc-math.org)

## California Reading Association

The California Reading Association (CRA) is a non-profit professional organization of educators who are actively involved in all aspects of reading and language arts education, from kindergarten through university levels. The CRA state organization, an affiliate of the International Reading Association (IRA), consists of more than 40 active local reading councils located in different service areas around the state. Over 3,000 educators hold membership in this professional organization.

The California Reading Association is committed to promoting standards-aligned instruction which is designed to meet the needs of all learners. CRA supports the use of research-based teaching strategies designed to enable students to decode, comprehend, think critically, and communicate effectively. Our five main goals include:

- ◆ **Professional Development** – research based opportunities for professional growth
- ◆ **Partnership with local councils** – strengthen and support local reading councils
- ◆ **Leadership Development** – mentor active and dynamic leaders in the reading community
- ◆ **Membership Development** – expand membership diversity to reflect educators in California
- ◆ **Advocacy** – advocate for policies and practices that continually improve literacy instruction
- ◆ **Collaboration** – strengthen alliances with individuals and organizations that share common goals.

The Mission of the California Reading Association is to promote literacy for all.

- ◆ We provide a local and statewide network of teachers and administrators associated with issues of reading and language arts instruction, including writing, spelling, thematic instruction, and assessment.

- ◆ We support the activities of the local reading councils and provide a concentrated focus and dialogue about literacy issues.
- ◆ We advocate for strong balanced reading and language arts programs for all learners in which essential literacy skills and high-quality texts are used effectively to create a seamless curricular approach.
- ◆ We promote timely instructional materials, resources, and information on current reading and language arts research, trends, and instructional approaches.
- ◆ We promote the pursuit of life-long reading.

To assist California's educators, The California Reading Association

- ◆ Publishes a quarterly journal, *The California Reader*, which provides readers with current research which can be easily incorporated into classroom instruction to meet the needs of all learners
- ◆ Provides educators with titles of high quality fiction, across grade levels, including classroom activities, readers theaters, and other instructional ideas through our involvement in the California Young Reader Medal program.
- ◆ Supplies educators with titles of high quality non-fiction, across grade levels, through the Eureka! Award for non-fiction program.
- ◆ Offers educators professional development through both local presentations and the statewide institutes held each fall. Our institutes include sessions presented by top educational researchers, specialists, authors, and fellow educators. The institute provides quality networking opportunities.
- ◆ In the fall of 2012, we will focus on the Common Core Standards by providing top featured speakers in this area.
- ◆ Gives educators a recently updated web site with opportunities to share and obtain ideas and information through blogs and links, as well as easy ways to register online for activities and materials.

More information is available at [www.californiareads.org](http://www.californiareads.org).

## California C: Resources from California Implementation Partners

California School Library Association **Common**

### California Teacher Librarians Library Paraprofessionals Support California Provide Common Core Standard Instruction and Resources Teach Common Core Standards – based lessons

Share Common Core Standards – based lessons with teachers and teacher librarians through the CDE Brokers of Expertise

Provide support for Digital Literacy through resources such as <http://k12digitalcitizenship.wikispaces.com> and <http://ecitizenship.sla.net>

Provide instruction in digital resources through resources such as School Library Learning 2.0 -

**Provide Support for the Common Core Standards**  
CCCCS are interdisciplinary; teacher librarians help teachers make connections across the curriculum

Promote college and career readiness through access to expository text and digital resources  
Provide skills to access and evaluate a variety of text types and digital formats and to present

#### Provide the Information Infrastructure for the Common Core Standards

Provide primary resources

Provide a variety of text types

Provide appropriate and increasingly complex informational text supporting the content areas

Provide access to digital resources

Tanya Richards | VP Professional Development | California School Library

## Appendix C: Resources from California Implementation Partners

### California State Parent Teacher Association

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The mission of the California State PTA is to positively impact the lives of all children and families by representing our members, and empowering and supporting them with skills in advocacy, leadership and communications. The California State PTA is a professional, non-profit volunteer organization committed to the well-being of all children. Our core values include:

- ◆ We believe every adult has a responsibility to ensure that all children develop to their full potential.
- ◆ We believe parents are children's first teachers and that parent involvement is essential throughout a child's educational experience.

- ◆ We believe that family is the basic unit of society responsible for the support and nurturing of all children, and we recognize that "the family" may be defined in many ways.

- ◆ We believe our responsibility includes advocating for the safety and welfare of all children and the opportunity for a quality public education for each child.

The California State PTA has developed some useful parent guides on the CCSS. Find out what your child will be learning, at each grade level, in Mathematics and English Language Arts once the Common Core State Standards are in place. You'll also learn more about how you can support your child's learning and other helpful information. The guides are available at <http://www.capta.org/sections/programs/e-standards.cfm>

## Appendix D: Common Core State Standards Web Resources

### California Department of Education Resources

- ❖ Common Core State Standards (CCSS) Web Site: <http://www.cde.ca.gov/re/cc/>
- ❖ SMARTER Balanced Assessment Consortium Web Page: <http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>
- ❖ *A Look at Kindergarten Through Grade Six, and Grades Seven and Eight, in California Public Schools:* <http://www.cde.ca.gov/ci/cr/ct/grlevelcurriculum.asp>
- ❖ Career Technical Education Model Curriculum (CTE) Standards: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ❖ Alignment of the Preschool Learning Foundations: <http://www.cde.ca.gov/sp/cd/re/psalignment.asp>
- ❖ Professional Development Opportunity Search Form: <http://www.cde.ca.gov/pd/te/ce/prodev07intro.asp>
- ❖ CCSS Professional Learning Modules for Educators Web Page: <http://www.cde.ca.gov/re/cc/ccssplm.asp>
- ❖ CCSS on Brokers of Expertise: <http://commoncore.myboe.org>
- ❖ CDE on iTunes U: <http://www.cde.ca.gov/re/mm/it/>

### Multi-State Resources

- ❖ Common Core State Standards Initiative Web Site: <http://www.corestandards.org/>
- ❖ SMARTER Balanced Assessment Consortium Web Site: <http://www.smarterbalanced.org/>
- ❖ Student Achievement Partners: <http://www.achievethecore.org/>





## **MATHCOUNTS**

To secure America's global competitiveness, MATHCOUNTS inspires excellence, confidence and curiosity in U.S. middle school students through fun and challenging math programs. With the generous support of all MATHCOUNTS sponsors and volunteers, and leadership of the National Society of Professional Engineers at the local and state levels, MATHCOUNTS is providing today's students with the foundation for success in science, technology, engineering and mathematics careers.

MATHCOUNTS is a national enrichment, club and competition program that promotes middle school mathematics achievement through grassroots involvement in every U.S. state and territory.

Currently in its 28th year, MATHCOUNTS is one of the country's largest and most successful education partnerships involving volunteers, educators, industry sponsors and students. President Barack Obama and former Presidents George W. Bush, William J. Clinton, George H.W. Bush and Ronald W. Reagan have all recognized MATHCOUNTS in White House ceremonies. The MATHCOUNTS program has also received two White House citations as an outstanding private sector initiative. Particularly exciting for the "Mathletes" were the hour-long ESPN programs on each of the National Competitions from 2003-2005.

MATHCOUNTS offers two unique programs to middle school teachers and students: The MATHCOUNTS Competition Program and the MATHCOUNTS Club Program. Alpha Schools intends to participate in both.

### **The MATHCOUNTS Competition Program**

The MATHCOUNTS Competition Program provides the extra incentive and the perfect atmosphere for students to push themselves to achieve more in mathematics. Consisting of fun and creative problems that promote critical-thinking and problem-solving skills, the MATHCOUNTS competitions have written and oral rounds, as well as individual and team components. Though challenging and non-routine, the competition problems focus on the 6th through 8th grade standards of the National Council of Teachers in Mathematics.

MATHCOUNTS provides the materials for teachers and students to use as they prepare for the Competition Program. Participants advance through School, Chapter and State Competitions until the final 224 students are selected from 56 states and territories to advance to the MATHCOUNTS National Competition held each May. The National Competition adds an additional individual component called the Masters Round.

### **The MATHCOUNTS Club Program**

Often referred to as the MCP, the MATHCOUNTS Club Program was introduced in 2007 for our 25th anniversary year. The MCP is a fun, challenging and Free program aimed at engaging a wide spectrum of students. The MATHCOUNTS Club Program provides schools with the structure and activities to hold regular meetings of a math club. Depending on the level of student and teacher involvement, a school may receive a recognition plaque or banner and be entered into drawings for prizes.

### **Techbridge**

The mission of Techbridge is to encourage girls in technology, science and engineering. Techbridge offers hands-on projects, career exploration opportunities, and academic and career guidance for girls through after-school programs, summer programs and partnerships such as with Girl Scouts. Since its founding by Chabot Space & Science Center in 2000, Techbridge has served over 5,000 girls in grades 5-12. Our philosophy is to change girls' lives, one girl at a time, reflecting our desire to bring about significant change in a student's life through consistent, personal support and a dedication to increasing their choices for the future.

Techbridge also works to build a strong network of support for girls, and has reached over 7,000 educators, role models, families, and partners through professional development, trainings, publications, and other activities across the country. A grant from the National Science Foundation enabled us to disseminate our training and resources for role models, including an outreach guide and accompanying toolkit CD funded by Google.

Techbridge works closely with partners to expand impact beyond our community. With support from the Noyce Foundation, Techbridge is adapting its curriculum and rolling out programs-in-a-box to Girl Scout Councils nationwide. Chevron is supporting the expansion of after-school programs into Contra Costa County, and the Gordon and Betty Moore Foundation is enabling Techbridge to develop a scale-up model that will be replicated beyond the Bay Area.

## **Benefits for Girls**

### **Skills Development through Hands-on Projects**

Not many girls have the chance to work with their hands in the classroom, but Techbridge introduces projects like building robots and taking apart computers. Since girls may not ask to help with household projects or include tools on their wish lists, parents assume that they aren't interested. But our experience tells otherwise. When given the chance, girls do enjoy building with LEGOS and fixing household appliances. We see first hand that experiences like these help girls find technology and engineering less intimidating and more interesting as a career option.

### **Career Exploration**

Because image is important to adolescent girls, we look to role models to show girls the interesting and useful applications for technology, science, and engineering. Why prepare for a career in technology if you think only nerds work with computers? Why consider a career in engineering if you have no idea what rewards come from design and engineering projects? Interactions with role models and field trips to worksites allow girls to learn about career opportunities first hand. Past field trips have included visits to Yahoo, Google, Intel, IDEO, Apple and UC Berkeley.

### **Leadership Development**

Girls learn leadership skills, overcome their fears of public speaking, and develop a confident and engaging presentation style. In school and in the world of work, projects are often accomplished through teamwork and students learn how to communicate their ideas in Techbridge.

### **Teamwork**

Techbridge encourages girls to expand their network of acquaintances and work with partners outside their circle of friends. Through icebreakers, the girls in Techbridge are encouraged to get to know one another. During circle time, they check in and discuss topics like career aspirations and recent achievements. Through group projects, the girls develop interpersonal skills and learn to work successfully as part of a team.

## **Johns Hopkins University Center for Talented Youth (CTY)**

The Johns Hopkins University Center for Talented Youth (CTY) identifies top academic students and provides fun and challenging educational programs for students in grades K through 12. Educational programs include summer residential programs, distance

education, and family academic programs. Students are identified through the CTY Talent search, which is a process of identifying and testing academically gifted children, specifically mathematically and/or verbally talented students in grades two through eight.

The Talent search asks teachers, guidance counselors, and parents to nominate second through eighth grade students who score at or above the 95th percentile on any nationally normed test. Students test through the talent search because students scoring above the 95<sup>th</sup> percentile have “hit the ceiling” of what grade-level tests can discern, they may not be getting a full picture of their academic grasp. Above-grade-level tests, taken independently from the pressures of mandated assessment, can provide useful information to students, their families, and their schools.

Further, students receive honors and recognition through Johns Hopkins Talent Search participation. If they qualify for residential summer programs, online classes, or family academic programs, these gifted students can meet others like themselves, stretch their creative and intellectual wings, and discover where their special talents may take them.

CTY offers students the opportunity to take college courses during a three-week session at colleges across the country. Students can take courses such as philosophy, engineering, game theory, aerodynamics and the mathematics of money.



# Alpha PUBLIC SCHOOLS

## 504 Plan

Charter Petition Appendix L

### Alpha Public Schools 504 Board Policy

#### IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of 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 [FILL IN] 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 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 Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.

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**  
**APS Board Resumes and Nonprofit**  
**Status Documents**

Charter Petition Appendix M

**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;<sup>1</sup>
- 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.<sup>2</sup>

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:

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<sup>1</sup> 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.

<sup>2</sup> 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 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

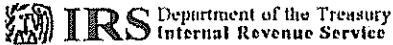
## CERTIFICATE OF SECRETARY

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  
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ALPHA PUBLIC SCHOOLS INC  
% JOHN GLOVER  
110 WEBSTER ST APT B  
PALO ALTO CA 94301-1233

1238

1238

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](http://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.



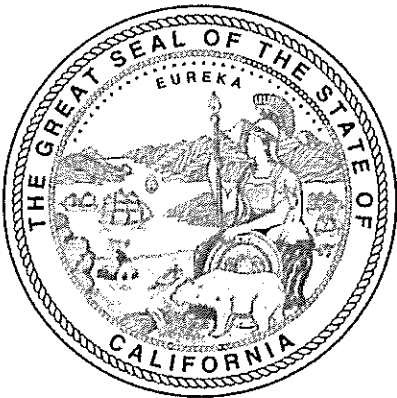
**State of California**  
Secretary of State

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

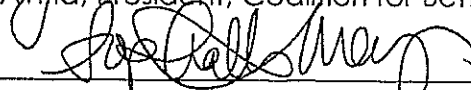
- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation law for public and charitable purposes.
  - B. The specific purpose of this corporation is to improve educational opportunities 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

# MARY STEPHENS

100 Marina Drive #203, Quincy, MA 02171  
Tel: (617) 276-7129; Email: [marytd@alum.mit.edu](mailto:marytd@alum.mit.edu)

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## EDUCATION

**MASSACHUSETTS INSTITUTE OF TECHNOLOGY**, Cambridge, MA  
*Masters of Engineering, Electrical Engineering and Computer Science* 1999-2000  
Full teaching and research funded.  
Teaching Assistant: Discrete Mathematics  
Thesis: Automated Medical Trend Detection, Advisor: Professor Peter Szolovits

**MASSACHUSETTS INSTITUTE OF TECHNOLOGY**, Cambridge, MA  
*Bachelor of Science, Electrical Engineering and Computer Science* 1995-1999  
Included focus on algorithms and economics.

## EXPERIENCE

**PrepForward & MTELprep**, Quincy, MA 2007-Current  
*Founder and CEO*

- Founded educational software company, focused on material for graduate students, teachers, and K-12 market
- Managed all aspects of running business from sales, business development, finance, recruitment, and vendor strategy
- Defined, developed, and executed strategy to meet short-term and long-term business objectives
- Led a multi-functional team of outsourced and internal employees to develop and deliver educational solutions
- Delivered program to help undergraduate athletes maintain GPA in mathematics and humanities
- Designed, wrote, and implemented teacher mathematics and communications and literacy prep solutions at multiple universities and programs across Massachusetts and Illinois

**UNIVERSITY OF MASSACHUSETTS**, Boston, MA 2007-Current  
*Adjunct Faculty, University College*

- Wrote entire curriculum including lessons, quizzes, and hundreds of practice problems with detailed explanations.
- Designed self-paced online courses for graduate students to succeed on the math portion of the MTEL 03 General Curriculum exam, the MTEL 47 Middle School Math exam, and the MTEL 01 Communications & Literacy exam.
- Developed course that covers all essential topics for students to develop an in-depth understanding of K-12 mathematics including: functions, algebra, geometry, statistics, probability, graphing, and solving equations.
- Created learning tools for students to track progress, get instant feedback, and diagnose strengths and weaknesses.

**MERRIMACK COLLEGE**, North Andover, MA 2010  
*Professional Math Consultant*

- Developed self-paced online course as a supplement to graduates preparing for Masters in Education and for undergraduates who needed to strengthen math skills
- Implemented reporting for teacher preparation faculty at Merrimack to identify gaps in curriculum

**HOUGHTON MIFFLIN HARCOURT**, Dublin, Ireland 2008-2009  
*Research and Development Manager*

- Led R&D team of instructional designers, interactive designers, project managers, and engineers
- Formulated vision with short and long term goals of the digital direction for the largest K-12 educational publisher
- Researched market, new technologies, and competitors and implemented strategies for keeping company innovative
- Defined, managed, and developed prototype for Kindergarten-6<sup>th</sup> grade new flash-based science program
- Worked with outsourced vendors on instructional design of new mathematical content for K-8<sup>th</sup> grade program

**OMEGA TEACHING**, Menlo Park, CA 2004-2009  
*Founder and CEO*

- Founded advanced tutoring company focused on intensive mathematics, science, and computer science tutoring and test preparation techniques for gifted middle school and high school students
- Developed and implemented a marketing strategy and business model to maintain a profitable company
- Hired 10 teachers who have graduated from one of the top 10 universities and have extensive education experience
- Prepared materials and tutored hundreds of students, ranging in age from middle school through adult
- Taught courses at KIPP Bridge Charter School in Oakland, including developing curriculum to prepare them for standardized tests in Math and English

- WOODLAND SCHOOL**, Portola Valley, CA 2005-2006  
**Technology Director; Computer and Math Teacher**
- Developed and maintained website and technology infrastructure for entire school
  - Designed curriculum and taught computer applications and technology to kindergarten through 8<sup>th</sup> grade, including teaching programming, website design, animation, video editing, graphics, and word processing
  - Planned and taught mathematics to 6<sup>th</sup> through 8<sup>th</sup> graders, including Algebra, Geometry and Algebra II
- KAPLAN – LSAT Teacher & Private Tutor**, San Francisco, CA 2004-2005
- Taught Kaplan curriculum to students preparing for the law school admissions exam.
- AMERICAN ADVANCED ACADEMY– Teacher, Algebra and Geometry**, San Mateo, CA 2004
- Developed curriculum, including all lesson plans, assignments, and tests, and taught Algebra I, Algebra II, and Geometry to advanced and gifted students for intensive classes that included 20 hours of class time per week.
- EDUSOFT**, San Francisco, CA 2003–2004  
**Program Manager**
- Edusoft, acquired by Houghton Mifflin, built the leading standards-based instructional assessment platform for public school districts. Over 190 school districts used Edusoft’s products to analyze, assess, and customize teaching to 1.3 million students.
- Responsible for defining future direction at all levels from strategy to detailed design
  - Managed large functional area of product from defining vision to designing features to meet that vision
  - Investigated extent and nature of customer demand by visiting customers, running user groups, and meeting partners
  - Planned releases in terms of defining scope and priority of projects
  - Gathered requirements and designed new functionality
  - Wrote detailed product design documents and worked with engineers to develop features
- VIZIONAL, INC**, San Mateo, CA 2001–2003  
**Product Marketing & Strategy Manager**
- Vizional, acquirer of Saltare, Inc., is a Venture-capital-funded provider of adaptive supply chain planning and execution solutions. I worked in a cross-functional role in Product Marketing, Product Strategy, and Product Management reporting directly to CEO.
- *Product Strategy*: Determined market drivers, inhibitors, and opportunities for the target industries. Analyzed competitive landscape. Developed product vision. Completed RFIs and managed customer accounts. Defined and formed strategic partnerships. Wrote algorithms to optimize logistics network for key customer.
  - *Product Marketing*: Developed marketing collateral, and tools for product positioning. Established and implemented market strategies. Managed content and look of company website. Prepared and delivered external and internal training. After acquisition of Saltare, determined new company positioning and marketing strategy to leverage increased capabilities.
  - *Product Management*: Prioritized features and determined product direction. Generated high-level functions and business cases. Wrote marketing requirements and detailed functional product requirements documents.
- ORACLE CORP.**, Redwood Shores, CA 2000–2001  
**Product Manager**
- Worked in product management in the Advanced Planning Products Group, focusing on two Oracle ERP applications - Oracle Supply Chain Exchange and Oracle Global ATP Server.
- Developed collateral: static & live demos; positioning and functionality presentations; and transfer of information documents.
  - Wrote high-level designs and product requirements documents for new features.
  - Prepared and delivered presentations to customers and trained internal Oracle personnel.
  - Worked on design, enhancement, testing, analysis, and documentation for both products.
- MIT Computer Science and Electrical Engineering Department**, Cambridge, MA 1999–2000  
**Research Assistant, Automated Medical Trend Detection**
- Wrote complex algorithms to pattern match and diagnose children’s growth conditions.
  - Program optimized to the point where it diagnosed children’s growth conditions with same accuracy as physicians
- MIT Computer Science and Electrical Engineering – Teaching Assistant, Discrete Mathematics**, Cambridge, MA 1999
- TA for Discrete Mathematics, a class for juniors and seniors in Department of Electrical Engineering & Computer Science and Department of Mathematics. Taught weekly recitations and tutorials, held extra help sessions, and wrote and graded exams and problem sets.

- INFOSYS, Bangalore, India 1999  
*Software Engineer Intern*
- Optimized assignment of cells for mobile networks to minimize total load and load differences for Nortel Networks
  - Mapped and solved the problems with modified Hopfield neural networks.
- BISHOP COTTON BOYS SCHOOL – **Teacher, Computer Science**, Bangalore, India 1999
- Developed and taught computer science classes for high school students. Topics included object oriented programming, web page design, and algorithms.
- ROBERT F KENNEDY SCHOOL -- **Tutor and Teaching Assistant**, Cambridge, MA 1995-2000
- Served as teaching assistant and tutor for 7<sup>th</sup> and 8<sup>th</sup> grade math students. In particular, concentrated on helping the failing students.
- AMERICA READS – **Tutor**, Cambridge, MA 1998-2000
- Tutored reading and writing for 1<sup>st</sup> through 3<sup>rd</sup> grade students, in particular concentrating on those who were significantly below grade level.
- KING SCHOOL –**Kindergarten Science Teacher**, Cambridge, MA 1997-1998
- Taught kindergarten science club, including planning curriculum and preparing all materials.

### AWARDS/PROFESSIONAL MEMBERSHIPS

- **EdTech 2009 – Ireland** – Keynote Speaker at 2009 Educational Technology Conference
- **Association on Higher Education and Disability** – Speaker at 2008 Conference
- **“Automated Medical Trend Detection”** - MIT EECS Masterworks Colloquium 2000, Invited Presentation
- **Eta Kappa Nu** –Electrical Engineering and Computer Science Honor Society
- **CBEST Certified** -California Teaching
- **Society of Women Engineers** -Outreach Chair, MIT

### INTERESTS

- **Baked to Perfection** -Founder of catering company, San Francisco, CA
- **East Palo Alto Charter School** –Volunteer Teacher for test preparation for middle school students, CA
- **Social Entrepreneurship Initiative** -Interim Communications Director, San Francisco, CA
- **Hands on Bay Area** -Logistics Chair, Recruiting Chair, Programming Committee, Events Committee, San Francisco, CA
- **Shelter Network** -Event organizer and tutor for homeless children aged 5-14, Bay Area, CA
- **Friends for Youth** -Mentor for troubled children, Redwood City, CA
- **One Brick** -Volunteer at food banks, soup kitchens, and environmental projects, Bay Area, CA
- **MIT Varsity Tennis Team** -Played singles and doubles, Cambridge, MA
- **City Year** -Team Captain & Project Coordinator, Boston, MA

REFERENCES: Available Upon Request

**Richard 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. He 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.

# Tim Ranzetta

1350 Tasso Street, Palo Alto, CA 94301

## Experience

**Innovate Foundation, President** **January 2011 - Present**

- Provide financial and technical support to leading educational non-profits with innovative approaches to closing the achievement gap
- Serving as board member at Alpha Public Schools, A.P. Giannini Foundation, BASIC Fund, Eastside College Prep., Equal Opportunity Schools, JobTrain, Rocketship Education and Strive for College

**Student Lending Analytics, Founder** **June 2007 - Present**

- Founded student loan and financial aid advisory service to assist students and families in college financing decisions
- Developed first service to rate private student loans; highlighted in NY Times article as an excellent source of transparency in an opaque marketplace
- Clients include Babson College, Scripps College, University of California system, University of Pennsylvania, and Yale University

**Telephia, Consultant** **March 2006 - May 2007**

- Managed "secret shopper" project with leading wireless information data provider

**Equilar, President** **November 2002 - February 2006**

- Led sales and research efforts at leading compensation governance firm as it grew from five employees to forty
- Developed corporate sales channel strategy resulting in over 500 subscription clients with over a 95% retention rate
- Presented Equilar research at leading national and regional industry conferences

**U.S. Shred (later InstaShred), Chief Operating Officer** **May 1997 - February 2002**

- Co-founded and managed operations for leading document destruction company in the United States which grew from 25 employees to over 500 employees prior to acquisition by Recall, an Australian-based company
- Generated cash-on-cash returns of over 10 to 1 for original investors

**Massachusetts Financial Services, Research Analyst** **August 1996 - May 1997**

- Analyzed large-cap retail companies for mutual fund company

**Youth and Family Assistance, Chief Financial Officer** **December, 1992 - June 1994**

- Managed operations for umbrella non-profit human services organization with \$5 million budget serving runaway and homeless teens, child abuse prevention and juvenile diversion programs

**Bain and Company, Consultant** **August 1989 - June 1992**

- Team member on a variety of projects serving Fortune 500 companies; projects included operational re-engineering, sales strategy, competitive analysis, marketing and corporate strategy

## Education

Stanford Graduate School of Business, Masters in Business Administration      September 1994 - June 1996

University of Virginia, McIntire School of Commerce, B.S. in Commerce      September 1985 - May 1989

Graduated with Distinction with Finance focus and minor in History. Lawn resident and pitcher on varsity baseball team.

# Preston Smith

4163 Partridge Drive  
San Jose, CA 95121

(408) 313-0265  
preston@rsed.org

## PROFESSIONAL EXPERIENCE

### HIGHLIGHTS

- Over 10 years of experience in public education (public school districts and charter school systems).
- Co-founder of Rocketship Education, an organization dedicated to eliminating the achievement gap and serving one million students across the United States by 2030 through the implementation of the innovative hybrid model. Currently the highest performing elementary school system for low-income students in California.
- Founding Principal of Rocketship Mateo Sheedy Elementary School. In 2008, after two years of operation, Rocketship received an API score of 925 and was the third best ranked in the state for low-income students, better than 99% of the state's public schools.
- Founding Principal of L.U.C.H.A. Elementary School, a small autonomous school in the Alum Rock Union Elementary School District. In 2006, after three years of operation, L.U.C.H.A. received an API score of 881 and ranked fourth amongst all high-poverty (50% free and reduced meals) schools in California, better than 99% of the state's public schools.

### Rocketship Education

*Co-founder and Chief Executive Officer (CEO)*

*(May 2009 – Present)*

*Team of 12*

*Operating Budget: \$35MM*

- Initiated growth from 160 students to over 3,800 students and subsequently, a budget that increased from \$2 million to over \$35 million annually, and subsequently, overseeing additional growth to fifty major cities nationwide in next twenty years.
- Designed the Rocketship model, which combines teacher development, parent empowerment, and individualized learning via online learning to improve student achievement, resulting in all Rocketship schools being ranked in the top 5% of low-income schools across the state and an innovative charter model, which is scalable and financially sustainable long-term.
- Expanded impact in the Bay Area Region through partnerships with local school districts and other charter authorizing agencies, ensuring that Rocketship continues expansion of schools, to maintain a growth rate of 60% and open at least 20 schools locally and nationally in the next five years.
- Persuaded the Santa Clara County Board of Education to approve 20 additional Rocketship charters over the next six years, realizing the largest national request of charter schools ever.
- Established professional development of staff, resulting in over 80% of staff realizing at least 1.5 years of progress (significant gains) with their Rocketeers in one year of instruction.

*Founding Principal, Rocketship Mateo Sheedy Elementary School*

*(July 2007 – May 2009)*

*Team of 25*

*Operating Budget: \$4MM*

- Opened first Rocketship school that served 160 students (78% English Language Learners, and 87% of the students were eligible for free and reduced-price meals) in the founding year and growing the school to 330 students in the following year.
- Recruited and led a team of 25 highly qualified teachers and school leaders to achieve outstanding results, ensuring in the second year of operation, Rocketship Mateo received a 925 API, based on the California state assessment, which was the top ranked elementary school in San Jose and Santa Clara County for low-income students and the third best ranked school in the state for low-income students, better than 99% of the state's public schools.

### L.U.C.H.A. Elementary School

*Principal*

*(July 2004 – June 2007)*

*Team of 15*

*Operating Budget: \$3MM*

- Founded L.U.C.H.A., a small district school, with a team of parents and teachers, ensuring that the school grew from 120 students to over 250 students and, subsequently, a budget that increased from \$1 million to almost \$3 million.
- Led L.U.C.H.A. to successive increases in API scores based on the California state assessment from an initial API of 753 to 881 in the final year, resulting in L.U.C.H.A. becoming the top ranked elementary school in San Jose and Santa Clara County for low-income students and the fourth best ranked in the state for low-income students,



better than 99% of the state's public schools.

- Helped to create a consortium of small schools within San Jose, leading to collaborative efforts to open additional schools of choice, which subsequently have founded over ten additional schools in San Jose.

*Founding Design Team Leader*

*(October 2003– April 2004)*

- Recruited a team of parents and teachers to design L.U.C.H.A. Elementary school, leading to the successful opening of the school.
- Organized parents and community members in various activities, ensuring that the small schools were created within a low-performing school district and were able to overcome various forms of political pressures, while also initiating buy-in throughout the community.

### **Clyde Arbuckle Elementary School**

*First Grade Teacher*

*(August 2001 – June 2004)*

- Served as a Teach for America teacher at Arbuckle Elementary School, ensuring that 100% of students realized over 1.5 years of progress (significant gains) and were reading above grade level by the end of the school year.
- Served as the first grade team leader from 2002 to 2004, ensuring that the team became the highest performing first grade in the district based on the California state assessment.
- Organized parents and families of students in weekend and week-night activities, leading to greater parent involvement and student achievement while also influencing other teachers to implement similar measures in their classrooms.
- Received “Teacher of the Year” award in 2003, given at the end of the school year to the most impactful teacher on the campus.

### **Teach for America Institute**

*Second Grade Teacher*

*(July 2001 – August 2001)*

- Selected from over 4,000 applicants to become a Teach for America corps member, participating in a five-week summer institute that was an intense professional development “boot-camp” for teachers.

## **EDUCATION**

- **San Jose State University**, Master of Arts—Education (Administration and Supervision), 2006
- **San Jose State University**, Graduate Student—Teaching Credential, 2002, Teaching Professional Clear Credential
- **University of North Carolina at Chapel Hill**, Bachelor of Arts, Latin American Studies, 2001, graduated with Honors, *Phi Beta Kappa*.

## **HONORS & SCHOLASTIC ACHIEVEMENT**

- Aspen Institute NewSchools Fellow 2011
- Finalist for the Sue Lehmann Award for Excellence in Teaching (only six are awarded to over 1,000 Teach for America corps members annually)
- One of three educators recruited by a People Acting in Community Together (PACT) community organization to lead in the creation of L.U.C.H.A., a new, small autonomous school in San Jose, CA
- Teacher of the Year at Clyde Arbuckle Elementary School (2002-2003 school year)
- Member of the Phi Beta Kappa Fraternity
- Dean's Honor List (Top 5% of Class), each semester attended at UNC Chapel Hill

## **PERSONAL**

**Community:** First Presbyterian Church of Santa Clara (2004-2011), The River (2011-Present)

**Languages:** Spanish (proficient), Portuguese (beginning)

**Interests:** Play basketball two times a week; enjoy snowboarding and reading; have an incredible wife, Liz, and two amazing children, Ezekiel and Phoenix.

# Cindy Carla Avitia

223 South Jackson Avenue  
San José, California 95116

(408) 807-2342  
[ccavitiach@yahoo.com](mailto:ccavitiach@yahoo.com)

## EDUCATION

**Santa Clara University School Of Law**, Santa Clara, California, Juris Doctor, May 2006  
*Certificate in Public Interest and Social Justice Law with an emphasis in Critical Race Jurisprudence*  
*CALI Award for Excellence in Race in the Law*  
*Best Oral Advocate, Advocacy Section 5, 2004-2005*

**National University of Singapore**, Singapore, International Business Law Study Abroad Program, Summer 2004

**Stanford University**, Stanford, California, Bachelor of Arts, Political Science

**Colegio de Mexico**, Mexico City, Mexico, Summer Program: *Contemporary Mexico*,

**Academia de Ciencias de Cuba**, Havana, Cuba, Seminar: *African Influence on Cuban Culture*

## PROFESSIONAL EXPERIENCE

- 10/2006 – 10/2010      **Congressional Assistant to Congresswoman Zoe Lofgren**  
U.S. House of Representatives, District Office, San José, California
- Primarily responsible for immigration cases and for policy areas of immigration, transportation, labor, foreign trade, and mortgage and foreclosure.
  - Worked closely with U.S. Congress Subcommittee on Immigration on policy development and resolution of individual matters.
  - Prepared private immigration bill for introduction into U.S. House of Representatives.
  - Represented Congresswoman at district events including panels, community meetings, and conferences.
  - Translated for Congresswoman from Spanish to English and produced Spanish language materials for office.
  - Handled and addressed wide range of constituent issues for a diverse constituency.
- 05/2006 – 10/2006      **Program Manager/Board of Immigration Appeals Accredited Representative**  
Center for Employment Training - Immigration and Citizenship Program,  
San José, California
- Represent agency at planning, funding, and community meetings.
  - Strategize with Program Director regarding personnel, funding, and program development.
  - Develop community outreach materials and internal training materials.
  - Provide direct immigration and citizenship services to 100+ diverse clients.
  - Conduct citizenship orientations in Spanish and English to both large and small groups.
  - Facilitate staff meetings and work with staff to implement program policies.
- 02/2006 – 06/2006      **Law Clerk, *Hiring, Retention, and Promotion Sub-Committee***  
Santa Clara County Bar Association President's Blue Ribbon Commission on Diversity  
San José, California
- Researched national and local issues facing minorities and women in the area of hiring, retention, and promotion in the legal field.
  - Facilitated attorney focus group, composing questions and processing findings.
  - Coordinated sub-committee meetings including agenda preparation, subject memos, and facilitating communication between members representing large firms, corporations, and government offices.

- Primary author of hiring and retention section of commission report.

06/2005 – 03/2006

**Summer Associate/Law Student Intern**

Buzo & Hernandez, San José, California

- Primarily responsible for family law cases representing Mexican citizens referred by Mexican Consulate and acted as liaison between Consular staff and law office
- Interviewed and prepped clients for upcoming court conferences and assessments
- Completed research and drafted motions, pleadings, and memorandums

07/2004 – 08/2004

**Student Intern**

Ho Chi Minh Bar Association, Ho Chi Minh City, Vietnam

- Gained introductory knowledge of Vietnamese law in several areas.
- Engaged in comparative law research while shadowing mentoring attorneys.
- Conducted independent interviews regarding comparative law, international trade, and cross cultural understanding between U.S. and Vietnam.

Summer 2003 and  
01/95 – 02/2000

**Chief Immigration Paralegal and Spanish Language Translator**

William W. Stahl Inc., San José, California

- Briefed attorney and prepared cases and witnesses for all aspects of interviews and hearings before the U.S. Citizenship and Immigration Service and Immigration Court. Specialized in deportation/removal defense.
- Prepared applications and supporting documentation for submission to U.S. Citizenship and Immigration Services and Immigration Court in almost all aspects of family based immigration law.
- Translated and interpreted in Spanish for office and court.
- Managed heavy case load of both trial and administrative cases.
- Provided assistance to and supervision of support staff when necessary.

02/2002 – 06/2002

**Consultant**

East Palo Alto Community Law Project, East Palo Alto, California

(Project of Stanford University School of Law)

- Acted as principle designer of systems and structure of new immigration clinic.
- Created intake sheet, training materials, and community education materials for immigration clinic volunteers and clients.
- Trained volunteer attorneys and students in interviewing and advising techniques.
- Liaison with executive director for evaluation of clinic and program development.

09/99 – 06/2002

**Immigration Paralegal/ Program Coordinator/ Community Liaison/Translator**

East San José Community Law Center, San José, California

(Project of Santa Clara University School of Law)

- Prepared applications and cases for submission to Immigration Service and Immigration Court including, political asylum, cancellation of removal, family petitions, and naturalization applications. Specialized in Violence Against Women Act (VAWA) Self-Petitions for Battered Spouses and Children.
- Supervised and trained law students in case handling and advice giving.
- Coordinated weekly drop in immigration advice clinic for 25 – 50 clients a clinic.
- Handled all media relations for Law Center, including national print and visual media.
- Represented Law Center at community meetings, workshops, and funding presentations.
- Coordinated Law Center and community response to changes in immigration law, including inter-agency coalitions

**AWARDS, COMMUNITY POSITIONS, AND RECOGNITIONS**

Phillip Burton Award for Public Policy, Immigrant Legal Resource Center 2011  
Commissioner, Santa Clara County Human Relations Commission 2006-2008

Advocate of the Year, Services Immigrant Rights Education Network (SIREN) 2004-2005  
Hispanic Foundation of Silicon Valley "La Familia" Award Recipient 2003  
Pro Bono Award 2005-2006, SCU School of Law  
Co-Chair, SCU Law School Public Interest Social Justice Coalition 2005-2006  
Community Outreach Officer (2005-2006) Vice-President (2004-2005), SCU La Raza Law Student Assoc.  
Santa Clara County Office of Human Relations Director's Award Co-Recipient 2001

#### **ADDITIONAL SKILLS AND INTERESTS**

Completely bilingual in verbal and written Spanish and English  
Enjoy performance and choreography Mexican and Cuban Social/Folkloric Dance

 <p>alpha public schools</p>	<p style="text-align: center;"><b>Alpha PUBLIC SCHOOLS</b> <b>Local Complaint Procedures</b> Charter Petition Appendix M1</p>
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### **Overview**

The Alpha Public Schools Board of Directors recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The Board acknowledges and respects the experience and judgment of the school's CEO and Principal. As such, it has developed Local Complaint Procedures (LCP) to ensure that all complaints that do not fall under the UCP can be handled at the site level. The final authority for the handling of these complaints lies with the CEO.

### **Complaint Procedures**

The following procedures shall be used to address all complaints that do not allege that the school has violated federal or state laws concerning regulations governing educational programs.

#### ***Step 1: Filing a Complaint***

All complaints shall be presented to the school's principal in writing.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

If a complaint involves the school's principal, an ombudsperson (the Assistant Principal), will receive and investigate the complaint.

### ***Step 2: Investigating a Complaint***

Within fifteen school days, the school's principal (or other appropriate party as outlined above) will complete an investigation of the complaint. This investigation may include interviews with involved parties, consultation of school policies, review of applicable educational code, and any other means necessary to resolve the complaint in an appropriate manner.

### ***Step 3: Resolution and Notice of Resolution***

Once the principal has determined the outcome, all parties will be notified by phone or in person. In addition, within 20 school days of receiving the initial complaint, the complainant will receive written notification of the outcome.

### ***Step 4: Procedures for Appeal***

The Principal (or ombudsperson) has final authority in determining the outcome of complaints outlined in these procedures. If additional information becomes available, which was not included in the original complaint, the complainant may submit an additional complaint as outlined above.

If the complainant is not satisfied with the outcome of the investigation, he or she may send notice to the APS Board of Directors secretary for the Board's review at the next regularly scheduled meeting.



# Alpha PUBLIC SCHOOLS

## Uniform Complaint Procedures

Charter Petition Appendix M2

### Overview

The Alpha Public Schools Board of Directors recognizes that the Board has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.

The school shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging discrimination based on age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO or his designee shall distribute full information about these procedures.

The Board acknowledges and respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation.

The CEO shall ensure that employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The director shall ensure that the mediation results are consistent with state and federal laws and regulations.

### Complaint Definition

A complaints is an allegation that is reduced to writing by a parent/guardian, student, employee, duly authorized representative or interested third party, public agency, or organization alleging that Alpha Public Schools or the school violated (did not comply with) a Federal or State regulation, or engaged in unlawful discrimination in programs and activities directly funded by the State or in receipt of any financial assistance from the State or Federal government.

### **Timeline for Filing Complaints**

All complaints must be filed no later than six (6) months after the alleged occurrence, but may be extended not to exceed ninety (90) calendar days by the consent of the CEO or designee for good cause.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six (6) months from the date of when the alleged discrimination occurred, unless the timeline is extended for good cause as outlined above, or when the complainant first obtained knowledge of the facts of the alleged discrimination.

### **Prohibition Against Retaliation**

The CEO prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participating in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant. (Title 5, Section 4621 and 4630)

### **Steps for Filing a Complaint**

Procedures: The following procedures shall be used to address all complaints that allege that the school has violated federal or state laws concerning regulations governing educational programs. Records will be maintained of each complaint as required for compliance with the California Code of Regulations.

#### ***Step 1: Filing of a Complaint***

All complaints shall be presented to the CEO. The CEO will maintain a log of complaints received providing each with a code number and date stamp. If the CEO is the subject of the complaint, the complaint shall be presented to the CEO's designee.

If a complainant is unable to put a complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to file the complaint. (Title 5, CCR 4600)

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.

For complaints regarding employees, except for sexual harassment or discrimination complaints, the appropriate manager/designee shall provide a copy of the written complaint to the employee against whom the complaint is directed. The employee(s) shall have the right to respond to the complaint and to recommend an appropriate course of action.



**Step 2: Mediation**

The CEO shall informally discuss with the complainant the possibility of mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process. Before initiating the mediation of a discrimination complaint, the CEO 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 CEO 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. (Title 5, CCR 4631)

**Step 3: Investigation of Complaint**

In cases of discrimination and/or sexual harassment, where the parties have declined mediation, the CEO shall hold an investigation meeting within 10 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 the school's representatives shall have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (Title 5, CCR 4631) To ensure that all pertinent facts are made available, the CEO may ask other individuals to attend this meeting and provide additional information.

In all other cases, the CEO, or his or her designee, shall confer with the complainant and the person against whom the complaint is made in an effort to resolve the complaint unless mutually waived. Parties shall have the option of presenting evidence related to the complaint and of meeting together to discuss the complaint or question each other and may also question each other's witnesses. (Title 5, Section 4631)

In addition to accepting information from the parties to the complaint, the investigating official in all cases will review any relevant documents and question relevant witnesses before issuing the final written decision. Within 30 days of receiving the complaint, the CEO shall prepare and send to the complainant a written report of the school's investigation and decision, as described in Step 5, below.

**Step 4: Appeal to the APS Board of Directors**

A complaint not satisfactorily resolved by the CEO's decision may be appealed to the APS Board of Directors in writing by the complainant within five (5) calendar days of receipt of the CEO's response. The appeal form shall be filed with the APS Board of Directors Secretary or her designee. The appeal can only include the allegations outlined in the initial complaint. New allegations cannot be included in the appeal.

Upon receiving the appropriately completed appeal form from the complainant, the Board or its designee shall:

1. Notify the employee(s) to whom the complaint was directed.
2. Investigate the appeal. This may include the following steps:
  - Review the appeal filed by the complainant.
  - Review documents from the initial investigator
  - Conduct additional interviews as necessary.
  - Allow both parties to discuss the complaint, initial decision, or question each other, except for discrimination or sexual harassment complaints.
3. Respond in writing to the complainant within ten (10) calendar days after receipt of appeal, including a resolution.
4. Notify the employee(s) or the resolution.

***Step 5: Final Written Decision***

A written report shall be sent to the complainant via certified or U.S. Mail within sixty (60) calendar days from receipt of the complaint. The report of the Board's decision shall be written in English and in the primary language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the Board shall arrange a meeting at which a community member will interpret it for the complainant.



# Alpha PUBLIC SCHOOLS Conflict of Interest Code

Charter Petition Appendix N

## 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 Middle School 2 ("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."

Statements Filed With Alpha Public Schools. All Statements shall be supplied by Alpha Public Schools. All Statements shall be filed with Alpha Public Schools. 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. Consultants<sup>1</sup>
  - K. Other Employees<sup>2</sup>
  
- 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 Employees<sup>3</sup>
  
- 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 Employees<sup>4</sup>

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<sup>1</sup>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.

<sup>2</sup> "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.

<sup>3</sup> "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.

<sup>4</sup> "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**  
**Teacher Performance Documents**

Charter Petition Appendix O



**Alpha Public Schools  
Teacher Performance Rubrics**

**Rationale and suggestions for implementation**

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here). Performance at the *Does Not Meet Standards* level is clearly unacceptable and should lead to dismissal if it is not improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 9).

5. Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in teacher evaluation, see "Merit Pay or Team Accountability" (Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

**A. Planning and Preparation for Learning**

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
<b>a. Knowledge</b>	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
<b>b. Standards</b>	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
<b>c. Units</b>	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
<b>d. Assessments</b>	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
<b>e. Anticipation</b>	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
<b>f. Lessons</b>	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
<b>g. Engagement</b>	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
<b>h. Materials</b>	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
<b>i. Differentiation</b>	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
<b>j. Environment</b>	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access material and few wall displays.

Overall rating: \_\_\_\_\_ Comments: \_\_\_\_\_

**B. Classroom Management**

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
<b>a. Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
<b>b. Relationships</b>	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
<b>c. Respect</b>	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
<b>d. Social-emotional</b>	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
<b>e. Routines</b>	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
<b>f. Responsibility</b>	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
<b>g. Repertoire</b>	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
<b>h. Efficiency</b>	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
<b>i. Prevention</b>	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
<b>j. Incentives</b>	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: \_\_\_\_\_ Comments: \_\_\_\_\_

Delivery of Instruction

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
<b>a. Expectations</b>	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
<b>b. Mindset</b>	Actively inculcates a "growth" mindset; take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>c. Goals</b>	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
<b>d. Connections</b>	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or make connections to their lives.
<b>e. Clarity</b>	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
<b>f. Repertoire</b>	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
<b>g. Engagement</b>	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
<b>h. Differentiation</b>	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
<b>i. Nimbleness</b>	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
<b>j. Application</b>	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: \_\_\_\_\_ Comments:

**D. Monitoring, Assessment, and Follow-Up A. Planning and Preparation for Learning**

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
<b>a. Criteria</b>	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
<b>b. Diagnosis</b>	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
<b>c. On-the-Spot</b>	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
<b>d. Self-Assessment</b>	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
<b>e. Recognition</b>	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
<b>f. Interims</b>	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
<b>g. Tenacity</b>	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
<b>h. Support</b>	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
<b>i. Analysis</b>	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
<b>j. Reflection</b>	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: \_\_\_\_\_ Comments:

E. Family J Community Outreach

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
<b>a. Respect</b>	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
<b>b. Belief</b>	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
<b>c. Expectations</b>	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
<b>d. Communication</b>	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
<b>e. Involving</b>	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
<b>f. Homework</b>	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
<b>g. Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
<b>h. Reporting</b>	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
<b>i. Outreach</b>	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
<b>j. Resources</b>	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: \_\_\_\_\_ Comments:

F. Professional Responsibilities

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
<b>a. Attendance</b>	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95- 97%).	Has moderate absences (6- 10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
<b>b. Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>c. Reliability</b>	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
<b>d. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>e. Judgment</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
<b>f. Above-and- beyond</b>	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade- level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
<b>g. Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>h. Openness</b>	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
<b>i. Collaboration</b>	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, or conversations lack educational substance.
<b>j. Growth</b>	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: \_\_\_\_\_ Comments:

Teacher's name: \_\_\_\_\_

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

School year: \_\_\_\_\_

School: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**RATINGS ON INDIVIDUAL RUBRICS:**

A. Planning and Preparation for Learning:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

B. Classroom Management:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

**OVERALL RATING:**

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)



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# Alpha PUBLIC SCHOOLS

## Health and Safety Policies

Charter Petition Appendix P

The policies attached are as follows:

Policy 1: Fingerprinting and Background Checks

Policy 2: Tuberculin Examinations

Policy 3: Safe Facilities

Policy 4: Immunizations/Physical Exams

Policy 5: Administration of Medications

Policy 6: Communicable, Contagious, or Infectious Disease Prevention

Policy 7: Drug-Free Workplace

Policy 8: Smoke-Free Environment

Policy 9: First Aid, CPR, and Health Screening

Policy 10: Exposure Control Plan for Blood Borne Pathogens

Policy 11: Conditions for Classroom and School Visitation

Policy 12: Emergency Preparation Plan

### **1. Fingerprinting and Background Checks**

Alpha shall comply with the applicable provisions of the Education Code, including Sections 44237, 44830.1 and 45125.1.

It is the policy of Alpha Public High School to require fingerprinting and background checks for its employees as required by law prior to employment at Alpha Public Schools. All prospective employees must abide by all applicable laws and agree to abide by the policies of Alpha Public Schools, including the submission of fingerprints and the approval for Alpha Public Schools or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

Additionally, Alpha Public Schools may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity's employees to comply with the requirements for fingerprinting, unless Alpha Public Schools determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, Alpha Public Schools must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

This policy shall also include student teachers serving under the supervision of a designated cooperating teacher and all substitute employees.

#### **Procedures for Background Checks**

The Executive Director 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, except with respect to her or himself, in which case the Chair of the Governance Council will review. The Executive Director shall monitor compliance with this policy and report to the Board on a quarterly basis.

## **2. Tuberculin Examinations**

1. No person shall be employed by Alpha Public Schools unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees shall be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually.
4. After such examination each employee shall file a certificate with Alpha Public Schools from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, Alpha Public Schools will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, Alpha Public Schools will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated cooperating teacher and all substitute employees.

### **3. Safe Facilities**

The School will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the School is located. The school will be housed in a facility that has received State Fire Marshall approval and has been evaluated by a qualified structural engineer, who has determined that the facilities present no substantial seismic hazard. Alpha will not take possession of any facility from any school district that does not have all appropriate inspections and a valid Certificate of Occupancy. The procedures will include provisions for periodic inspection and testing of the structure(s) and associated life safety systems. Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

#### **4. Immunizations**

##### **Applicability**

This policy applies to all applicants to Alpha and the administration of the School 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 Section 120325-120375, and Title 17, California Code of Regulations Section 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.
- e) Poliomyelitis
- f) Rubella
- g) Tetanus
- h) Hepatitis B
- i) Varicella (chicken pox), 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) TDAP

School verification of immunizations is to be by written medical records from your 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) A parent may request exemption of their child from immunization for personal beliefs.
- c) 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 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 call the County Tuberculosis Clinic, for a TB Screening upon return.

**Physical Examinations**

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

## **5. Administration of Medications**

Alpha Public School staff is responsible for the administration of medications to students attending 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.

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 to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administration at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the designed staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer 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.



## **6. Communicable, Contagious, or Infectious Disease Prevention Policy**

The School 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. The Board 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/Physical Exams" 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.

### **Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

### **Injuries and Accidents**

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 "Bloodborne Pathogen Exposure Control Program" Policy)

## **7. Drug-Free Workplace**

The School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, 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.

Accordingly, consistent with this commitment, the School has developed a drug and alcohol policy that applies to all employees. Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- "For cause" drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the Board.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

#### **8. Smoke-Free Environment**

The School maintains a smoke-free environment.

**Smoking is not allowed anywhere on School property.** It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

## **9. First Aid, CPR, And Health Screening**

The School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within Alpha 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. All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

### **Resuscitation Orders**

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

### **Vision, Hearing and Scoliosis Screening**

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., per appropriate grade levels.

### **Head Lice**

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. 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 Executive Director, 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.

#### **10. Exposure Control Plan For Bloodborne Pathogens**

The Executive Director, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Executive Director, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). The Board shall determine which employees have occupational exposure to bloodborne 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 (8 CCR 5193) and offered the hepatitis B vaccination. The Executive Director, 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 Executive Director, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Executive Director, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

## **11. Conditions for Classroom and School Visitation and Removal Policy**

While the School encourages parents/guardians and interested members of the community to visit the School and view 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 Executive Director 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 Executive Director 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 Executive Director or designee may design a visible means of identification for visitors while on school premises.
3. The Executive Director, 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director or the Board President within five days after the denial or revocation. The Executive Director 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 Executive Director shall be held within seven days after the Executive Director 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 Executive Director 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 Executive Director 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 Executive Director'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.

# Alpha Public School Emergency Plan

## IMPORTANT INFORMATION

Emergency: Dial 911

## TABLE OF CONTENTS

Procedure to call 911 .....	18
Staff Instructions .....	18
Family Information .....	18
Preparing for an Earthquake .....	18
Preparing for a Fire .....	19
Preparing for Evacuation .....	19
Preparing for a Chemical Accident .....	19
Preparing School Site for Disaster .....	19
Hazard Assessment of School Site .....	19
Emergency Backpack for Classroom .....	20
Individual Student Emergency Kits .....	21
Procedure to Evacuate a School Site .....	21
Emergencies .....	23
Air pollution episode .....	23
Bomb threats .....	23
Chemical accident (offsite) .....	24
Chemical accident (onsite)/threat of explosion .....	24
Criminal act .....	25
Explosion .....	25
Fire (onsite) .....	25
Threatening individuals .....	26
Earthquake .....	27
During an earthquake .....	27
After the earthquake .....	27
Post-earthquake .....	28
Earthquake supplies .....	28
Emergency Response Teams .....	32
Emergency operations center team .....	33
Search and rescue team .....	33
First aid team .....	34
Security / damage assessment team .....	35
Student release team .....	36
Support team .....	37



### **Procedure to call 911**

1. State your emergency.
2. Stay Calm.
3. Give your name and the school's name and address
4. Listen. Allow the 911 employee to direct the conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

### **Staff Instructions**

1. Inventory staff for skills such as First Aid and CPR. Require staff to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. The Red Cross offers classes in First Aid and CPR.
2. Assign teachers in a "buddy system" to assist each other during any disaster.
3. Inform staff of California Government Code 3100, designating all public school employees as Disaster Service Workers. This may require their presence at the school for several days.
4. Instruct staff to prepare emergency backpacks for classroom and individual student emergency kits. Each teacher is to prepare their own backpack and make sure the students bring the supplies requested for their individual emergency kits and for the canned or dry food earthquake supplies.

### **Family Information**

1. Send an annual letter to families about the school's emergency plans. Include instructions about what each parent should/should not do in the event of an emergency. Ask each family to supply their child's individual emergency kit as well as some of the canned or dry food supplies listed under earthquake supplies.
2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. Ask these volunteers if they would be willing to come to the school site after an earthquake and serve on the First Aid team.
3. Ask for parent volunteers would be willing to come to the school site after an earthquake to assist in other areas such as Search and Rescue Teams, etc.

### **Preparing for an Earthquake**

1. Determine who will be assigned to the Emergency Response Teams. Direct each team to complete their team's responsibilities.
2. Prepare a color-coded utility map of the school site. (electric: red, gas, oil, steam: yellow, communication: orange, water: blue, sewer: green).
3. Paint utilities on building the colors depicted on the utility map.
4. Conduct "Duck-Cover-Hold" and the "assemble at meeting place" earthquake drills once per semester at the secondary school level.
5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.
6. Prepare and inventory earthquake supplies for school site
7. Determine who will have access to the earthquake storage supplies.
8. Issue keys to the individuals responsible for the Search and Rescue Teams, the Security/Damage Assessment Team and your designee in the event of your absence.

### **Preparing for a Fire**

1. Prepare fire drill map of school site.
2. Conduct fire drills quarterly at the secondary school level.

3. Obtain fire extinguisher training for self and staff.
4. Know number and locations of fire extinguishers. Check them monthly/have them serviced annually.

#### **Preparing for Evacuation**

1. Prepare evacuation plan of school site. Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
2. Determine how many busses would be needed to accommodate the entire student population and staff. Also assess availability of alternative vehicles
3. Conduct a full-scale evacuation drill annually.

#### **Preparing for a Chemical Accident**

1. Prepare shelter-in-place map of school site.
2. Conduct shelter-in-place drills quarterly.

1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
2. Review the school emergency plans with the Executive Director.
3. Teachers should prepare the emergency backpacks for classroom and individual student emergency kits. Each teacher is to prepare their own backpack and make sure the students bring the supplies requested for their individual emergency kits and for the canned or dry food earthquake supplies.
4. Correct or remove hazards identified in your area by the hazard assessment of the school site.
5. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP -DROP-ROLL, earthquake readiness and DUCK-COVER-HOLD, hazardous materials accident with SHELTER-SHUT-LISTEN, and other emergencies.
6. Participate fully in all emergency drills.
7. Know your buddy assignment and coordinate with your buddy teacher.
8. Become certified in First Aid and CPR through the Red Cross.
9. Become prepared to perform your Emergency Team assignments in the event of an earthquake.
10. Take fire extinguisher training.

#### **Hazard Assessment of School Site**

A qualified structural and/or civil engineer should perform the hazard assessment of the school site where appropriate. The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards. The hazard assessment should include evaluation of the following potential hazards to impact the school site, staff or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines
- Likelihood and possible effects of flooding, including proximity to dams in the event of their failure.
- Likelihood and possible effects of a wildland fire.
- Likelihood and possible effects of severe weather.

- Probable safety areas for evacuation, after earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
- Locations of interior hanging fixtures on ceilings, etc. such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Prevention of the school piano from rolling during an earthquake.
- Security of AV equipment, computers, TV monitors, aquariums, etc. from motion during an earthquake.

**An effort should be made to remove or correct the identified hazards to the school site if possible to do so.**

#### **Emergency Backpack for Classroom**

The intention of the emergency backpack and individual student emergency kit is to have these supplies accompany the class whenever an evacuation occurs. The emergency backpack is to be carried by the teacher during the evacuation.

- 1 pint bottled water
- Personal snacks similar to individual student kits
- Work gloves
- Neck lanyard with whistle
- 18" pry bar
- 3 space blankets
- 1 Richter highway blanket
- 1 flashlight
- 1 portable radio
- 2 sets spare batteries for each flashlight and radio
- 3 pressure dressings
- 3 pair latex gloves
- 6 rolls Kerlix bandaging material
- 4 rolls medical tape
- 1 pair medical scissors
- 4 ice packs
- 1 package Band-Aids
- Feminine hygiene products (if applicable)
- Classroom roster
- Paper and writing tools (chalk, pens or sharpies)
- Student release forms
- Copies of student emergency cards
- Copy of disaster plan
- Copy of "What to Expect After a Disaster: Children's Typical Reactions" from the Governor's Office of Emergency Services.
- Buddy list
- Copy of utility map
- Search and Rescue tags--green for all clear, red for injured or trapped individuals

- Suitable container to hold supplies (like a large backpack)

### **Individual Student Emergency Kits**

The intention of the emergency backpack and individual student emergency kit is to have these supplies accompany the class whenever an evacuation occurs. The individual student emergency kits may either be carried by each student, or the large container with all the kits inside may be carried out of the classroom. At the beginning of the school year, parents should be asked to provide this kit for their children.

Put all these items in a 1 gallon zip lock bag:

- 2 high energy bars (granola, etc.) Stay away from any containing peanut butter.
- 1 fruit cup, not from refrigerator section. Alternative--2 Jell-O cups.
- 1 package unsalted crackers or wafers (no larger than 4x4x2).
- 2 Fruit roll-ups
- 1 pint plastic bottled water
- 2 small pocket size Kleenex (4x2x1), not in a box.
- Completed copy of student's emergency card, covered in clear contact paper.

The individual student emergency kits should be placed into a 50-gallon *Rubbermaid* container or similar sized container.

### **Procedure to Evacuate a School Site**

Evacuation of the Building:

Students and staff will leave the building in an orderly fashion using the primary or alternate fire route. These routes should be selected considering students with disabilities. The emergency backpack and student kits will be brought along. The assembly area will be the parking lot. Roll will be taken by the teacher and attendance reported to the director or designee.

**Evacuation of the School Site (leaving the campus):**

**This action should be implemented if it not safe to remain on the school campus.** The students and staff should evacuate the building as above. The campus should be left by vehicle or by walking. The emergency backpack and student kits should be brought along.

**To Evacuate by Walking:**

If it is safe to do so, students may be walked to evacuation sites nearby. Students should be lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site. Attendance should be taken before leaving the campus and upon arrival at the safe site.

## **Emergencies**

### ***Air pollution episode***

This event could affect students and staff who are susceptible to respiratory problems.

#### **RESPONSIBILITIES:**

1. Develop and maintain a file of students and staff who are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified from district office or via news media of a smog advisory, the Executive Director shall inform all staff and notify those individuals in file to stay indoors and minimize physical activity.
4. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad etc.
5. Instruct employees to minimize strenuous physical activity.
6. Cancel any events, which require the use of vehicles.
7. Urge staff and high school students to minimize use of vehicles.

### ***Bomb threats***

In the event that the school receives a bomb threat, by letter or telephone, the following procedures will be accomplished.

1. If the bomb threat is in the form of a letter, note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.
2. If the bomb threat is a telephone call, keep the caller on the line. Delay the caller with statements such as "I am sorry, I did not understand you. What did you say?" Note the time the call was received, manner of caller, background noises and what the caller is saying.
3. Immediately notify the police and fire departments (or designee) (call 911).
4. If the caller is still on the phone, call the phone company to trace the call.
5. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use these devices during this threat.
6. Caution students against picking up or touching any strange objects or packages.
7. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
8. Evacuate students using primary and alternate routes. Take emergency backpack and student kits. Check to be sure all students have left the building.
9. Upon arrival at the designated safe site, take roll. Notify the Executive Director/designee and emergency response personnel of any missing students.
10. Do not return to the building until emergency response officials determine it is safe.

### ***Chemical accident (offsite)***

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following will be accomplished.

**WARNING:** An alert message will be broadcast over the "Weather Radio" located in your school office and the safety siren may be heard.

1. Have all students report to nearest designated building.
2. Close all doors and windows, shut off ventilation, and listen to the radio (shelter-in place).
3. Take roll. Notify Executive Director or designee of any missing students.
4. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
5. CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE. Monitor and radio station for further instructions.
6. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
7. If evacuation orders are received, proceed with school evacuation plan (refer to p. 13-15).
8. Evacuate students. Take the class roster and emergency backpack and student kits.
9. A check should be performed to be sure all students have been evacuated.
10. A notice should be left on the office door stating where the school has relocated and notify the school district.
11. Upon arrival at safe site, take roll and report attendance to Executive Director/designee immediately.

### ***Chemical accident (onsite)/threat of explosion***

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Should any such accidents endanger the students or staff, take the following actions:

1. Determine if evacuation is required.
2. Notify appropriate local authorities of incident (call 911).
3. If necessary, proceed with school evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
4. Evacuate students from the building using primary and/or alternate fire routes. Take class roster and emergency backpack and student kits. Check to be sure all students have left the school building.
5. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
6. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately. Notify emergency response personnel of any missing students.
7. Do not return to the building until emergency response personnel have determined it is safe.

### ***Criminal act***

This incident could occur if a crime has been committed on the campus.

1. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.
2. Notify police (dial 911).
3. Identify all parties involved (if possible). Identify witnesses, if any.
4. Deny access to crime scene until police arrive.
5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.

### ***Explosion***

If an explosion occurs in the school building, the following shall be accomplished.

1. If there is an explosion, instruct students to DUCK and COVER.
2. Notify police and fire departments (call 911).
3. Immediately after the passage of the blast wave, proceed with school evacuation procedure using primary or alternate routes (p. 14).
4. Take class roster and emergency backpack and student kits.
5. Check to be sure all students have left the school site.
6. Students are not to be left unattended at any time during evacuation process.
7. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately.
8. Notify emergency response personnel of any missing students.
9. Care for the injured, if any.
10. Do not return to the building until the emergency response personnel determine it is safe.

### ***Fire (onsite)***

This incident could occur if the school building is on fire; should any such event endanger the students or staff, the following will be accomplished.

WARNING: The school fire alarm sounds.

1. Notify the fire Department (call 911).
2. Proceed to evacuate the school using the primary or alternate fire routes.
3. An inspection will be performed to be sure all students and personnel have left the building.
4. Evacuate students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
5. Take roll. Report any missing students to the Executive Director/designee and emergency response personnel.
6. Do not return to the building until the Fire Department determines it is safe.

### ***Threatening individuals***

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

1. If any students are outside, get them inside the school (staff) building. If unable to do so, have students lie down and cover their heads.
2. Once students are in the school building, lock the doors and secure the facility.
3. Notify police (dial 911).
4. Close all curtains and blinds.
5. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
6. Cancel all outside activities.
7. Remain with students until all clear is given.
8. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.



## ***Earthquake***

### ***During an earthquake***

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD".
- In halls, stairways, or other areas where cover is not available, move to an interior wall.
- In library, immediately move away from windows and bookshelves. Take appropriate cover.
- In laboratories, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals, which may spill.
- In the multi-use room, take cover under the tables or move close to the interior walls away from windows.

If outdoors:

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.

NOTE:

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency backpack) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle (in emergency backpack) to alert rescuers.
- Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher should evacuate both classes according to the earthquake evacuation procedure.

### ***After the earthquake***

1. Evacuate students from the building. Take class roster, emergency backpack and student kits. If safe to do so, check to be sure all students have left the school building.
2. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
3. Upon arrival at prearranged safe site, take roll and report attendance to Executive Director/designee immediately.
4. Notify police and fire (dial 911) if you have trapped or missing individuals.
5. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify director/designee of actions.
6. Notify utility companies of any break or suspected break in utility lines.
7. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the director/designee.
8. Students should be released only to authorized adults during normal school hours. Fill out student release forms for each student allowed to leave during normal school hours.

## ***Post-earthquake***

### **Evacuation of a school building**

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark. Before evacuating students, do the following:
  - Assess the situation. Coordinate with your Buddy teacher.
  - Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.
  - Determine if the assembly site is safe. If not, select an alternative assembly site.
  - If wires are down, they should be avoided.
  - Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
  - Don't forget to consider students with disabilities as you determine your evacuation routes. [list of students and staff with any disabilities and how they can be accommodated during evacuations]

**After you have determined it is safe to do so, proceed with the evacuation of the school building.**

IF THIS IS A SEVERE EARTHQUAKE, the school site may have to care for children up to 3 days after the event. The following supplies should be accumulated before an earthquake and stored in a shed separated from the school building. Having minimally these supplies will help in the aftermath of a severe earthquake. Remember: Prepare to be isolated 72 hours.

### ***Earthquake supplies***

Immediately Accessible Supplies:

- Portable radio and batteries
- Map of utility shut-offs and emergency areas (color coordinated)
- Flashlights and batteries
- Bullhorn or megaphone
- Radio communication system such as HAM equipment
- utility shut off wrench--1/utility
- Storage containers for disaster supplies--Aluminum or wood sheds
- Water:
  - 1/2 gallon/person/three days
  - 3 1/2 oz. paper, biodegradable cups for water distribution--5 cups/day/person
  - appropriate tool for dispensing water from container into cup
- Sanitation supplies:

- Toilet--buckets with plastic bags
- Privacy shelter--1 per 25 people
- Toilet paper--20 rolls per 100 people
- Wet wipes--300 per 100 people
- Plastic bags, ties--10 per 100 people
- Food: (Non perishable foods such as canned vegetables and fruits. Avoid salty foods.)
- Matches
- Cooking supplies--can opener, pots/pans, camp stove, fuel for cooking
- paper plates, cups, paper towels, aluminum foil
- Instant coffee
- Hard candies, Fruit roll-ups, other snacks
- The following can be collected by asking each child to bring in one "Costco"-sized can of the following.
- Divide assignments up by grade level *e.g.* each ninth grade student brings 1 large box of soda crackers.
- 40 oz. cans of beef stew
- Boxes of unsalted soda crackers
- Large cans of fruit cocktail
- Large cans of peaches
- Large cans of pork-n-beans
- Canned stews
- 46 oz. Cans of canned juices
- Cans of vegetable soup
- 42 of 59 pages
- First Aid:
  - 4x4 compress--1000 per 500 students
  - 8x10 compress--150 per 500 students
  - Sterile ABD combine pads 5"x9"--25 per campus
  - Sterile non stick Telfa pads 3"x4"--400 per campus
  - Gauze rolls, non sterile--60 rolls of 3" by 10 yards
  - Kerlix bandaging--1 per student
  - Ace wrap 2 inch--12 per campus
  - Ace wrap 4 inch--12 per campus
  - Triangular bandages--24 per campus
  - Cardboard splints, small--24 per campus
  - Cardboard splints, medium--24 per campus
  - Cardboard splints, large--24 per campus
  - Aqua-Blox--0.016 x students/staff=number of cases
  - Band-Aids, 3/4 inch size--300 per campus
  - Extra large Band-Aids--50 per campus
  - Butterfly bandages--50 each per campus
  - Hydrogen peroxide--10 pints per campus
  - Backboard with straps--1.5 per 100 students

- scissors (paramedic)--4 per campus
- Tweezers--3 assorted per campus
- Triage tags--50 per 500 students
- latex gloves--100 per 500 students
- oval eye patch--1 box of 50 per campus
- 1 inch cloth tapes--50 rolls per campus
- 2 inch cloth tapes--24 rolls per campus
- Dust masks--24 per 100 students
- Disposable Richter highway blankets--10 per 100 students
- First Aid books, standard--2 per campus
- First Aid books, advanced--2 per campus
- Space Blankets--1 per student/staff
- Two 20 feet by 20 feet ground covers for first aid station
- Clipboard, paper, report forms
- Self-inflating resuscitation bag and mask
- Tourniquets--25
- Cervical Collars--5
- Sterile saline solution--30 1000ml bottles
- Irrigation trays-8
- Hydrogen peroxide
- Burn paks, 3"x3"--40 per campus
- Cold packs--20 per campus
- Medications (Need to be dated and rotated): 10 Ammonia inhalants, 4 64 oz Powdered Gatorade
- or other oral electrolyte, 1000 antacid tablets, 1000
- 325 mg Tylenol, 150 25 mg Benadryl capsules, 2 Dramamine (for motion sickness from ground
- shaking), 2 bottles Immodium or Kaopectate, Neosporin--box of 144 squeeze packs per campus
- 15 pints alcohol
- 12 rolls paper towels
- 12-33 gallon plastic bags
- 40 small plastic bags
- 200 pre moistened towelettes
- 2 packages safety pins
- 20 packets of tissues
- 30 blankets
- 30 foam sleeping pads
- 2 thermometers
- 43 of 59 pages
- Feminine hygiene products
- Miscellaneous tools for uses additional to search and rescue
- Utility shut off wrench--1/utility

- Pry bars, five to six feet--2 per campus
- Pick ax 6#--1 per campus
- Sledge hammer--1 per campus
- Square shovel--1 per campus
- Round shovel--1 per campus
- Barrier tape 3 inches x 1000 feet--3 per campus
- Street grade broom--1 per campus
- 2x4 wooden cribbing--18 per campus
- 4x4 wooden cribbing--15 per campus
- Wedges--6 per campus
- Flathead and Phillips screwdrivers

#### Miscellaneous:

- Games and activities for kids
- Tents (for first aid station, cooking area and student shelter from elements)
- Fire extinguishers
- Optional Item: Generator

#### Search and rescue (SAR) equipment:

- Protective gear for SAR teams:
- Develop 5 member SAR teams--number based upon per classroom needed to search school
- site within 20 minutes.
- hard hat--1/team member
- vest--1/team member
- gloves with leather palms--1/team member
- safety goggles--1/team member
- dust mask--1/team member
- whistles--1/team member
- Keys--one set/SAR team or one set/assigned area
- Basic SAR tools
- adjustable 10 inch pliers--1 per campus
- 8 inch lineman pliers-- 1 per campus
- Pry bar 24 inches--1 per campus
- mini folding hacksaw--1 per campus
- 18 inch bolt cutters--1 per campus
- hammer, 3#--1 per campus
- duct tape--1 roll per campus
- plastic bags--6 per campus
- folding shovel--1 per campus
- angle head flashlight--1 per campus
- 6 inch screwdriver--1 per campus
- 4 inch Phillips screwdriver--1 per campus

- Utility knife--1 per campus
- Container to hold tools--1 per campus
- Rope--20 feet
- SAR tags (red and green)
- Additional flashlights
- Batteries for flashlights (at least 2 sets per flashlight)
- Emergency lanterns
- 8'x10' heavy tarp
- 1 stretcher/team

### **Emergency Response Teams**

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake. REMEMBER: BE PREPARED TO BE ISOLATED FOR 72 HOURS.

1. Emergency Operations Center Team. The Executive Director or designee should head this team. The Emergency Operations Center Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the Emergency Operations Center. A person on this team should be designated as responsible for communication.
2. Search and Rescue Team. One or more groups of staff and/or parent volunteers (a team of adults) designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. One member of each group should have some first aid training. These team members should also be trained in fire suppression. This team's efforts should be coordinated with the First Aid Team. All activities should be reported back to the Emergency Operation Center.
3. First Aid Team. This team of staff, students and/or parent volunteers should be trained in First Aid and CPR. They are to establish the First Aid treatment area. They are responsible for categorizing the casualties and the injured. This team is also to supply care for the injured. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Emergency Operation Center.
4. Security/Damage Assessment Team. This team of staff and/or parent volunteers (a team of adults) shuts off utilities, assists in fire fighting efforts, secures the campus and puts up signs to direct parents to student release areas. All activities should be reported back to the Emergency Operation Center. After the immediate danger has passed, they will do a preliminary assessment of the buildings and report the nature and extent of damages to the Emergency Operation Center.
5. Student Release Team. This team of staff is crucial to the timely and accurate release of students to their parents. This team coordinates with teachers to have orderly release of the students. Often the school secretary will head up this team. A report should be given to the Emergency Operation Center.

6. Support Team. This team of staff, students or parent volunteers is not an immediate response team. They will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff. They are also responsible for the maintenance of the food and water supplies. The sanitation needs of the school population are also their responsibility. All activities provided should be reported back to the Emergency Operation Center.

### ***Emergency operations center team***

#### **Responsibilities**

Duties: the Executive Director or designee should head this team. The Emergency Operations Center (EOC) Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the EOC. This team is responsible for personnel issues. This team should document any costs incurred during this emergency.

Who could do this job? Minimally a team of 4 staff or parent volunteers should be developed to serve as the EOC Team. The Executive Director or designee should head the team. One person on the team should be responsible for communications. One person on the team should be responsible for accounting for students and staff.

1. Team Leader: The Executive Director or designee. This person is responsible for all activities on the school site. This person should determine the schedule for their emergency teams. Avoid overworking personnel, it is generally recommended that people should not be working longer than a 12-hour shift plus shift transition periods.
2. Assistant to Team Leader (Shadow): This person serves as the liaison for the team leader and the other team members. If the team leader is in the field, this person provides communication between the EOC and the team leader.
3. Communications Team Member: This person is responsible for communications between the emergency response teams. They are also responsible for communication to the outside world, such as the district office, emergency response personnel, the Red Cross, parents, etc. The communications person should prioritize communication in the following manner: 1) life threatening, 2) property threatening, 3) non-emergency. If you have a larger school, more than one person may need to do this job.
4. Enumeration's Team Member: This person is responsible for accounting for all students and staff. They should have the roll call from the teachers in order to determine if any students are missing. Lists from Search and Rescue Teams and the First Aid team should also be given to this person. The Student Release Team should reports should also be given to this person. They should be able to determine if all staff and students are accounted for, the status of their health and whether or not they have been released to go home.

Before the Earthquake: Determine how communications, rosters and costs will be documented. In order to be reimbursed for costs from FEMA, Standardized Emergency Management System (SEMS) Training may be required. Contact your superintendent.

## ***Search and rescue team***

### **Responsibilities**

Duties: This team will need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured and assist the First Aid Team in treating the injured. In addition, they should help suppress fires.

Who could do this job? Teams of 5 staff or parent volunteers should be developed as needed for the size of the school. This team should only consist of adults. Students should not be assisting in search and rescue efforts. Custodians may not be a good choice for this team as they will be needed to assist with other urgent tasks such as shutting off utilities.

Before the Earthquake:

- 1. Each team member should be assigned to be primarily responsible for either search or rescue. This is to prevent team members being torn between stopping to rescue people and continuing the search for other injured. Each team should designate who will serve as the leader and back-up to the leader.
- 2. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- 3. Obtain/Develop a resource list of the neighborhood people trained in search and rescue and who would be willing to report to the school site after a major earthquake. Keep this list current.
- 4. Annually check the search and rescue supplies on site.
- 5. Team members should be trained in search and rescue techniques, first aid and fire suppression.
- 6. Team members should also cross-train with the Security/Damage Assessment team so these teams can serve as back-up to one another.
- 7. Establish a pattern for searching the school site.
- 8. Check fire extinguishers annually.

Immediately after the earthquake:

- 1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
- 2. Report to earthquake supply shed for search and rescue equipment.
- 3. Sweep through the school buildings following a pre-established pattern to quickly identify who is trapped or injured.
- 4. Note tags on classroom doors. Green=OK, Red=trapped or injured people.
- 5. Check every room in the school visually, vocally and physically as part of the initial sweep of the building. Make notes on the tags if additional trapped or injured are found.
- 6. Rescue trapped or injured individuals. The injured should be transported to the first aid area.
- 7. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.



- 8. Report to the Emergency Operations Center about the number and status of trapped victims. Request additional help as needed.

### ***First aid team***

#### **Responsibilities**

Duties: This team should establish the first aid treatment areas, triage, and provide first aid to people arriving at these areas. This team will need to coordinate with the Search and Rescue Team. Who could do this job? Teams of staff, students or parent volunteers should be developed as needed for the size of the school. These individuals should be trained in First Aid and CPR.

#### **Before the Earthquake:**

- 1. Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake.
- 2. Team members should be certified in First Aid and CPR and should keep this certification current.
- 3. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- 4. Obtain/develop a resource list of medically-trained volunteers in the neighborhood who are willing to report to the school after a major earthquake. Keep this list current.
- 5. Annually check to be sure that the first aid supplies are complete and up-to-date. Date all medical items so that age may quickly be determined.

#### **Immediately after the earthquake:**

- 1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
- 2. Report immediately to the Emergency First Aid station area.
- 3. Triage injured brought to the first aid station.
- 4. Administer first aid to the injured.
- 5. Coordinate with the Search and Rescue Team. Provide first aid to trapped or injured as they are rescued. If necessary be prepared to assist Search and Rescue Team provide first aid to injured while they are trapped.
- 6. Keep emergency card with each injured person.
- 7. Record all cases on a central log in triage. If possible, assign an extra person to serve as record keeper. All injured released from the first aid station should also be recorded in the central log, including to whom they were released and their destination. If the injured was transported by emergency response personnel, note the destination of the transport.
- 8. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
- 9. Notify the Emergency Operations Center of number of injured and status of first aid treatment.

### ***Security / damage assessment team***

#### **Responsibilities**

Duties: Team members should be responsible for checking utilities and performing initial assessment of damage to buildings. This team should help suppress fires and coordinate with Search and Rescue Team. In addition, they should secure the campus to minimize unauthorized access or exit and direct parents to student release area.

Who could do this job? A team of staff or parent volunteers should be developed as needed for the size of the school. Custodians would be a good choice for this team. Team members should have access to master keys and should be trained as backup to the Search and Rescue Team.

#### **Before the Earthquake:**

- 1. Team members should be trained to know when, how and where to shut off utilities, gas, electricity and water, as required.
- 2. Check supplies to be sure the necessary tools to shut off utilities are there.
- 3. Obtain the name and phone number of a structural engineer who is willing to report to your school site after the disaster.
- 4. Check utility map of the school site for accuracy and completeness.
- 5. Obtain training in emergency damage assessment.
- 6. Go through the Hazard Assessment of the school site. Remove or correct any of the problems identified by the hazard assessment if possible.
- 7. Team members should cross train with Search and Rescue Teams so that these teams can serve as back-up to one another.
- 8. Check fire extinguishers annually.

#### **Immediately after the earthquake:**

- 1. Report to the earthquake supply shed for necessary supplies.
- 2. A methodical sweep of the campus should be performed. Rapidly inspect all areas for the odor of leaking gas, electrical shorts or leaking water. If necessary, turn off the gas main, electricity and/or water main. Do not enter damaged structures.
- 3. Assist Search and Rescue Team as needed in fire suppression or other activity.
- 4. Check the perimeter of the school site for damage such as downed wires.
- 5. Post a team member at the school main entrance to direct emergency vehicles, traffic and parents. Only emergency vehicles should be allowed on school grounds. All others must walk onsite. This point should be stressed to parents in the annual emergency procedure letter to them.
- 6. Activities of the team should be reported to the Emergency Operations Center.

### ***Student release team***

#### **Responsibilities**

Duties: This team should document and assist the teachers in the release of students to parents and designated adults.

Who could do this job? A team of staff or parent volunteers supervised by the school secretary would be a likely choice for this team.

Before the Earthquake:

- 1. A letter should be sent home to parents at the beginning of each school year with the student emergency card, which explains the emergency plans of the school site. This letter should also explain what parents need to supply for their children and what procedures they should follow during a disaster.
- 2. All student information should be in triplicate. One copy should be in the individual student kit, one copy in the teacher's emergency backpack and one copy should be kept in the office.
- 3. Determine which site will be the emergency student release area. Develop the procedure to be used for releasing students.
- 4. During the annual earthquake drill, test the student release procedure.

Immediately after the earthquake:

- 1. Evacuate the office and bring emergency cards
- 2. Set up Student Release Area.
- 3. Have parents/designated adults sign-out students. The time and destination of the sign-out should be recorded.
- 4. Coordinate with the Emergency Operations Center so it is known which students are trapped or injured.
- 5. Report all activities to the Emergency Operations Center.

### ***Support team***

#### **Responsibilities**

Duties: This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution and sanitation set-up.

Who could do this job? A team of staff, student or parent volunteers sufficient for the school size.

Before the Earthquake:

- 1. Inventory all food, water, cooking and sanitation supplies. Check expiration dates, replace out-dated supplies.
- 2. At the beginning of the school year, all children should be asked to bring the zip lock bag containing their emergency kit supplies. In addition, each child should bring some canned or dry foodstuffs listed in supplies.
- 3. Determine the best location of food preparation, food service, and water distribution. In addition, determine a location for the sanitation tents or shelters away from the food preparation area.
- 4. Develop a food consumption plan for the school population, *i.e.* Students consume supplies in zip lock bag first. Remember the first hours after the earthquake will largely be spent rescuing the trapped and injured.

Immediately after the earthquake:

- 1. Report to the Emergency Operations Center. Coordinate with the Executive Director/designee.
- 2. Set up cooking area, water distribution area and sanitation areas. Do not allow waste from sanitation area to come within 200 feet of students or food/water supplies.
- 3. Set up sheltering tents as necessary to protect the students from the elements.

## ***SAMPLE: Sexual Harassment Policy***

### **Policy Statement**

Alpha Public School is committed to providing and continuing to provide a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with, and intended to be, enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace. The policy of Alpha Public School forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

### **A. Definitions**

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected by for such employee's sex.
2. Unwelcome Conduct of a Sexual Nature.
  - (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
  - (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
  - (c) The \_\_\_\_\_ Charter School prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

### **B. Sexual Harassment Prohibited**

1. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:
  - (a) submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
  - (b) submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
  - (c) the conduct substantially interferes with an employee's student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected).
2. Specific Prohibitions. a. Administrators and Supervisors.

(1) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

(2)

a. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

b. Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

c. Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

### **C. Reporting, Investigation, and Sanctions**

1. It is the express policy of the School to encourage victims of sexual harassment to report such claims. The School understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of the School should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken. This may be done through the employee grievance resolution procedure or by reporting such matters to the onsite Administrator/Director/Principal.

(a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

(b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment. Every reported complaint of harassment will be investigated promptly and thoroughly by School staff. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, the School will notify the complainant of the results of the investigation. The School will make every effort to handle the investigation in as Confidential a manner as possible consistent with a thorough, fair and proper investigation. It should be understood that and the School will not tolerate reprisals or retaliation against anyone as a result of the good-faith

reporting of charges of sexual harassment. If you feel you have been subject to retaliation in any form, you should report it to your supervisor or the appropriate school administrator.

(c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

2. In determining whether alleged conduct constitutes sexual harassment the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated. The Alpha Public School has a responsibility to investigate and resolve complaints of sexual harassment.

3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate authorities.

#### **Filing Complaints with State and Federal Agencies**

In addition to notifying the School of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies including the Department of Fair Employment and Housing (DFEH), which has authority to conduct investigations of facts. The deadline for filing complaints with the DFEH is two years from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission or file a lawsuit in court. Both the California Fair Employment and Housing Commission (FEHC) and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC at the locations listed in the School's DFEH poster or by checking the state government listings in the local telephone directory:

## **SAMPLE: Preventing Sexual Abuse Policy**

### Table of Contents

#### I. Screening and Selection for Work with Students

##### A. New Personnel

##### B. Existing Personnel

#### II. Training Requirements

##### A. General Training Requirements

##### B. Additional Training Requirements

#### III. Conduct with Students

##### A. General Conduct

##### B. Physical Contact

##### C. Discipline Procedures

#### IV. Supervision of Programs

##### A. General Monitoring

##### B. Facility Monitoring

#### V. Reporting of Problems

##### A. Reporting of *Inappropriate Behaviors* with Students

#### VI. Progressive Discipline

##### A. Procedures



## **I. Screening and Selection for Work with Students**

*All programs must adhere to screening and selection criteria required by licensing boards. In addition, the following steps must be completed before an applicant is released to work with students in a **paid or unpaid position**.*

### **A. New Personnel**

1. All applicants for Personnel positions regularly working with or around students are required to complete the following, without exception:

- a. **A standard application** that includes a release of information to conduct background checks.
- b. **Criminal records check** in any state where the applicant has resided during the past 7 years.
- c. **Sexual offender registry check** in any area where the applicant has resided the past 7 years.

2. For paid and unpaid positions with repeated contact with students, applicants must have individual interviews and reference checks.

3. All applicant records must be documented in a personnel file which is to be kept in the school office.

### **B. Existing Personnel**

For Personnel who have worked at the school for six months or more, the application, criminal records check, and sexual offender registry check will complete their screening process.

1. For Personnel who have worked in the program for six months or less, a face to face interview and reference checks must also be documented in the file.

2. Criminal records check will be conducted every 5 years of a Personnel's paid or unpaid position.

3. Personnel who transfer within the **Alpha Public School organization** are required to request in writing for their personnel files to be transferred to the new program or location.

4. All Personnel will have a clear job description.

## **II. Training Requirements**

### **A. General Training Requirements**

All Personnel are required to complete a basic orientation prior to contact with students. New Personnel are required to review this policy and agree to comply with the school Code of Ethics.

All Personnel are required to complete basic abuse prevention training within 30 days of beginning work with students.

All personnel are required to complete additional abuse prevention training every two years.

Documentation of training is maintained in personnel files.

### **B. Additional Training Requirements**

Personnel who are responsible for screening and selecting Personnel to work with students are required to complete specialized training in screening and selection.

Personnel in supervisory positions are required to complete training in monitoring, supervision and responding to concerns.

## **III. Conduct with Students**

The following guidelines are intended to assist Personnel in making decisions about interactions with students. For clarification of any guideline or to inquire about behaviors not addressed here, contact the Principal.

### **A. General Conduct**

Personnel are responsible for releasing students in a custodial care relationship only to parents, legal guardians or other persons designated by parents or legal guardians. In the event that Personnel are uncertain of the propriety of releasing a student, they should locate or contact their immediate supervisor before releasing the student.

- Personnel will report unmanageable or unusual behavior of students to parents or legal guardians as soon as possible.
- Personnel are prohibited from the use, possession, distribution, or being under the influence alcohol, tobacco products, or any illegal drugs while in the presence of students.
- Personnel may occasionally be in a position to provide transportation for students. The following guidelines should be strictly observed when Personnel are involved in the transportation of students:

- With the exception of emergency situations or for medical need, students should never be transported without written permission.
- Students should be transported directly to their destination. No unauthorized stops should be made.
- Personnel will avoid unnecessary and/or inappropriate physical contact with students while in vehicles.
- Drivers who are assigned to transport students must be at least 21 years old.
- Transportation logs will be utilized at all times.
- Whenever possible, Personnel should endeavor to utilize two adults when transporting.
- Personnel will respond to children with respect and consideration and treat all children equally, regardless of sex, race, religion, culture or socio-economic status. Personnel will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.
- Personnel are prohibited from speaking to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Personnel are expected to refrain from swearing in the presence of students.
- One to one counseling with students will be done in a public place where private conversations are possible but occur in full view of others.
- Personnel are cautioned against initiating sexually oriented conversations with students. Staff in a mentoring or counseling relationship may respond to sexually oriented questions or comments from students, but will do so in a manner consistent with school values and the position statements of the school. Personnel are not permitted to discuss their own sexual activities with students.
- All Personnel, including personnel under the age of 18, will maintain appropriate boundaries when in positions of power with program participants.
- Personnel will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.
- Money or gifts will not be given to children or youth, except for within the context of a group gift, given to all participants in celebration of special events or recognition.

- Personnel will never be rude or inappropriately dressed in presence of students. Personnel must be well groomed and appropriately dressed at all times.
- Personnel are prohibited from possessing any sexually oriented or morally inappropriate printed materials (magazines, cards, videos, films, clothing, etc) on **Alpha Public School** property or in the presence of students.
- Personnel are prohibited from viewing or downloading any sexually oriented or morally inappropriate internet materials on school property or in the presence of students.
- In the event of the school participating in a field trip, personnel are prohibited from sleeping in the same beds, sleeping bags or small tents with students.
- Any contact between Personnel and students which takes place outside the context of scheduled activities or job description (phone calls, letters or face to face conversations) and is unrelated to program sponsored by the school, will be permitted only with the express approval of the child's parents. Parents must be advised of the nature of the contact, and that such is not part of a school activity.

## 8. Physical Contact

Alpha Public Schools has implement a physical contact policy that will promote a positive, nurturing environment while protecting children and Personnel from misunderstandings. The following guidelines are to be carefully followed by all Personnel working with students.

1. Appropriate affection between Personnel and students is to be maintained at all times. The following forms of affection are regarded as appropriate examples for most school sponsored and affiliated programs:
  - a. Side Hugs.
  - b. Pats on the shoulder or back.
  - c. Handshakes.
  - d. "High Fives" and hand slapping.
  - e. Verbal praise.
  - f. Touching hands, faces, shoulders and arms of students.
  - g. Arms around shoulders.
  - h. Holding hands while walking with small children.
  - i. Sitting beside small children.
  - j. Kneeling or bending down for hugs with small children.
  - k. Pats on the head when culturally appropriate.

2. Some forms of physical affection have been used by adults to initiate inappropriate contact with students. In order to maintain the safest possible

environment for students, the following are examples of affection that are not to be used in school sponsored and affiliated programs:

- a. Full body hugs or lengthy embraces.
- b. Kisses on the mouth.
- c. Holding students over two years old on the lap.
- d. Touching bottoms, chests or genital areas.
- e. Showing affection in isolated areas of the program such as bedrooms, closets, staff only areas, or other private rooms.
- f. Sleeping in a bed with a child.
- g. Touching knees or legs of students.
- h. Wrestling with students.
- i. Tickling students.
- j. Piggyback rides.
- k. Any type of massage given by child or youth to adult.
- l. Any type of massage given by adult to child or youth.
- m. Any form of unwanted affection.
- n. Compliments that relate to physique or body development

### C. Discipline Procedures

1. Personnel are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students.

2. Personnel are prohibited from using the following techniques for behavior management under any circumstances:

- a. Isolation, except as needed for the child to gain self-control, and then only under the supervision of an adult, and no longer than 15 minutes.
- b. Withholding food or water.
- c. Degrading punishment.
- d. Work assignments unrelated to a natural or logical consequence.
- e. Group punishment for one child's behavior.
- f. Excessive exercise.
- g. Withholding access to contact with parents or guardians.
- h. Withholding or using medications for punishment.
- i. Mechanical restraint such as rope or tape to restrict movement.
- j. Physical restraint.

3. Personnel must use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than inappropriate competition, comparison and criticism.

4. Personnel will have age appropriate expectations and guidelines that minimize the need for discipline.

#### **IV Supervision of Programs**

##### **A. General Monitoring**

§ Personnel will never leave a student unsupervised.

§ Personnel must avoid being alone with a single student where they cannot be observed by others.

§ In special programs that require one to one contact, additional safeguards must be in place. Examples of safeguards include surveying of students, contact with students by supervisors and contact logs which are kept by Personnel

§ A minimum of two screened adults should be available in each program facility.

§ The adult-child ratio should meet state guidelines and should be directly related to the goals of the program, the design of the facility, and the use of other community resources.

§ The adult-child ratio should be adjusted for those programs that serve students with special needs.

§ Parents and guardians are encouraged to be part of any and all school activities in which their children are involved. Parents have an open invitation to observe activities in which their children are involved. However, parents who desire to participate in or have continuous, ongoing contact with their child's programs are required to complete the volunteer application process.

§ Alpha Public School office will maintain up to date list of approved Alpha Public School sponsored programs for students. The list will include activities, purpose, sponsors or coordinators of the programs, meeting times and locations.

§ Personnel are not permitted to develop new activities for children and youth without approval from the Director Requests to develop new activities should be submitted in writing.

##### **B. Facility Monitoring**

§ All unused rooms, storage areas, and closet doors must be kept locked at all times.

§ All unused buildings and areas must be designated, posted and enforced as off-limits to children.

§ All students are required to remain in facility areas that are easily viewed by Personnel.

§ All facilities are required to utilize open doors, open blinds and windows to allow informal monitoring by passerby.

## **V. Reporting of Problems**

### **A. Reporting of *Inappropriate Behaviors* with Students**

1. Because Alpha Public Schools is dedicated to maintaining a zero tolerance for abuse, it is imperative for every member of this community to participate actively in the protection of children and youth. In the event that Personnel observe any suspicious or inappropriate behaviors on the part of other Personnel, it is their personal responsibility to immediately report their observations. Examples of suspicious or inappropriate behaviors would be policy violations, neglectful supervisions, seeking private time with students, taking students off-premises without adhering to procedures, buying unusual gifts for children and youth, poor role modeling, swearing or making suggestive comments to students. Inappropriate behaviors or policy violations that relate to interactions with students should be reported to the Confidential Hotline.
2. All reports of suspicious or inappropriate behavior with children and youth will be taken seriously. Alpha Public School procedures will be carefully followed to ensure that the rights of all those involved are protected.
3. If at any point in gathering information about suspicious or inappropriate behavior, a concern arises that there is a possibility of abuse, the state authorities will be contacted and a report filed.
4. If at any point, policy violations with students are confirmed, Personnel will be subject to disciplinary action up to and including termination and possible prosecution.

## **VI. Progressive Discipline**

### **A. Procedures**

1. It is the policy of Alpha Public Schools to maintain the highest quality personnel who exhibit exemplary conduct and superior performance. To this end, all Personnel are to be informed by administration of what is expected of them in the performance of their roles, how to conform to Alpha Public Schools policies and how well their performance meets expectations.
2. When Personnel performance or conduct does not meet expectations of Alpha Public Schools, it is the responsibility of administration to address the problems (s) in a timely and equitable manner. The procedure would normally include four steps: 1) Counseling, 2) Formal Warning, 3) Probation, 4) Termination.
3. All documents associated with the Progressive Discipline Procedure are to be retained in the personnel file of the Personnel.



**Alpha PUBLIC SCHOOLS**  
**Staff Reference Guide**

Charter Petition Appendix Q





**Alpha Public Schools**

**Staff Reference Guide  
2012-2013 School Year**

## Contents

Alpha Culture .....	5
<u>Mission Statement</u> .....	5
<u>Commitment to Excellence</u> .....	7
<u>Guiding Principles at Alpha Public Schools</u> .....	9
<u>STAR System</u> .....	9
<u>Purpose</u> .....	9
<u>STAR System Details</u> .....	9
<u>Daily Entry of Star Information</u> .....	10
<u>STAR Auctions</u> .....	11
<u>Alpha/Beta Wristbands</u> .....	11
<u>Behavior Notification and Referral Process</u> .....	11
<u>School Spirit</u> .....	11
<u>Description of School Spirit Edifiers</u> .....	11
Policies Concerning Students .....	13
<u>Lunch with teachers</u> .....	13
<u>Cell Phones</u> .....	13
<u>Official Cell Phone Policy</u> .....	14
<u>Pencils</u> .....	14
<u>Voice Levels and Speaking</u> .....	14
<u>Field Trips</u> .....	15
<u>Hall Passes for Students</u> .....	16
<u>Student Phone Calls</u> .....	16
<u>Student Planners</u> .....	16
<u>Student Attendance</u> .....	16
<u>Tardy / Absent Students</u> .....	17
<u>Dress Level</u> .....	17
<u>Student Contact Information</u> .....	20
<u>PROCEDURES</u> .....	21
<u>Entering the Building</u> .....	21
<u>Morning Procedure</u> .....	21
<u>Hallway Transitions</u> .....	22
<u>Dismissal/Exiting the Building</u> .....	22
<u>Restroom Procedure</u> .....	22
<u>Passing in Papers</u> .....	22

<u>Sitting in Classrooms</u> .....	22
<u>Classroom Seating Arrangements</u> .....	23
<u>Food and Snack</u> .....	23
<u>Academics</u> .....	25
<u>Grading</u> .....	25
<u>Observation-Debrief Cycle</u> .....	25
<u>Lesson Plans When Teacher Is Out</u> .....	26
<u>Deductions for Missing Work</u> .....	26
<u>Standard Heading for Assignments</u> .....	26
<u>Honor Level</u> .....	27
<u>Cheating and Plagiarism</u> .....	27
<u>Daily Responsibilities for Teachers</u> .....	27
<u>Monday Community Meeting</u> .....	27
<u>Announcements</u> .....	27
<u>Weekly Newsletter</u> .....	27
<u>Daily Attendance</u> .....	27
<u>Common Board Configuration (CBC)</u> .....	28
<u>Do Now</u> .....	28
<u>SWBAT (Objective)</u> .....	28
<u>Agenda</u> .....	28
<u>Homework</u> .....	29
<u>Policies Concerning Staff</u> .....	31
<u>Teacher and Staff Conduct</u> .....	31
<u>Being alone with students</u> .....	31
<u>Interactions with students</u> .....	31
<u>Interactions with parents</u> .....	31
<u>Outside of school</u> .....	32
<u>Communicating by phone/text/email</u> .....	32
<u>Social Networking</u> .....	32
<u>Interactions with other members of staff</u> .....	32
<u>Punctuality</u> .....	33
<u>Dos and Don'ts</u> .....	33
<u>Dress Level for Staff</u> .....	34
<u>Expectations for Teachers During Class</u> .....	35
<u>Expectations for Staff Outside Classrooms</u> .....	35

<u>School Email</u> .....	36
<u>Errands for Teachers</u> .....	36
<u>Safety/Security</u> .....	37
<u>Building Access</u> .....	37
<u>Campus Security</u> .....	37
<u>Locking Doors/Securing Valuable Items</u> .....	37
<u>Visitors</u> .....	37
<u>Emergencies and Drills</u> .....	37
<u>Miscellaneous</u> .....	42
<u>Faculty Meetings</u> .....	42
<u>Transporting Students</u> .....	42
<u>Teacher Supplies</u> .....	42
<u>Using the School Logo</u> .....	42
<u>Filing a Complaint</u> .....	42
<u>Sexual Harassment</u> .....	43
<u>Room Reservations/Rentals</u> .....	43
<u>Money</u> .....	43
All transactions involving money must be handled through the Office. ....	43
<u>Donations</u> .....	43

## Alpha Culture

### Mission Statement

Alpha Public Schools will provide children from high-poverty communities an education that effectively develops the academic skills and competencies of character needed to:

- \* Overcome the achievement gap
- \* Graduate from college
- \* Become self-reliant and productive members of society

### **Vision**

Alpha Public Schools will eliminate the achievement gap by inspiring thousands of children from traditionally underserved communities to become self-motivated, competent, and lifelong learners who graduate from college and serve as leaders and role models for their families and communities.

### **Core Values:**

**Ambition:** Students will value their education. Students will understand that there is nothing more powerful or important to their future success than their own education. Students will care about college and career options. Students will set goals and work hard to attain them. Students will embrace a growth mindset that ensures they know there is always room to grow. Students will only succeed if they are ambitious.

**Leadership:** Students will serve as role models for their peers. Many students at Alpha will be the first in their families to attend college. They will serve as brave examples and blaze a trail for their community to follow them. They will make mistakes and gather wisdom during their journey. They will pass this knowledge down and help others attain the success they have worked hard to be proud of. Students will be brave, and show courage with their actions and words. They will be good citizens, and always take ownership of their actions.

**Perspective:** No person at Alpha has had the same life experiences, or comes from the same family. Everyone at Alpha will understand that the people around them are unique, and will respect everyone's differences. Alpha students will not judge others. Everyone will show kindness and empathy towards others. Alpha students will exhibit teamwork because their success is tied to that of their classmates.

**Hard Work:** No one makes it to college without Hard Work. Alpha students will be relentless in their pursuit of excellence. They will always put forth their best effort. They will show persistence and determination constantly, even when it is the more difficult thing to do.

**Attitude:** Alpha students will believe in themselves and in their futures and will display the appropriate attitude to get them to college. Students will behave at school and outside of school. They will maintain a positive attitude, even when academics and social pressures are difficult. Students will display an enthusiasm for learning. Students will always be honest.

**Motto:**

My education is my future.

**Battle Cry**

Who's got it better than us? NOBODY!

**Commitment to Excellence**

THE ALPHA PUBLIC SCHOOLS COMMITMENT TO EXCELLENCE FORM  
2012-2013 School Year

This home/school compact outlines how parents, students, and school staff will share the responsibility for improving student academic achievement and how the school and parents will develop a partnership to help children achieve their potential and graduate from college.

STUDENT'S COMMITMENT:

I fully commit to Alpha in the following ways:

- I will arrive at school prepared to learn every day by 8:30 a.m. (Mon. – Fri.), with all homework and assignments completed.
- I will remain at school every day until 3:30 p.m. (Mon. – Thur.) and 1:00 p.m. on Fridays.
- I will come to school on appropriate Saturdays.
- I will attend summer school.

I will always work, think, and behave in the best way I know how because I know that hard work and personal discipline lead to success.

- I will ask my teachers for help if I am unsure of the proper way to handle a situation.
- I will always listen to others and give them my respect as I expect them to respect me.
- I will follow the Alpha dress Level.
- I am responsible for my own behavior.
- I will adhere to Alpha's core values at school and outside school.

*Failure to adhere to these commitments can cause me to lose various privileges.*

\_\_\_\_\_  
Student Name (Please Print Neatly)

X \_\_\_\_\_  
Student Signature

PARENTS'/GUARDIANS' COMMITMENT:

We fully commit to Alpha in the following ways:

- We will make sure our child arrives at school prepared to learn every day by 8:30 a.m. (Mon. - Fri.).
- We will make arrangements for our child to remain at school every day until 3:30 p.m. (Mon. – Thur.) and 1:00 p.m. on Fridays, or until 6:00 p.m. if he/she is enrolled in the after school program.
- We will make arrangements for our child to come to school on appropriate Saturdays.
- We will make sure that our child attends summer school.
- We will make every attempt to complete our 30 hours of parent volunteer time.
- We will always be committed to our child's education and help him/her in any way possible. This means that we will make sure our child reads every night and completes all assigned homework.
- We will communicate our concerns and thoughts with our child's teachers and school principal.

We will allow our child to receive tutoring and extra help outside of the school hours if his/her teacher indicates my child needs additional support.

We will allow our child to go on school field trips.

We will make sure our child follows the Alpha dress Level.

We are responsible for making sure that our child follows school rules so as to respect the rights of all students to learn.

We will notify the school if our address and/or telephone number changes.

We will make sure our child knows we want him/her to graduate from college.

*Failure to adhere to these commitments can cause my child to lose various privileges.*

\_\_\_\_\_  
Parent Name (Please Print Neatly)

X \_\_\_\_\_  
Parent Signature

ALPHA PUBLIC SCHOOLS' COMMITMENT:

Alpha staff commit to the following:

We will provide a rigorous college preparatory curriculum within a highly structured learning environment.

We will provide learning experiences of the highest quality every day.

We will enthusiastically provide extended day and extended year learning opportunities for our students.

We will model hard work and personal discipline and will expect the same from our students.

We will always be open to respectful dialogue with students, parents, and community members.

We will hold parent and teacher conferences at least annually to discuss the school-parent compact as it relates to your child's achievement.

We will give frequent student progress reports to the parents.

We will give parents reasonable access to staff and to volunteer, participate, and observe in their child's class.

We will always protect the safety, interests, and rights of all students.

We will support the academic and social growth of all students.

*Failure to adhere to these commitments can lead to removal of staff from Alpha.*

\_\_\_\_\_  
Teacher Name (Please Print Neatly)

X \_\_\_\_\_  
Teacher Signature



## **Guiding Principles at Alpha Public Schools**

- We care deeply about our students, so we treat them with kindness and compassion; at the same time, we never allow them to use excuses and we never lower our expectations for them.
- The higher we set our expectations to meet students, the harder they will work to meet and exceed them.
- Reading is essential- the more reading our students do, the better. Strong readers become strong writers. This helps to build critical thinking and analytical skills. All educated people are readers!
- Unmotivated students will be motivated when they see excitement and enthusiasm from adults and peers.
- Students need to "earn" privileges, rather than having them from the beginning.
- Consistency is the key to success; we are strict about all of our expectations because students require consistency from us.
- We are always open to suggestions for improvement, both as a school and as individual educators.
- We never hesitate to ask questions when we are unsure of something. Any time you have a question, ask an administrator or another teacher.

## **STAR System**

### **Purpose**

The STAR system exists to reward behaviors that support the academic mission of the school.

The STAR System:

- Gives students additional privileges and opportunities, rather than penalizing students
- Always encourages academic achievement and motivation, beyond what is "good enough"
- Is attainable for all students, including special needs students and those who have a long way to improve academically (can't be just for making all A's, although it should encourage this)
- Reflects the core values in a way that is clear to students
- Is used consistently by all teachers, administrators and other staff
- Provides regular, timely feedback so that students can adjust their behavior
- Has specific rewards within a given time frame
- Is fully transparent to students and parents, as well as teachers

### **STAR System Details**

Students receive a certain number of Stars automatically each day. These alone are not enough to earn rewards. Students have opportunities throughout the day to earn extra Stars for exemplifying the Core Values. At the same time, students can lose Stars when they get deductions for behaviors that violate the Core Values.

### **Star Merits**

Students are able to earn Stars for exemplifying the Core Values in a way that goes above and beyond what is just expected. There are five different types of Stars that students can earn, one for each of the five components of ALPHA. Each of these adds one star to the daily total. For example, a teacher may decide that a student should get an extra Star for Hard Work, due to a particularly outstanding answer to a question. These Stars should be announced publicly, so that students know we are noticing the positive things they do, and not just giving corrections. In some ways, this is a subjective way of giving out stars, so it is important that teachers are fair and consistent with giving them out. The more that are given, the more we create an atmosphere of achievement. It is critical that these be recorded on I-pads through the Class Dojo system along with corrections.

There is also a special "Leadership" Star, which counts as five Stars in recognition of the overarching Leadership component of our Core Values. This is given when a teacher feels that a student has demonstrated Leadership in an exceptional way, perhaps having done something that is of great benefit to the community, whether it is the classroom, the neighborhood, etc. Again, this is subjective, but it should be given for truly outstanding behaviors, such as taking the initiative to lead a group of students to clean up the campus.

### **STAR Deductions**

Students can also lose Stars for behaviors that violate the Core Values\*. Any one of these will result in a deduction of one Star from the student's daily total. The reason there are so many specific behaviors here is that we can use this information to track particular behaviors. This is valuable to teachers, parents, and students, all of whom will be able to see exactly what needs to be improved. When a student receives a Star deduction, it must also be accompanied by a correction. This can be a verbal correction, or it can be something as subtle as eye contact with the student, after which the teacher notes the deduction I-pad.

\*See the STAR System Guide for a full description and the comprehensive list of behaviors.

### **Daily Entry of Star Information**

All teachers and administrators carry an I-pad at all times. Using Class Dojo, teachers should record Stars earned and Star deductions. At the end of each day, teachers must be sure that all students' Star information is entered into the Class Dojo system. This must be done before leaving for the day. There is extensive training on this at the beginning of each year, but teachers should never hesitate to ask an administrator for help with this (or with anything else). Failure to enter required information consistently will result in a notice of failure to meet common expectations, which goes into the employment file and impacts performance-based bonuses.

### **Weekly Rewards**

- The Star week is Wednesday through Tuesday
- Students receive a report on Wednesday containing all Star and behavior information, earning status (including college t-shirt, Friday Reward, Saturday

School, Alpha/Beta wristband, and any other reward that may be coming up), and information on academic progress

- On Thursday mornings, students return their reports to their teacher with a parent signature; this is a record that parents are aware of student progress on a weekly basis, and serves as permission slip for Saturday School.
- Students who do not return the report with a signature will receive a phone call home from the teacher.
- Most weekly rewards take place on Fridays.
- Friday Celebration will be used to build team spirit, recognize students who embody the Core Values, and communicate grade-wide announcements. These are exciting, energy-filled events.

### **STAR Auctions**

Grade Level Teams will plan auctions periodically in which students can use their Stars to purchase a variety of items provided by teachers and the school.

### **Alpha/Beta Wristbands**

The top 5 Star earners per week in each classroom are "Alpha Stars." The next tier of students who have achieved a set number of stars are "Beta Stars." Those falling below that do not receive wristbands.

These students receive their Alpha/Beta wristbands in their classrooms on Wednesdays, when they get the weekly report, which includes Alpha and Beta status. All wristbands from the previous week will be collected at this time as well. Teachers will receive enough wristbands for all students, and will be responsible for managing them throughout the year. Students who do not turn in their wristbands will be charged a certain number of Stars to replace it. Students must wear their wristbands each day in order to take advantage of the privileges associated with Alpha and Beta status, which may include eating lunch outside, helping the teacher with classroom tasks, getting to go to the front of the line, and other privileges that teachers may create. Alpha and Beta students will be announced at Friday's Celebration.

### **Behavior Notification and Referral Process**

- Please see the STAR System Guide for a complete description.

### **School Spirit**

#### **Description of School Spirit Edifiers**

- *The Alligator*- Stretch both arms straight out as if to make an alligator's jaws; then at the signal do one big clap.
- *The Beatnik*-The Beatnik harkens back to the coffee houses of the 60s. Students cross arms in front of themselves and snap fingers in unison.

- *The Clam*- Interlock fingers; at the count, clap palms of hands together.
- *High Five*- Pass a high five around the Advisory Circle, down the row, etc...
- *The Noiseless Cheer*- Open hands, palms out, are raised to ear level and shaken.
- *Round of Applause*- Clap while moving hands in a circle.
- *Snaps*- used as non-disruptive applause to show agreement, support, appreciation; used appropriately by students at any time; snaps can be one or two handed; must be done calmly and in front of the solar plexus.
- *Two Snaps Up*- As a group, start with hands waist high. At the count, raise hands to shoulder height and snap once. Then lower hands to waist level. Raise hands again to shoulder height and snap once.
- *Power snaps*- Used to applaud unusually impressive instances of awesome thinking, or awesome actions; single, extra-loud snap, above the head, one-handed, only when called for; Leader says, "[number] power snap(s) on three: one, two, three..." and students perform the called-for quantity in perfect synchronization.
- *Power claps*- used for welcoming, thanking, general applause; Leader says "[number] power clap(s) on three: one, two, three..." and the audience responds with the called-for quantity in perfect synchronization.

# Policies Concerning Students

## Lunch with teachers

- Students will need a standard hall pass from the teacher inviting them to come for lunch. This can be written ahead of time and given to the student to hold until lunch. Students will not be dismissed from their normal lunch location without this pass signed by the teacher.
- When students are dismissed to go to the teacher, the passes will be signed by appropriate staff in the Multipurpose Room.
- Students should not be allowed to eat in the classroom with teachers without the signed pass.
- Students return to the assigned lunch location before the end of the lunch period.

## Cell Phones

Students are NOT permitted to bring cell phones to school. Provisions for special arrangements due to unique individual circumstances must be approved in writing in advance each school year by the Principal. Alpha: Blanca Alvarado Middle School is not liable for cell phones that are lost or damaged on our campus or during school-sanctioned activities that take place off campus. Students and their families assume all risk of loss or damage to cell phones brought to campus (whether they are collected by school staff or are on a students' person).

Other importation information about cell phone usage:

- Students are never permitted to use their cell phones on campus, regardless of having special permission from the Principal. This means that you should never even see a phone in a student's hand. The only exception to this happens when a teacher gives explicit permission to a student to use their phone, in which case the teacher needs to stand with the student to make sure he or she does not get in trouble.
- Students may try to use their phones before or after school. This IS NOT permitted. They and their parents have been clearly informed of the rules. Confiscate any phones that you see, without exceptions.
- When students are on campus we have phones that they may use and their parents are able to contact them through the office...this means there should not be any reason for the phone to be out.
- Students who have permission to have phones on campus have reasons that include walking home, taking the bus, or after-school activities. This does not mean that they may use the phone at anytime on campus!
- Teachers should turn confiscated cell phones in to the main office in an envelope labeled with the student's name.
- Phones and other confiscated items will be held until a designated date, at which time the parent must pick it up from the Principal.

## **Official Cell Phone Policy**

Students are not permitted to use, wear, possess, or store cellular telephones and other similar communication devices on the Alpha campus. Further, students are not permitted to use, wear, possess, or store cellular telephones and other similar communication devices while on campus or engaged in school related activities such as, but not limited to, Saturday School and field trips. Students caught using, wearing, storing or in possession of cellular telephones or other similar communication devices will be subject to disciplinary action. In addition, the cellular telephone or other similar communication device will be confiscated and returned only to the student's parent/guardian. The student's parent/guardian must come to the office in person to claim any confiscated devices from the Principal. Alpha is not liable for loss or damage to confiscated devices.

Exceptions to this policy can be granted by the Principal in writing in response to a parent/guardian's written request for an exception. Exceptions can be granted for reasons including, but not limited to, unique family medical situations or demonstrated safety concerns. In the event that special permission is granted for a student to bring a cell phone or other similar communication device to school, specific instructions will be provided in writing for how the device will be handled while on campus. Regardless of any exceptions granted, student will NOT be permitted to use their cell phones while on campus.

Even under special exception, Alpha is not liable for loss or damage to cell phones or other similar communication devices brought to campus.

## **Pencils**

Each student must have 2 sharpened pencils each day and may only sharpen pencils before and after class.

## **Voice Levels and Speaking**

### **Voice Levels:**

**Level Red-** When students are on Level Red, there is absolutely no talking. There are no exceptions. Even if a student says something like "bless you" or "excuse me," it is still a violation of Level Red and must be recorded as a deduction. Students are automatically on Level red in the classroom, in the hallway, or anywhere else in the building, unless they are told otherwise. This means that students entering a classroom are expected to maintain Level Red without having any reminders. Students who are called on may speak at these times.

**Level Yellow-** Level Yellow is talking "just loudly enough to get the job done," and is used for group work and social time indoors. When on Level Yellow, students who are working in seats next to each other should be talking so softly that they cannot be heard elsewhere in the classroom. Students will always be informed if and when they

are on Level Yellow. If a student is talking too loudly, the teacher should remind them of the expectations, and the appropriate Star deduction should be recorded.

**Level Green-** Level Green is the voice Level for outside of the building, but it is never announced. When students are outdoors, they are expected to control their volume. Level Green does not mean that it is okay to yell or even to talk at an excessive volume. If students are close to the building, we expect them to lower their volume in order not to disturb people learning and working inside. If they are playing sports, then a louder volume is appropriate. Student should be reminded of what is appropriate, and Star deductions should be recorded if they fail to meet these expectations.

### **Speaking**

Students are expected to speak "professionally" while at school. This includes speaking:

- Clearly
- Confidently (appropriate volume)
- Grammatically correct
- Without "Um . . ." at the beginning of sentence
- In complete sentences (except for yes/no questions)** This means that a student will often have to restate a question when providing an answer, as in "The cause of the Civil War..." in response to "What caused the Civil War?" Insist on this.
- In the way that they would be expected to speak in an interview

Remember that we are preparing students to succeed in a variety of settings and situations. We expect them to speak professionally because it is a necessary skill for their own success in college and in the professional world. We communicate to students that this does not mean that "unprofessional" speaking is wrong, and that different ways of speaking are appropriate for different situations. Students should be reminded to speak professionally, given the opportunity to "say it again," and should only be helped if necessary. We must be consistent about this expectation. It is extremely important that teachers model this way of speaking. Do not attempt to adopt the slang of your students to "sound cool."

### **Field Trips**

At Alpha, we occasionally take field trips and outings. Field trips are times when the community will engage directly with our school and students. It is one of the most important times for our students to showcase Alpha's core values. Cursing, littering, rough housing, etc. will not be tolerated.

The expectations are similar to those at school:

- We always get on the bus on Level Red.
- If teachers decide that students have earned the opportunity to go to Level Yellow by doing an excellent job on Level Red, then they will announce this to students.
- Students are expected to talk at appropriate levels for the setting (e.g. whispering in museums, silent during a presentation or movie).
- Students immediately go to Level Red when a tour guide or other adult is speaking to them.

- Teachers monitor students at all times.
- It is appropriate to split students up, as long as each group has a teacher or other school-approved adult chaperone.
- Star deductions and merits are recorded as usual.
- Teachers take attendance before the bus leaves the school, and then again every time students get on the bus to go to another location.
- If attendance has not already been recorded in the main office (for instance, if students board the bus before entering the campus), attendance should be reported to the office by cell phone.
- It is not acceptable for teachers to use field trip time to do other things. All staff should be engaged, monitoring, and interacting with students, whether it's a trip to a museum or to the skating rink.

### **Hall Passes for Students**

When students are sent to the office, from the office, to the restroom, etc, they must have a hall pass. Teachers should have a set of hall passes for reusable use. No more than one student should be excused at one time.

### **Student Phone Calls**

Do not allow students to use the classroom telephones during the school day. For emergency phone calls (e.g. being sick, needing medication, etc.) only, they may be given a pass to the office to make a phone call.

Reasons for not allowing phone calls: 1) Students should not be making phone calls during the school day unless absolutely necessary anyway, so calls should be very infrequent. 2) It is not good to have a student talking on the phone during class because it disrupts the classroom. 3) It is not good to have students talking on the phone pulled out into the hall because, then, it is difficult to know with whom exactly the student is talking. 4) Office/administrative staff must monitor and be aware of these communications.

### **Student Planners**

Each student will receive an Alpha planner at the beginning of the year. Teachers should plan time for students to record assignments at the end of the period. In addition, teachers should work with students on using the planner. Planners are a part of the required materials students should have each day.

### **Student Attendance**

Great school attendance is crucial for student learning! No student should be allowed to miss school unless ABSOLUTELY NECESSARY. Excused absences may be granted for personal illness, death in the family, a medical appointment, or other true emergency. The student must bring a note from home upon return from illness. For doctor



appointments, the student must bring a note from the doctor documenting the appointment.

Students must be in class in order to 1) learn as much as possible and 2) earn Stars. When students are absent they do not get any Stars. We remind students and parents of these facts when we tell them they should not be checked out early. Additionally, students' grades will be affected by attendance. Grades suffer when you are not in class, and we want to make sure students are aware of this.

### **Tardy / Absent Students**

For student tardies/absences, the following steps are taken (in addition to the Star deduction(s) due to being absent from/tardy to class):

- School office staff call parents each time a student is absent
- Teachers are expected to contact/meet with parents about attendance issues as needed.

### **Dress Level**

#### ***Why do we have a Dress Level?***

- **The Alpha Dress Level unites us as a community.** When you look at Alpha students, it is a powerful visual statement to our community. Students make a commitment to the values at Alpha when they come to school in Dress Level.
- **The Alpha Dress Level reduces distractions and clothing competition.** Often students spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Our dress Level eliminates this distraction.
- **The Alpha Dress Level makes sure our students stay safe.** Certain colors and brands are dangerous in our community. The Alpha Dress Level was designed specifically with these concerns in mind. Our colors are safe and will reduce the likelihood that our students are victims of violence and crime.
- **The Alpha Dress Level makes us all equal.** Whether families have high incomes or low incomes, the students come to school looking the same way. No one is made to feel bad about the clothes they have or don't have.
- **The Alpha Dress Level looks professional.** Students look neat when they arrive to school with shirts tucked into their pants. The students come mentally prepared and "dressed for work."

#### ***Official Alpha Dress Level Policy***

##### **Shirts:**

- Students must wear black polo or collared shirts. Students have the option to leave only the top button unbuttoned. Students may purchase polos with the official Alpha Logo in the office, but are not required to.
- Undershirts must be white, gray or black. Short sleeves must be hidden under the Black Collared shirt. Undershirts worn under Black Collared shirts should not have any visible writing or designs.
- Shirts must be tucked in at all times and be of appropriate length and fit.
- Shirts may be un-tucked during PE only, but must be tucked back in before entering the classroom.
- Shirts cannot be revealing or inappropriate in any way.

#### **Sweaters:**

- Sweatshirts and sweaters must be black and cannot have a hood or logo, other than the official Alpha logo. Students may purchase sweatshirts with the official Alpha Logo in the office, but are not required to.
- Black Collared Shirts must be tucked in under sweatshirts.
- Wearing a sweatshirt is optional, but all sweatshirts must be in line with the Alpha Dress Level.

#### **Jackets/Outerwear:**

- All Jackets must be taken off before entering the classroom or office. Jackets must be black, white, or grey and cannot have patterns or logos.
- If students are cold, we recommend that they wear a sweatshirt during class.

#### **Pants:**

- Students must wear plain khaki pants with no markings.
- Girls have the option to wear khaki skirts; skirts may not be more than two inches above the knee, even if leggings are worn.
- No cargo pants, skinny leg pants, or excessively tight pants may be worn.
- No denim pants may be worn.
- Pants should be worn on hips at all times.

#### **Belt:**

- Belts must be plain black or brown. No fancy or large buckles, markings, studs, extra holes, or designs.
- Shirts must be tucked in at all times; belts/belt loops must be visible.

#### **Shoes/Socks:**

- Students must wear closed-toed, plain shoes. Primary colors of shoes cannot be Blue or Red. Shoelaces must be plain, and cannot be Blue or Red.
- Pants must completely cover boots; no fur, embellishments, or high heels.
- Colorful socks should not be visible.
- Tights/hose must be plain black with no markings or designs.

#### **Jewelry/Accessories:**

- One simple watch is permitted.
- No more than one simple necklace is permitted.
- No other jewelry is permitted.

- No make up may be worn at any time.
- Girls may wear small earrings no bigger than a quarter. Boys may not wear earrings of any kind. No other piercings are permitted.
- No Red or Blue Accessories of any kind. This includes hair ties.
- No distracting accessories of any kind.

**Headwear/Hairstyle:**

- No hats, headscarves, do rags, bandanas, etc. (Headwear for religious purpose only).
- No designs/words cut into hair.
- Natural hair colors only; no bright colors (no matter how small).

**Backpacks**

- No blue, red or logos are permitted on backpacks.

Note: We reserve the right to determine whether or not any part of a student's dress is appropriate.

Students who do not come to school in Dress Level will not be allowed to attend classes until the problem is resolved. Parents/guardians/family members will be contacted and will be asked to bring a change of clothes for their student before s/he is allowed to go to class. Any confiscated items must be picked up by a parent after or before school.

**Personal Belongings**

Students are not allowed to have the following items at school:

- |                                       |                           |
|---------------------------------------|---------------------------|
| Gum                                   | Fast Food                 |
| Soda                                  | Any illegal substance     |
| Cell Phones                           | Weapons and toy weapons   |
| Matches or any flammable item         | Stuffed animals or dolls  |
| Gameboys or any other electronic toys | IPods or other MP3 Player |
| Cash*                                 | Other distracting items   |

If students are seen on campus in possession of any prohibited items, said items will be confiscated and appropriate disciplinary action will be taken. Depending on the item confiscated, a parent/guardian will have to come to campus to retrieve said item. If a student is caught on campus with a prohibited item more than once, said item will not be returned to parents/guardians until the last day of the school year. In the case of items such as cell phones, cash, electronic toys or other prohibited items, Alpha is not responsible for replacing any lost or stolen items.

\*Students should not carry more cash than is necessary for transportation and other reasonable, parent approved activities/reasons.

**Note:** We reserve the right to determine whether or not any part of the dress Level is appropriate.

**Student Contact Information**

Phone numbers and email addresses can be found in Illuminate. If you know of any change to a student's contact information, please contact office staff so that the record can be updated. Updates to student information should be reported to the office immediately; this information is important for student safety.

## PROCEDURES

We have many specific procedures for the things we do on a daily basis. The purpose of these procedures is to create and preserve the structured learning environment that allows us to succeed. This means, for example, that we follow voice Levels during transitions, we walk on the right side of the corridor, and we have a very precise way in which students sit at their desks. The following are the frameworks for the common procedures we use. These details will always be a part of the procedures, but grade level teams may expand upon them to suit their needs.

### School Schedule

Monday\*-Thursday

		<b>6A</b>	<b>6B</b>	<b>6C</b>	<b>6D</b>	<b>7A</b>
8:30-9:00	<b>LAUNCH/SSR</b>	Launch	Launch	Launch	Launch	Launch
9:00-9:45	<b>PERIOD 1</b>	MA	MA	LA	LA	PE
9:45-10:30	<b>PERIOD 2</b>	MA	MA	LA	PE	MA
10:30-11:15	<b>PERIOD 3</b>	LA	LA	PE	LA	MA
11:15-12:00	<b>PERIOD 4</b>	LA	PE	MA	MA	LA
12:15-12:45	<b>PERIOD 5</b>	PE	LA	MA	MA	LA
12:45-1:10	<b>LUNCH</b>	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:10-2:00	<b>PERIOD 6</b>	ENRICH	ENRICH	ENRICH	ENRICH	ENRICH
<b>2:00-2:45</b>	<b>PERIOD 7</b>	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
<b>2:45-3:30</b>	<b>PERIOD 8</b>	HISTORY	HISTORY	HISTORY	HISTORY	HISTORY
<b>3:30-5:30</b>	<b>ASA</b>					

Friday

<b>8:30 -8:45</b>	<b>Launch</b>
<b>8:45 -10:15</b>	<b>LA/MA</b>
<b>10:15 - 11:45</b>	<b>LA/MA</b>
<b>11:45-12:45</b>	<b>Elective</b>
<b>12:45-1:00</b>	<b>Friday Fun day</b>

\*Monday's Launch will be school-wide and there will be a shortened classroom launch.

### Entering the Building

- Students enter campus through the Alpha School entrance, and not through the Slonaker Academy entrance.
- Each student will proceed directly to his/her class.
- Students with minor dress Level corrections will be asked to fix themselves.
- Students with major dress Level issues will be redirected to the administration.

### Morning Procedure

Alpha will provide breakfast for students who qualify or purchase before every school day. Breakfast will be served from 8:05 a.m. - 8:20 a.m. After 8:20 a.m., breakfast will not

be served so as to allow enough time for students to eat before the beginning of the school day. Students who qualify for free/reduced price meals will receive Breakfast at no cost or at a reduced cost. Families may also choose to have their children eat breakfast at home before coming to school.

Upon entering the classroom, students will check the bulletin board next to the door to see their Star totals from the day before. These totals will have been printed and placed in each teacher's box, and should be posted before 8:30. By 8:40.

### **Hallway Transitions**

The teacher signals when students should line up at the door, and then when they should proceed into the corridor. Students walk on Level Red at all times, in a single file line on the right hand side, and accompanied by a teacher. When the line is not moving, students are silently reading.

### **Dismissal/Exiting the Building**

- Students will be excused from class by their teachers.
- Teachers will have assigned posts during and after dismissal to make sure that students are all out of the building and are safe during pick-up time.
- It is imperative that teachers are at their posts on time to ensure that dismissal is a quick, quiet, and safe process.
- Kids who are attending afterschool should proceed to their afterschool location.
- More specific procedures for pick-up and drop-off will be provided prior to the start of the school year.

### **Restroom Procedure**

In the restrooms, students move quickly and exit as soon as they have done their business.

### **Passing in Papers**

1. Students always pass papers to the left, beginning with the student farthest to the right.
2. The second person from the right does not pass anything to the left until they have the first paper, and so on.
3. Once all papers are at the left end of each row, they are passed to the front of the left column, started with the person at the back of the column.
4. The result is that one student ends up with a neat stack containing everyone's paper.

### **Sitting in Classrooms**

Students always **SLANT**:

- Sit up, with both feet forward and under their own desk (not on desk in front of them, not on any part of their own desk)
- Listen
- Ask and answer questions
- Nod your head
- Track the speaker

### **Alpha Ambassador**

Each teacher should select a student to serve as an Alpha Ambassador for a set period of time. The Ambassador should greet classroom visitors (excluding Alpha staff) and explain the objective being taught, the activity, and ask if the visitor has any questions. All other students continue working and refrain from looking up or making eye contact with visitors. This will need to be practiced early in the year.

### **Lunch Procedure**

- All students have Level Yellow Lunch.
- Alpha and Beta students go to the front of the line.
- Students sit by classroom and eat together.
- Based on the room where lunch is eaten, the monitor comes up with procedures for students' collecting trash, cleaning tables, lining up, etc.

### **Classroom Seating Arrangements**

- All classrooms should have assigned seating for purposes of consistency, efficiency (distribution of materials, etc.), and so that seating charts can be provided for substitutes.

### **Food and Snack**

Breakfast- Breakfast is provided in the Resource Room each morning for any student who purchases or qualifies. Students are not permitted to eat any outside food during breakfast time.

Lunch- Students may buy lunch at school or bring their own; students who bring their lunches must keep them stored in a closed container and stored appropriately (under desk) until lunchtime. Students will not have access to refrigerators or microwaves for their lunches.

Snack- We have snack every day M-F. The snack is provided or students are permitted to bring their own. If students have fresh fruit and/or bottled water at lunch, they are allowed to save them until snack time. Records of students with allergies and unique nutritional needs will be kept in the office, and alternative snacks will be provided for these students by the school.

Candy- Students should not have candy on campus, unless provided by a teacher. Candy should be confiscated, unless it is provided by a teacher.

Water bottles- Students are permitted to carry water bottles and drink water in classes, as long as it is not a disruption. Teachers reserve the right to prohibit water bottles for their own rooms. Water bottles must be clear and are for water only.

Selling food/ other items on campus- Students are prohibited from selling any items at school. Exceptions may be made for certain fundraisers, but you will receive notification if this is the case. Any food or other items that are being sold or distributed should be confiscated and the issue should be reported to the Principal.

Food from home- Students can bring their own lunch, but they should only bring enough for their own consumption on that day. Students may not have soda or chips.



## **Academics**

### **Grading**

#### *Class participation*

Every student will receive a participation grade worth a certain percentage (communicated by the Principal) of the quarterly grade for every course. This will be a category in the grade book.

#### *Grading Scale (for report cards\*)*

97-100 = A+

93-96 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

72 and below = F

\*Note: This scale is for final grades as reported on report cards. Grades for individual assignments that earn an "F" may be assigned from 0-72. The final report card grades should be 72 or above in order to ensure that students are not doomed to failure because of one or two bad grading periods.

#### *Excused / Unexcused Make-up Policy*

For excused absences, students may make up work for 100% credit. For unexcused absences, students may make up work for a maximum of 50% credit.

#### *Teacher Gradebooks:*

- Teacher grade books must be updated by 5pm each Sunday.

### **Lesson Plans**

Separate lesson plans for all core subjects plus enrichment for Monday-Friday are due by 8am the Thursday prior. Teachers should use the Alpha Lesson Plan template. These need to be e-mailed to the Assistant Principal, Principal, and Special Education provider.

A copy of rosters and seating charts should be kept in a file mounted on the wall inside the classrooms at all times. These should be updated with any changes throughout the year.

### **Observation-Debrief Cycle**

The purpose of the observation is to identify teacher strengths as well as work on areas for growth. This will allow us to continuously increase our effectiveness in the classroom and provide the highest quality of college preparatory instruction for our students.

### **Lesson Plans When Teacher Is Out**

When you are going to be absent, please send lesson plans that follow the guidelines below. It is difficult for one teacher to step into another teacher's shoes and do a lesson in the same way that a teacher would ordinarily do it. In order for lessons to go as smoothly as possible, it is imperative that lesson plans that are left for other teachers have the following:

1. Clear directions for students on individual student handouts (directions should not have to be written on the board or said aloud).
2. Individual work that students complete in seats (no getting out of seats to do things that are normal operating procedures for their regular teacher that would cause difficulty for another teacher).
3. Work that will take longer than the entire class period (unfinished work to be done for homework).
4. Work should be a cumulative review of standards-based material that will prepare students for end-of-the-year exams and should be updated at least quarterly.
5. Finally, of course, as always . . . engaging work that students will get into!

The covering teacher should not have to do anything except hand out work and monitor the class. These things can be done with only a moment's notice. (Of course, the teacher CAN choose to add helpful explanations, examples, etc, but that shouldn't be necessary in order for students to complete the assignment.)

A lesson that fits these qualifiers should be placed in a labeled substitute-folder in the box outside of the classroom. This ensures that a quality lesson is prepared in the event of an emergency. Once the lesson has been used a new lesson will need to replace it in the substitute-folder.

### **Deductions for Missing Work**

Teachers will receive all assignments after the morning homework check. Students who fail to turn in an assignment should get the corresponding Star deduction in your class.

### **Standard Heading for Assignments**

We have a common heading throughout the school for the sake of consistency. The following should be at the top left corner of all assignments:

Name  
Date  
Subject

Assignment details (specific)

### **Honor Level**

The Alpha Commitment to Honor:

***"Alpha Students will not lie, cheat, steal, or tolerate those who do."***

### **Cheating and Plagiarism**

Alpha Public Schools' mission is to prepare students for success in college and life in an academically rigorous environment. As such, we take cheating and plagiarism extremely seriously. Students can be expelled from college for even a single violation of the Honor Level, and we have to make sure our students understand how serious it is now, long before they are there. We educate our students, beginning in 6th grade, on the reasons that cheating and plagiarism are unacceptable. Each year, students in every grade are exposed to this information again, so that every student at Alpha is familiar with the expectations.

### **Daily Responsibilities for Teachers**

#### **Monday Community Meeting**

A Monday Community Meeting will be held together as a school on Monday morning in the cafeteria. Students should walk in single file lines behind their teachers to and from Monday Morning Meetings. Meetings will begin precisely at 8:35.

#### **Advisory**

We will be using Developmental Design's Advisory program. Teachers are expected to implement the full Advisory program (Launch) each morning.

#### **Announcements**

School wide announcements will be made during Community Meeting time. Teachers should email announcements to the Principal by 5 p.m. the Saturday before the Monday Community Meeting should be made. Additional announcements will be emailed to teachers.

#### **Weekly Newsletter**

Students receive a newsletter attached to their weekly report every Wednesday. This is full of important information for students and parents. If you have anything to be included in the newsletter, they should be submitted no later than 12:00pm on the Monday prior.

#### **Daily Attendance**

Daily attendance must be submitted electronically by 9:00 am each day. It is imperative that this happens on time every day. If you are ever having issues with this, contact office staff immediately.

Please see the Student Attendance Policy Appendix.

### **Common Board Configuration (CBC)**

Teachers write the following components on the board each day.

- Do Now
- Objective
- Agenda
- Homework

### **Do Now**

A brief (5 minute) activity at the very beginning of class that orients students' attention for the day's lesson. Although it can take many forms, the purpose of the Do Now is similar to warming up before a race. Examples include: a short written reflection on a supplied topic; a few math problems to be worked out independently; reading a short passage and answering questions afterwards. It can be something that references a previous lesson, or it can be related to the new material the students are about to learn. It is important that all students are able to complete the Do Now assignment without assistance from the teacher or from peers. This is the time when the teacher can be doing attendance, passing out papers, etc. It is also important to follow up with the Do Now, rather than just moving on, so that students know that it is an important part of the class. Many teachers have students trade and check each others' Do Nows, and count it as a grade.

### **SWBAT (Objective)**

This is the goal that the teacher has for the students during the class period. In other words, you should be able to say, "The students will be able to [Objective] at the end of the class period." Objectives are aligned with specific common core or state standards, but they are often smaller "chunks" of a bigger standard, and they are written in the teacher's own words. For example, a standard for Math might be, "Perform operations with fractions and mixed numbers," but the teacher will decide to break that broad set of skills into the specific objective, "Multiply two fractions."

### **Agenda**

This is a sequential list of the different parts of class. This is very important for students to see so that they know what is coming up in the class. It also serves to keep the class on pace.

### **Student Planner**

Students will receive an Alpha Student Planner and should complete it daily for each subject area, by completing the assigned homework. Parents should sign it nightly. Students should present it to teacher for check. Alpha takes the forging of a parent's signature very seriously and there are clear consequences for students who attempt to engage in such behavior.

## Homework

Homework should be meaningful and challenging; it should never be busy work. Homework that is effective at increasing student achievement is that which is closely linked to in-school work. It should be written on the board so that students can record the assignment in their planners and will know they are expected to continue their learning at home.

The objective of homework is to reinforce the lessons taught in the classroom, stimulate further interest in the topics taught, and develop independent study skills. Homework is also intended to show students the direct link between disciplined effort and the quest to succeed academically. By completing homework, a student develops self-discipline, task commitment, time management, independence and critical thinking skills.

For the regular school year, teachers should assign no more than two hours total of homework/night, with a focus on ELA and math. Students should also be reading at home, which should be tracked in a reading log that is checked daily by the teacher. Summer School homework will look different.

Listed below are the responsibilities of teachers, students and parents with regard to homework.

Teachers will:

- assign homework that is meaningful and useful to students
- provide appropriate and timely response to all homework assignments
- provide a balance between long- range and short- term assignments
- give assignments over weekends which are no longer than a daily assignment
- monitor long- term assignments in order to avoid last minute student efforts
- give clear, concise directions; allow time for student questions; consider availability of materials; provide legible worksheets when used
- inform parents of their role in supervising homework
- ensure that students who are absent know how they may make-up homework
- monitor the effectiveness of homework as reflected in student performance and indicate assignments in progress reports

Students will:

- record the directions for homework
- ask questions when necessary to clarify the assignment
- follow a schedule and keep materials in order
- hand in, on time, neat, accurate, and meaningful products
- plan time for completion of long- term assignments
- determine and complete homework assigned during absence

Parents will:

- provide a place for study
- help students develop routine home study habits
- ensure that absence does not interfere with makeup of assignments
- assist and correct without doing the actual work and notify the teacher if

- students experienced extreme difficulty
- be aware of long- term assignments and assist students in learning to budget their time accordingly
  - contact the teacher if he/ she observes an absence of homework

### **Morning Homework Check**

Each morning, homework is collected and checked for completion. If an assignment is not completed, the student loses a STAR point per assignment and is assigned to Homework Club the following day until 6 pm. Parents will be notified that day when teachers send a Homework Club slip home indicating that the student must stay after school the following day. The student should return the slip with a parent signature the next day. If the student should complete homework prior to 6 pm, the student may begin on that night's homework.

### **Missing and Late Work**

Students are expected to make up any missed work, and will be given the opportunity to do so.

1. Work missed for excused absences can be made up for 100% credit, as long as it is returned the next day.
2. Work missed for unexcused absences begins with a *maximum* grade of 50%.
3. Late work will receive a maximum grade of 70%, with ten points deducted for each additional day that it is late.

# **Policies Concerning Staff**

## **Teacher and Staff Conduct**

### **Being alone with students**

Teachers and Staff should always exercise caution about being alone with any student, regardless of gender.

- Teachers are not to drive students without parent and office permission and only in an emergency. Without permission could result in termination.
- If you need to meet individually with a student, make sure that it is in a place where you and the student can be seen. If you are in a classroom, leave the door open.
- Any planned, off-campus meetings with students must be cleared with the office in advance.
- Teachers should call the parent/guardian and get permission from them to take the student home. If the teacher cannot get in touch with the parent or adult, contact an administrator.
- If you are ever in doubt, ask an administrator for help.

### **Interactions with students**

Teachers and Staff at Alpha interact with students in a professional manner; they are not here to be friends to the students, nor are they here to chastise them. They treat them with respect and hold them to the standards described in the Commitment to Excellence.

- Teachers should not communicate with students through Facebook or other social media. Any such contact should be reported to an administrator immediately.
- Teachers should use email and telephone to communicate with students and parents. All such communications should be of a professional nature. When conducting school-related business, or whenever communicating with students via email, teachers must use their Alpha email address.

### **Interactions with parents**

- All interactions with parents should be courteous and professional
- Any time you feel that a parent is hostile, or likely to become so, or if a serious situation arises, contact an administrator to inform him/her and to request their participation in any further contact. If this is in the middle of a meeting, calmly state that you "feel that an administrator should be present," and assure the parent that the meeting will continue when an administrator is available.
- Always remain calm.
- If parents have questions about other members of staff, students other than their own, or any questions you cannot answer, refer them to the Principal.

- If parents are interacting inappropriately with students or other parents (e.g. arguing, harassing, fighting) contact an administrator immediately. If the situation is out of control, dial 911.
- Parents cannot use class time to talk to teachers about their students' performance; explain to the parent that they can set up a meeting time with you in the office.
- If parents come to the classroom to observe, they should have a visitor's sticker that is visible.

### **Outside of school**

Alpha staff members are representatives of the school whether they are on campus or off. Any off-campus activities that are illegal, or that compromise the teacher's ability to be a model for students, may be grounds for termination. You will run into students and parents in off-campus settings. All interactions should be courteous and appropriate. If you need to, explain that you would be happy to set up a meeting with them at the school, during regular school hours.

### **Communicating by phone/text/email**

There are many times when teachers need to communicate with students and parents about assignments, game times, etc.

- It is appropriate to use the phone, text messages, or email, as long as all communications are professional and only pertain to school business
- You should use only your Alpha address for work emails, in order to document all communications, and to separate personal from professional business
- Many teachers like to make their cell phone numbers available to students. *If* you choose to do this, make sure that you inform *all* of your students of your cell phone number (printing it on your syllabus is one way of doing this), rather than giving it out selectively to some students.
- If teachers would like to give out a phone number but do not feel comfortable giving out their personal cell phone number, they can set up a Google voice account.

### **Social Networking**

- Staff should not be "friends" with students on social networking sites (Facebook, etc.).
- It is important to make sure that your personal information is not accessible for others to see (account settings should be "private").

### **Interactions with other members of staff**

- If you feel there is a problem with a colleague, address it in a professional manner; if this does not resolve the issue, contact an administrator to address it.
- If you feel that another member of staff has behaved inappropriately, the behavior should be reported to an administrator via the school's complaint



procedures, even if you feel that you have addressed it or that the issue has been resolved.

### **Punctuality**

- Teachers and Staff are required to arrive by 8:00 each morning, and to stay until at least 4:30 each evening. Any time you are going to be late, contact the Principal first.
- Teachers and Staff must be at assigned posts at the designated time. Posts may include classrooms, lunchroom, pick-up/drop-off locations. If, for some reason, you are not able to be at your designated location on time, contact an administrator so that coverage can be arranged.
- Teachers and Staff are expected to be on time to all meetings and special events.
- Failure to meet these expectations will result in disciplinary actions and may lead to termination.

### **Dos and Don'ts**

<p>Alpha teachers ALWAYS...</p> <ul style="list-style-type: none"> <li>-discipline with sensitivity</li> <li>-follow the golden rule</li> <li>-are consistent</li> <li>-follow up</li> <li>-give students a clean slate</li> <li>-focus on the positive</li> <li>-call parents about positive things, too</li> <li>-have a time schedule for the lesson</li> <li>-get organized</li> <li>-have back-up activities for unexpected additional time</li> <li>-hold everyone 100% accountable</li> <li>-deal with issues</li> <li>-explain why we expect so much from students</li> <li>-address a problem as soon as it comes up</li> <li>-are open to feedback</li> <li>-give constructive feedback to co-workers</li> <li>-are on time for work</li> <li>-show up to meetings on time</li> <li>-remember that we are here for the kids</li> <li>-model what they want to see from students</li> <li>-remain "on" in the classrooms</li> <li>-uphold our core values</li> <li>-engage in and welcome solution – oriented feedback</li> </ul>	<p>Alpha teachers NEVER...</p> <ul style="list-style-type: none"> <li>-say work is worthless</li> <li>-say shut up</li> <li>-yell</li> <li>-curse</li> <li>-use cruel sarcasm</li> <li>-use degrading language or tone</li> <li>-disrespect students</li> <li>-use accusatory or provocative language ("are you crazy?")</li> <li>-waste time</li> <li>-allow students to waste time</li> <li>-let students sleep</li> <li>-let students work on other work</li> <li>-extend the do-now (to fill time)</li> <li>-let students out late</li> <li>-let students leave without a pass</li> <li>-public shaming</li> <li>-avoid correcting a difficult student</li> <li>-are afraid to give constructive feedback</li> <li>-turn away constructive feedback</li> <li>-use instructional time to discuss personal issues with students</li> <li>-allow students to miss class time unless absolutely necessary at that moment (very rarely happens)</li> <li>-ignore/avoid correcting students they do not know</li> <li>-aimlessly gripe (complaining for the sake of complaint)</li> <li>-use planning time for social networking</li> <li>-think of planning time as "free time."</li> </ul>
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**Dress Level for Staff**

The Board of Directors believes that teachers serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors 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. Accordingly, all staff shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Level § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, the Principal must grant prior approval.
- 3) Slacks are to be worn on the waist with no portion of an undergarment showing. Jeans and shorts are not permitted. Shorts should be modest in length and should be no higher than three inches above the knee.
- 4) Skirts and dresses should be no higher than three inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Level § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 7) Appropriate shoes must be worn at all times. No flip-flops may be worn.
- 8) Employees will be expected to dress professionally at all times.

### **Expectations for Teachers During Class**

When teaching, teachers should:

- Display enthusiasm and energy for learning!
- Rarely sit down. Dynamic teaching does not happen from a chair!
- Always circulate to keep all students engaged, check student progress, and monitor behavior
- Model appropriate behavior for students
- Speak professionally
- Always carry an Ipad and record any Star merits and deductions
- Address all problems and failures to meet expectations, no matter how small they might seem
- Show warmth and compassion for all students, while holding them to high expectations

### **Expectations for Staff Outside Classrooms**

It is very important for us to model the behaviors we expect from our students. This means that we should:

- Model appropriate behavior for students
- Avoid talking to or correcting students who are with another teacher; you should let that teacher know of the issue.
- Always act professionally in our conduct with students and with each other.

### **School Email**

Email is the most common method for communicating between among staff.

- All staff members are expected to check their email prior to 8:30 each morning.
- Items that must be addressed first thing in the morning should be sent no later the evening before.
- Email communications should always be professional.
- Since emails can contain personal information about individual students, your email should be confidential and should never be accessible to students.
- Teachers should not check or write email during class time; all urgent messages will be communicated by means other than email.
- All staff should have a standard email signature that is automatically attached to any messages; office staff will help with this
- It is very important to respond to emails in a timely manner (usually within one day)

### **Errands for Teachers**

We protect student learning time by keeping them in class as much as possible. Students should not be leaving class to do errands, get water, or make copies for teachers. This is also about communicating to students in every way possible that the most important thing for them is the material that is being covered in class. It is advisable to have students help with certain tasks before and after class. This builds a collaborative culture and does not disrupt learning time.

# Safety/Security

## **Building Access**

Staff have keys and alarm Levels to the Alpha Campus and can access the workspace at any time. Please be mindful that we have thousands of dollars of technology on the campus and that doors must be locked and alarms must be set if you are the last one to leave campus. We do not advise anyone to be on campus alone after dark.

## **Campus Security**

- All visitors are required to sign in/out every time they enter/leave the immediate campus.
- All teachers and staff must wear school identification badges at all times.

## **Locking Doors/Securing Valuable Items**

- Campus policy is that all rooms are to be kept locked whenever they are empty.
- Any valuable items should be locked in file cabinets or carried on your person.
- You may not leave campus until your computers have been locked into their laptop carts and put away.
- Computers should be assigned to two students to ensure accountability. That way, if something should happen to a computer, there are only two possible students involved/responsible for the damage.
- Please take your Alpha laptop and ipad home each night. Be very thoughtful about leaving these out and unattended during the day.

## **Visitors**

All visitors to the building must sign in, at which time they will receive (and must wear) a visitor pass. Please help us make sure that all visitors are directed to the front desk to sign in and get a visitor pass. As you see visitors in the building, please check to make sure they have a pass. If not, please stop them and escort them back to the main office to sign in and get a visitor pass. If you see any problems or suspicious activity, contact the office immediately.

## **Emergencies and Drills**

Fire (Refer to the "Evacuation" plan in the School Emergency Management Guide)

*After hearing the fire alarm,*

- Teachers
  - Stay calm and instruct students to line up.
  - Take the class roster and Emergency Management Guide (EMG) from easily accessible location.
  - Escort students out of the building through the designated emergency exit (according to posted emergency exit plans) to the lawn behind the parking lot, making sure that classroom doors are closed.
  - If you are on fire, stop, drop, and roll.

- Care for emotionally, medically fragile students.
  - Transport students with limited mobility (with student help).
  - Call roll and immediately report missing or extra students to the school director.
  - Await directions from a school administrator before returning to the building.
- Students
    - Follow teacher directions.
    - Stand in straight lines silently (on Level Red) while outside.
    - If you are on fire, stop, drop, and roll.
- Office Staff
    - The person sitting at the front desk of the school office collects all students under the supervision of the office.
    - Escorts students out of the building through the designated exit to the lawn to the designated outside assembly area, making sure that doors used are closed.
    - Immediately report missing or extra students to an administrator.
    - Await directions from a school administrator before returning to school.
    - If you are on fire, stop, drop, and roll.
- Administrators
    - Grab radios and exit the building.
    - Make sure that all teachers are present with students.
    - Wait for clearance from emergency personnel before instructing teachers and students to return to the school building.
    - If you are on fire, stop, drop, and roll.

### Earthquake

*After feeling tremors or after being instructed to do so via an all call or radio announcement,*

- Teachers
  - Stay calm and instruct students to line up away from windows.
  - Grab the class roster and the EMG from an easily accessible location.
  - Have students assume "Drop, Cover, and Hold" position as described below:
    - Drop to your knees with your backs to the windows
    - Make your bodies as small as possible and bury your face in your arms

- Close your eyes, cover your ears, and as much skin surface as possible.
  - Call roll and immediately report missing or extra students to the principal.
  - Care for emotionally, medically fragile students.
  - Maintain Drop, Cover, and Hold position until you receive directions from a school administrator to relocate or to resume normal activities.
- Students
  - Follow teacher directions.
  - Remain silent (Level Red) while waiting for further directions.
- Office Staff
  - Follow "drop, cover, and hold" as described above.
  - As soon as you can safely do so, check on students who have been referred to the office as members of the school safety team.
  - Report missing or extra students to an administrator.
  - Maintain Drop, Cover, and Hold position until you receive directions from a school administrator to relocate or to resume normal activities.
- Administrators
  - Follow "drop, cover, and hold" as described above.
  - Grab radios as soon as possible for communication with teachers and emergency service providers.
  - Make sure that all teachers are present with students if possible.
  - Wait for clearance from emergency service providers before instructing teachers and students to leave "drop, cover, and hold" position.

#### Lockdown/Dangerous Person/Gunman in the Building or on the Campus

- Administrators
  - Make an announcement via the paging system or via radio. Just say, "Mr. Lock is needed downstairs."

*After hearing "Mr. Lock is needed downstairs" on the intercom or via radio,*

- Teachers
  - Follow "Lockdown" procedure as described below.
    - Close and lock all windows/doors.
    - Keep students prone on the floor and out of sight.
    - Do not follow PA announcements. Allow no one to leave the room once secure.
    - Care for emotionally/medically fragile students. Use wastebasket for restroom facility, if necessary.
    - Take student attendance and communicate to the Principal the names of missing and/or extra students.

- Remain in "Lockdown" mode until an administrator directs you to resume normal activities.
- Students
  - Follow teacher directions.
  - Remain silent (Level Red) while waiting for further directions.
- Office Staff
  - Follow "Lockdown" as described in the EMG.
    - Close and lock all windows/doors.
    - Keep students prone on the floor and out of sight.
  - Remain in "Lockdown" mode until an administrator directs you to resume normal activities.
  - As members of the safety team, collect students who have been referred to the office.
  - Report missing or extra students to an administrator.
  - Await directions from a school administrator before leaving the lockdown mode.
- Administrators
  - Follow "Lockdown" as described in the EMG.
  - Grab radios as soon as possible for communication with teachers and emergency service providers.
  - Wait for clearance from campus services before instructing teachers and students to abandon "Lockdown" procedure.

*After hearing a gunshot,*

- Teachers
  - Follow "Hit the Deck" procedure as described below.
    - When you recognize immediate danger or hear what sounds like gunshots...shout "Hit the Deck."
    - Ensure that everyone immediately drops to the ground and lies flat.
    - Tell students to cover their heads with their hands and arms.
    - Tell students to keep their eyes closed and ears covered.
    - Stay calm; assure students that you will stay with them no matter what.
    - Care for emotionally, medically fragile students.
    - Allow no one to move around or stand up unless absolutely necessary.
    - Remain on the floor until an administrator directs you to resume normal activities.



- Students
  - Follow teacher directions.
  - Remain silent (Level Red) while waiting for further directions.
  
- Office Staff
  - Follow "Hit the Deck" as described above.
  - Await directions from a school administrator before leaving "Hit the Deck" position.
  
- Administrators
  - Follow "Hit the Deck" procedure as describe above.
  - Grab radios as soon as possible for communication with teachers and emergency services.
  - Wait for clearance from campus services before instructing teachers and students to abandon "Hit the Deck" procedure.

## **Miscellaneous**

### **Faculty Meetings**

Staff/Team/PD meetings are held on three Fridays per month. Meetings are required and other appointments should not be made during this time. One Friday afternoon per month will be free for teachers to make medical or other necessary "life outside of Alpha" appointments.

### **Transporting Students**

There are some emergency situations in which teachers may need to drive students. Teachers who would like to drive a group of students to an event should check with the Principal to make sure that it is approved. Teachers should use extreme caution in driving students in their own vehicles.

### **Teacher Supplies**

Ordering: All orders go through the school's office. The school keeps general supplies in the Office; please check the supply cabinet before requesting that the school place an order for you. If you do need to order something, please take the following steps:

1. Request preliminary approval via email from the Principal.
2. After receiving preliminary approval, fill out a purchase order (located in the school office). Attach (paper clip) supporting documentation (the quote, etc.) to the Purchase Order (PO).
3. Submit the PO to your Principal.
4. If approved, the Principal signs and submits the PO to the Operations Manager. The Operations Manager orders the items.

NOTE: All orders need to go through the purchase order process for internal consistency. Reasonable turnaround (from time of request for preliminary approval to time of order: two days)

### **Using the School Logo**

Guidelines are in place to standardize expectations when printing our logo. We need to make sure that we represent our school and our organization properly in terms of the logo and the school name, "Alpha Public Schools" and "Alpha: Blanca Alvarado Middle School. Please know that if you use the school logo for anything internally, it should meet these exact standards. Use of school logo or name for external purposes must be approved by the office. If you have questions about this, please ask an administrator.

### **Filing a Complaint**

If you want to file a complaint against another staff member, please do so in writing using the Alpha Community Complaint form. If you are not sure of what to do, please ask someone in leadership for help.

### **Sexual Harassment**

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that leads to a hostile or offensive work environment. If you are being sexually harassed, please file a complaint as directed above.

### **Room Reservations/Rentals**

For use of space in the Multipurpose Room or other parts of the campus outside your classroom, please check in with the Operations Manager. As we are sharing a campus with another school not all requests will be possible. We will work hard to make sure both schools have fair access to shared space, however we ask that you be understanding of our facility arrangement.

### **Money**

All transactions involving money must be handled through the Office.

### **Donations**

Anyone wishing to make a donation to Alpha Public Schools should be directed to the Principal. Donations can be made via our website and/or mail. Our website is [www.alphapublicschools.org](http://www.alphapublicschools.org). Our mailing address is PO Box 21366 San Jose, CA 95151.

NOTE: If the donation is monetary, please make sure that the donor specifically states that the funds should be directed to Alpha Public Schools. Use of donated funds will be at the discretion of the board and subject to applicable gift acceptance policies.



**Alpha PUBLIC SCHOOLS**  
**Registration and Enrollment Documents**  
Charter Petition Appendix R



**blanca alvarado  
middle school**  
1601 Cunningham Ave.  
San José, CA 95122  
(408) 780-0831 x 105

**STUDENT INFORMATION (PLEASE PRINT CLEARLY)**

Student's Legal Name \_\_\_\_\_

Date of Birth: First Name \_\_\_\_\_ Middle \_\_\_\_\_ Last Name \_\_\_\_\_

Gender:  Female  Male

Grade Student is Applying For:  6  7  8

Current School: \_\_\_\_\_ District: \_\_\_\_\_

**FAMILY INFORMATION**

	MOTHER	FATHER	LEGAL GUARDIAN
Name			
Street Address			
City, State, Zip			
Cell Phone			
Work Phone			
Home Phone			
Email			
Student Lives with: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Both <input type="checkbox"/> Guardian/Other			

**SIBLING INFORMATION**

Are any siblings attending Alpha?  YES  NO

Sibling Name: \_\_\_\_\_

Sibling Grade:  6  7  8

**INSTRUCTIONS**

Please return this application to: Alpha: Blanca Alvarado Middle School  
1601 Cunningham Ave. San Jose, CA 95122, fax to: (408) 780-0831, or email it to  
info@alphapublicschools.org

**FOR OFFICE USE ONLY**

Date Rec'd: \_\_\_\_\_ Rec'd by: \_\_\_\_\_ 13-14 Grade: \_\_\_\_\_



# alpha: blanca alvarado

## New Student Registration Form 2013-2014

### STUDENT INFORMATION (PLEASE PRINT CLEARLY)

Last Name	First Name	MI	Birth Date	Gender	2013-2014 Grade
				M F	6 7 8
Street Address	City	Zip Code	Home Phone	Cell Phone	
Birth City	Birth State	Birth Country	Email Address		

### FAMILY INFORMATION

Parent/Guardian: Mother Father Other	Parent/Guardian: Mother Father Other
First & Last Name: Address (if different from student):	First & Last Name: Address (if different from student):
Cell Phone:	Cell Phone:
Work Phone:	Work Phone:
Highest Level of Education Completed:	Highest Level of Education Completed:
<input type="checkbox"/> Not High School Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Some College <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Decline to State	<input type="checkbox"/> Not High School Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Some College <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Decline to State

### Information about siblings attending Alpha:

Name: \_\_\_\_\_ Grade: 6 7 8

Name: \_\_\_\_\_ Grade: 6 7 8

### EMERGENCY CONTACT INFORMATION

Emergency Contact: I am/we are the parent/guardian of the above named student. In case I am/we are unable to be reached during an emergency, I/we hereby authorize a representative of the school, pursuant to the provisions of Family Code Section 6910, to act as an agent to consent to the giving of any and all medical, dental, hospital or surgical care to the above named student.

Name	Relationship	Phone Number #1	Phone Number #2
Name	Relationship	Phone Number #1	Phone Number #2

### PREVIOUS SCHOOL INFORMATION

Last School Attended	District	Grade(s) Attended
Previous School Attended	District	Grade(s) Attended



# alpha: blanca alvarado

## New Student Registration Form 2013-2014

### SPECIAL EDUCATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

As with all other information, this information will be kept strictly confidential and will have no effect on your child's enrollment status.

Does your child or has your child ever received Special Education Services at his/her current school?

YES  NO

If yes, please select which services he/she receives:

Speech (SLI)  Resource Specialist Programs (RSP)  Special Day Class (SDC)  
 Occupational Therapy (OT)  Other \_\_\_\_\_

**IMPORTANT:** If your child has an Individual Education Program (IEP), please submit a copy of the IEP with this application

### STATE/FEDERAL SURVEY QUESTIONS

What is your child's ETHNICITY? (Please check one)  Hispanic or Latino  Not Hispanic or Latino

What is your child's RACE? (Please check up to five racial categories.)

\* This part of the question is about race, not ethnicity. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

<input type="checkbox"/> American Indian or Alaska Native (100)	<input type="checkbox"/> Vietnamese (204)	<input type="checkbox"/> African American or Black (600)	<input type="checkbox"/> Filipino or Filipino American (400)	<input type="checkbox"/> Other Pacific Islander (399)
<input type="checkbox"/> Chinese (201)	<input type="checkbox"/> Laotian (206)	<input type="checkbox"/> Tahitian (304)	<input type="checkbox"/> Cambodian (207)	<input type="checkbox"/> White (700)
<input type="checkbox"/> Japanese (202)	<input type="checkbox"/> Hmong (208)	<input type="checkbox"/> Korean (203)	<input type="checkbox"/> Hawaiian (301)	<input type="checkbox"/> Decline to State (999)
<input type="checkbox"/> Other Asian (299)	<input type="checkbox"/> Guamanian (302)	<input type="checkbox"/> Asian Indian (205)	<input type="checkbox"/> Samoan (303)	

**RESIDENCE** - Where is your child/family currently living? (Federally mandated by No Child Left Behind: Please check appropriate box)

<input type="checkbox"/> In a single family permanent residence (house, apartment, condo, mobile home)	<input type="checkbox"/> In a motel/hotel
<input type="checkbox"/> Doubled-up (sharing housing with other families/individuals due to economic hardship, loss, or other reasons)	<input type="checkbox"/> In a sheltered or transitional housing program
<input type="checkbox"/> Other _____	<input type="checkbox"/> Unsheltered (car/campsite)

### PARENT/GUARDIAN SIGNATURE

I/We have reviewed this document and to the best of my/our knowledge, the information contained herein is true and complete. The undersigned declares under penalty of perjury that they are the parents or legal guardians of the above-named student and grant the above authorizations.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_



# alpha: blanca alvarado

## Home Language Survey

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

### HOME LANGUAGE SURVEY

Federal law requires that each state establish language proficiency standards and assessments. The Home Language Survey is used to refer possible English learners for assessment testing. Public Schools in California use the CELDT (California English Language Development Test) for assessment.

The purpose of the CELDT is to identify students in grades K-12 who are English learners, determine their level of English proficiency and annually assess their progress toward becoming English proficient (FEP).

A student will be referred for testing if the parent/guardian enters a language other than English on lines 1, 2, or 3 below:

1. What language/dialect did the student learn when he/she first began to talk? \_\_\_\_\_
2. What language/dialect does the student use most often in the house? \_\_\_\_\_
3. What language do you use most frequently to speak to your child? \_\_\_\_\_
4. What language is spoken most often by the adults in the home? \_\_\_\_\_

### MOBILITY

Required/Mandated for State Testing Reports

1. What grade/date did your child first attend public school in California? \_\_\_\_\_  
Grade    Month/Year

If your child was **NOT** born in the United States, please answer the following questions:

2. What date did/will your child first attend school in the United States? \_\_\_\_\_  
Month/Year
3. When did your child first enter the United States? \_\_\_\_\_  
Month/Year
4. From what country did your child enter the United States? \_\_\_\_\_

### PARENT/GUARDIAN SIGNATURE

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_





# alpha: blanca alvarado

## Student Media Release

Dear Parents/Guardians,

Alpha is very excited about your student attending our school and plans to publicize our high performing students and staff!

For your child's privacy, please indicate below whether or not you want your child to be photographed, videotaped, or interviewed for the news, media, or the school's publications.

I **DO** GIVE PERMISSION for my child to be photographed, videotaped, or interviewed by the news and/or media for any reason and for Alpha Public Schools to use my child's photograph, name, words and work product in school and Alpha Public Schools publications, websites, and other marketing materials.

I **DO NOT** GIVE PERMISSION for my child to be photographed, videotaped, or interviewed by the news and/or media for any reason. Nor do I give permission for Alpha Public Schools to use my child's photograph, name, words and work product in school and Alpha Public Schools publications, websites, and other marketing materials. Note: I understand this media release refusal does not apply to classroom displays or yearbooks.

Sincerely,

Alpha Public Schools Staff

### PARENT SIGNATURE

Student Name (Please Print): \_\_\_\_\_

Parent Name (Please Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# alpha: blanca alvarado

## Student Health Record

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

### VISION

- Does your child have eye problems? Yes \_\_\_ No \_\_\_
  - Does your child wear glasses? Yes \_\_\_ No \_\_\_
- IF YES please answer questions 3 and 4
- When was his/her last exam: \_\_\_\_\_
  - Glasses are to be worn: At all times \_\_\_ Close work only \_\_\_ Far work only \_\_\_

### HEARING

- Does your child have a history of earache or ear infection? Yes \_\_\_ No \_\_\_
  - Does your child have hearing problems? Yes \_\_\_ No \_\_\_
- IF YES please give reason: \_\_\_\_\_

### MEDICAL HISTORY

Has your child ever had:	YES	NO		YES	NO
Allergies	___	___	Tuberculosis	___	___
Breathing problems with bee sting	___	___	Tuberculosis contact	___	___
Asthma	___	___	Operations	___	___
Orthopedic problems	___	___	Serious injuries/accidents	___	___
Convulsions/Seizures	___	___	Kidney Disease	___	___
Diabetes	___	___	Hospitalization(s)	___	___
Heart Disease	___	___	Toothaches	___	___
Currently taking medication	___	___	Other Health Problems	___	___

IF YES to any of the above, please explain: \_\_\_\_\_

Please note any additional information you feel would be helpful: \_\_\_\_\_

### PRIOR SCHOOL HISTORY

- Has your child ever repeated a grade? Yes \_\_\_ No \_\_\_
- IF YES, which grade and where? \_\_\_\_\_

### PARENT SIGNATURE

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_



# alpha: blanca alvarado middle school

1601 Cunningham Ave. San Jose, CA 95122

ph (408) 780-0831 fax (408) 780-0831

## Student Records Request - *Solicitud de Expediente Estudiantil*

Student Name: \_\_\_\_\_  
Nombre del estudiante

Birthdate: \_\_\_\_\_  
Fecha de Nacimiento

Previous School Name: \_\_\_\_\_  
Nombre de la escuela anterior

School Address: \_\_\_\_\_  
Domicilio de la escuela

School Phone Number: \_\_\_\_\_  
Número de teléfono

Previous School District: \_\_\_\_\_  
Distrito Escolar anterior

**I have enrolled my child at alpha: blanca alvarado middle school. I give permission for his/her records to be released to alpha.**

**He registrado a mi hijo/a en alpha: blanca Alvarado middle school. Doy mi permiso para que transfieran el expediente de mi hijo/a a Alpha: blanca Alvarado Middle School.**

### **PARENT SIGNATURE / FIRMA DEL PADRE**

\_\_\_\_\_  
Parent/Guardian Signature – Firma del padre/tutor

\_\_\_\_\_  
Date – Fecha

### **OFFICE USE ONLY / USO DE LA OFICINA**

The above mentioned student has enrolled at alpha: blanca alvarado middle school. Please forward all student records for this student, including:

- Cumulative File
- Health Records
- Special Education Records
- Confidential Files

Please send all records to:

Alpha: Blanca Alvarado Middle School  
1601 Cunningham Ave.  
San Jose, CA 95122  
Attn: Student Records

Should you have any questions, please contact Nelly Gutierrez at (408) 780-0831 x 105. Thank you!



# blanca alvarado middle school

## Enrollment Guide 2013-2014

### Who Can Apply to Alpha?

- Any students in grades 6 – 8 may apply to attend Alpha: Blanca Alvarado Middle School. We are a tuition-free public school. We do not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. We admit all California students who wish to enroll, subject only to the capacity of the school.

### How Do I Apply?

- Alpha's first enrollment window is open from October 1, 2012 – November 1, 2012.
- Alpha admits all students who wish to attend the school, and who submit a completed registration form by November 1, 2012. If the school receives a greater number of registrations than there are spaces, each applicant will be given chance of admission through a random lottery process, subject only to preferences and exemptions stated in our charter petition.
- If required, a public lottery will be held on November 17, 2012 at Alpha: Blanca Alvarado Middle School.
- All registration forms must be submitted to the school's administrative staff.
- Applications can also be mailed to or dropped off at: Alpha: Blanca Alvarado Middle School 1601 Cunningham Ave. San Jose, CA 95122. Applications can be emailed to: [holly@alphapublicschools.org](mailto:holly@alphapublicschools.org)
- Incomplete registrations will not be processed.
- To determine the order of the wait list or if space remains after the November 1 deadline, Alpha will hold a second lottery in the Spring.

### Do you give preference to certain applicants?

- Students already attending Alpha are guaranteed acceptance during the following year.
- Siblings of currently enrolled students are exempt from the public lottery, as long as they apply before the deadline.
- Per our agreement with our charter authorizer, students who reside in the Alum Rock School District will receive a preference of 3-1 in our public lottery.

### How will I know if I was accepted to Alpha?

- Notification of admission or of placement on the wait list will be mailed by December 5, 2012 to all students who submitted their completed applications by the deadline.
- An enrollment packet will also be mailed at this time. All applicants must fill out the enrollment packet to maintain their admission status. The packet must be submitted to Alpha by January 18, 2013.
- If you submit your application after the deadline (November 1, 2012), you will receive a notice within 30 days about your child's enrollment at Alpha.

### My child is on the wait list – now what?

- Applicants will be placed on the waiting list once the school is fully enrolled
- If space becomes available, we will attempt to reach the family at the phone numbers provided on the registration. We will also mail a letter to the home address provided on the form. If we are unable to contact you or there is no response to the letter, the space will be given to another student, and your child's name will be removed from the list.
- Each year, the wait list is cleared. If your child remains interested in attending our school in a subsequent year, they must reapply.



# blanca alvarado middle school

## Frequently Asked Questions 2013-2014

### **What is a Charter School?**

A Charter School is a free, public school that operates independently from the local School District. The District, County, or State always oversees a Charter School, however the school is able to make independent decisions about many things, including teacher hiring, school year calendars, daily schedules, and educational program design. All students in Charter Schools are held to state standards of excellence.

### **Why should I send my child to Alpha?**

Alpha: Blanca Alvarado Middle School is a new, hi-quality middle school serving students in Alum Rock, and the surrounding school districts. Alum Rock parents worked hard to bring Alpha to San Jose because they were tired of sending their hard working kids to failing middle schools. Alpha will ensure students are ready for high school and college by providing them with:

- Personalized Instruction
- Additional Learning Time
- Strong School Culture
- Daily Computer-Based Learning
- High Quality Teachers
- High Expectations

### **Where is Alpha?**

Alpha shares a campus with Slonaker Elementary School at 1601 Cunningham Ave. San Jose, CA 95122. We are located in the Alum Rock School District.

### **When does school start?**

Alpha's school year begins in July with Summer School. All students must attend Summer School.

### **What is the daily schedule?**

School hours are: Monday – Thursday: 8:30 a.m. – 3:30 p.m. Friday: 8:30 a.m. – 1:00 p.m.  
Alpha also offers an After School Program that extends until 6:00 p.m. Monday – Friday.

### **Does Alpha serve students with Special Needs?**

Yes, all students are welcome at Alpha: Blanca Alvarado Middle School. Students with Special Needs will be provided with all necessary supports.

### **How do I apply?**

Please refer to the Enrollment Guide and Registration form. Copies of both can be found on our website at [www.alphapublicschools.org](http://www.alphapublicschools.org). Turn in registration forms by November 1, 2012.

### **Other Questions? – Please Contact Us!**

Email: [info@alphapublicschools.org](mailto:info@alphapublicschools.org)  
Phone: (408) 780-0831  
Fax: (408) 780-0831  
Website: [www.alphapublicschools.org](http://www.alphapublicschools.org)



**blanca alvarado  
middle school**  
1601 Cunningham Ave.  
San José, CA 95122  
(408) 780-0831 x 105

**INFORMACIÓN DEL ESTUDIANTE (POR FAVOR, ESCRIBA CON LETRA DE MOLDE)**

Nombre Completo de Estudiante			
	Primer Nombre	Segundo Nombre	Apellido
Fecha de Nacimiento: (mes/día/año)		Sexo:	Femenino    Masculino
Grado/Año al que solicita ingresar:	6	7	8
Escuela Actual:	Distrito Actual:		

**INFORMACIÓN DE LA FAMILIA**

	MADRE	PADRE	TUTOR LEGAL
Nombre			
Dirección Ciudad, Estado, Código Postal			
Teléfono Celular			
Teléfono del Trabajo			
Teléfono de la Casa			
Correo Electrónico			
El/la estudiante vive con:	Madre	Padre	Ambos    Tutor/Guardian/Otro

**INFORMACIÓN DE HERMANOS**

¿Tiene hermanos que están atendiendo a Alpha?	SÍ	NO
Nombre de Hermano/a:		
Grado de Hermano/a:	6	7    8

**INSTRUCCIONES**

Por favor devuelva esta solicitud a: Alpha: Blanca Alvarado Middle School  
1601 Cunningham Ave. San Jose, CA 95122  
O por fax: (408) 780-0831, O por correo electrónico: info@alphapublicschools.org

**ÚNICAMENTE PARA USO OFICIAL**

Fecha Recibido:	Recibido por:	Grado 13-14:
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# alpha: blanca alvarado

## Solicitud de Inscripción 2013-2014

### DATOS DEL ESTUDIANTE (favor de usar letra de imprenta)

Apellido	Nombre	Inicial	Fecha de Nacimiento	Sexo M F	Grado - 2013-2014 6° 7° 8°
Domicilio	Ciudad	Código Postal	Teléfono	Teléfono Celular	
Lugar de Nacimiento	Estado	País	Correo Electrónico		

### DATOS DE FAMILIA

Padres / tutor Legal: <input type="checkbox"/> Madre <input type="checkbox"/> Padre <input type="checkbox"/> Otro	Padres / tutor Legal: <input type="checkbox"/> Madre <input type="checkbox"/> Padre <input type="checkbox"/> Otro
Nombre y Apellido: Domicilio: (Si es diferente al del estudiante):  Teléfono Celular:  Teléfono del trabajo:	Nombre y Apellido: Domicilio: (Si es diferente al del estudiante):  Teléfono Celular:  Teléfono del trabajo:
<b>Años de estudios realizados:</b> <input type="checkbox"/> Secundaria <input type="checkbox"/> preparatoria <input type="checkbox"/> Licenciatura <input type="checkbox"/> Maestría <input type="checkbox"/> Doctorado <input type="checkbox"/> Rehúsa declaración	<b>Años de estudios realizados:</b> <input type="checkbox"/> Secundaria <input type="checkbox"/> preparatoria <input type="checkbox"/> Licenciatura <input type="checkbox"/> Maestría <input type="checkbox"/> Doctorado <input type="checkbox"/> Rehúsa declaración

Información de hermanos asisten a Alpha:

Nombre: \_\_\_\_\_ Grado: 6 7 8  
 Nombre: \_\_\_\_\_ Grado: 6 7 8

### CONTACTO EN CASO DE EMERGENCIA

Nombre	Parentesco	Teléfono #1	Teléfono #2
Nombre	Parentesco	Teléfono #1	Teléfono #2

En caso de no podernos localizar durante una emergencia, nosotros los Padres / Tutores Legales de el/los estudiante/s arriba mencionado/s, autorizamos a un representante de la escuela, de acuerdo al Código Familiar Sección 6910, para que consienta a la administración de servicios médicos, dentales, hospitalización o cuidado quirúrgico al / los estudiante/s arriba mencionado/s.

### HISTORIAL ESCOLAR

Nombre de la escuela mas reciente:	Distrito	Grado(s) Que completó
Nombre de la escuela anterior:	Distrito	Grado(s) Que completó



# alpha: blanca alvarado

## Solicitud de Inscripción 2013-2014

### EDUCACIÓN ESPECIAL / PROGRAMA DE EDUCACIÓN INDIVIDUAL

Esta y toda información que nos proporcione es confidencial y no tendrá ningún efecto en el registro de su hijo/s.

¿Ha recibido su hijo/a servicios de Educación Especial en su escuela actual?

SI  NO

Si contestó Sí, marque el tipo de servicio que ha recibido:

Patología del Habla (SLI)  Programa Especial de Recursos Didácticos (RSP)  Educación Especial (SDC)  Terapia Ocupacional (OT)  
Otro \_\_\_\_\_

**IMPORTANTE:** Si su hijo/s ha estado en un Programa de Educación Individualizada (IEP), favor de incluir una copia del IEP con esta solicitud.

### PREGUNTAS DE ENCUESTA ESTATAL / FEDERAL

¿Cuál es la étnicidad de su hijo?  Hispano  No es Hispano

[ La pregunta es sobre pertenencia étnica, no racial.]

¿Cuál es su raza? Marque una, o hasta cinco casillas que indiquen la raza a la que usted considera que pertenece.

Indio Americano o Nativo de Alaska (100)	Vietnamés (204)	Africano Americano o Negro (600)	Filipino o Filipino Americano (400)	Otro Isleño del Pacífico (399)
Chino (201)	Laosiano (206)	Tahitiano (304)	Camboyano (207)	Blanco (700)
Japonés (202)	Hmong (208)	Coreano (203)	Hawaiano (301)	Rehúsa declarar (999)
Otro de Asia (299)	Guameño (302)	Indio de Asia (205)	Samoano (303)	

**RESIDENCIA** – ¿Donde vive su niño/familia actualmente? (Mandato Federal de *No Child Left Behind*: Favor marcar la casilla correspondiente)

residencia permanente de una familia (casa, departamento, condominio, casa móvil)  
 Compartiendo (compartiendo casa con otra familia(s)/personas debido a situación económica, pérdida, o otra razón)  
 Otra \_\_\_\_\_

En Motel/Hotel  
 En un programa habitacional o refugio sin casa (auto / campamento)

### FIRMA DEL PADRE / TUTOR LEGAL

He revisado este documento y la información proporcionada es correcta y completa de acuerdo a mis conocimientos. Declaro bajo pena de perjurio que yo soy el padre/ tutor legal del estudiante mencionado y otorgo la autorización anterior.

Firma \_\_\_\_\_ Fecha \_\_\_\_\_

Nombre con letra de imprenta \_\_\_\_\_





# alpha: blanca alvarado

## Cuestionario del Idioma del Hogar

Nombre del estudiante: \_\_\_\_\_ Fecha de nacimiento: \_\_\_\_\_

### CUESTIONARIO DEL IDIOMA DEL HOGAR

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen una prueba estatal a los estudiantes cuya lengua materna no es el inglés. El idioma principal del estudiante se identifica en una encuesta de la lengua materna que los padres /tutores contestan al matricular a su hijo/a en una escuela pública de California.

Esta prueba se llama *Prueba para Medir el Desarrollo del Inglés de California*, conocida por sus siglas en inglés: CELDT. Los resultados de la prueba CELDT ayudan a medir el progreso de cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y expresión escrita.

1. ¿Que idioma/dialecto aprendió su hijo cuando empezó hablar? \_\_\_\_\_
2. ¿Que idioma/dialecto usa su hijo con más frecuencia en el hogar? \_\_\_\_\_
3. ¿Que idioma usa usted cuando habla con su hijo/a? \_\_\_\_\_
4. ¿Que idioma usan los adultos con más frecuencia en el hogar? \_\_\_\_\_

### MOVILIDAD

Requisito/obligatorio para Reportar Exámenes al Estado

1. ¿En que fecha/grado asistió su hijo/a la escuela por primera vez en California?  
 \_\_\_\_\_ / \_\_\_\_\_  
 Mes/Año  
 \_\_\_\_\_  
 Grado

Si su hijo/a **NO** nació en los Estados Unidos, favor de contestar las siguientes preguntas:

2. ¿En que fecha asistió/asistirá su hijo/a a la escuela en Los Estados Unidos?  
 \_\_\_\_\_ / \_\_\_\_\_  
 Mes/Año
3. ¿Cuándo entró su hijo/a por primera vez a Los Estados Unidos?  
 \_\_\_\_\_ / \_\_\_\_\_  
 Mes/Año
4. ¿De que país vino su hijo/a a Los Estados Unidos?  
 \_\_\_\_\_

### FIRMA DE PADRE/TUTOR

Firma \_\_\_\_\_ Fecha \_\_\_\_\_

Nombre en letra de imprenta \_\_\_\_\_



# alpha: blanca alvarado

## Comunicado de Prensa del Estudiante

Estimados Padres/Guardian,

¡Alpha esta muy emocionado de tener a su estudiante atender nuestra escuela y planeamos publicar el alto rendimiento de nuestros estudiantas y personal!

Por la privacidad de su estudiante, por favor indique abajo si nos da permiso o no nos da permiso de fotografiar, grabar, o entrevistar a su estudiante para las noticias o publicaciones de la escuela.

**YO SI DOY PERMISO** para que fotografien, graben, o entrevisten a mi estudiante para las noticias por cualquier razon. También doy permiso para usar las fotos, grabaciones o entrevistas de mi estudiante para publicaciones de la escuela Alpha Charter Schools en páginas ciberneticas o otros medios de publicidad.

**YO NO DOY PERMISO** para que fotografien, graben, o entrevisten a mi estudiante para las noticias por cualquier razon. Tambien no doy permiso para usar las fotos, grabaciones o paginas ciberneticas o otros medios de publicidad. Nota: Yo entiendo que este comunicado de prensa no aplica al trabajo de salones y el libro escolar.

Sinceramente,

Personal de Alpha Public Schools

### FIRMA DE PADRE/GUARDIAN

Nombre de estudiante (Por favor use letra de molde): \_\_\_\_\_

Nombre de padre/guardian (Por favor use letra de molde): \_\_\_\_\_

Firma de padre/guardian: \_\_\_\_\_ Fecha: \_\_\_\_\_



Nombre del estudiante

**VISIÓN**

- 1. ¿Tiene su hijo/a problemas de visión?
  - 2. ¿Necesita su hijo/a lentes?
- Si contestó que Sí, cuando fue su última vez que usó lentes?
- 3. ¿Cuándo fue su última vez que usó lentes?
  - 4. Los lentes los tiene en casa?

**OÍDO**

- 1. ¿Tiene su hijo/a problemas de audición?
  - 2. ¿Tiene su hijo/a problemas de audición?
- Si contestó que Sí, ¿cuándo fue su última vez que fue evaluado por un profesional de la audición?

**HISTORIAL MÉDICO**

- Ha padecido su hijo/a alguna de las siguientes condiciones:
  - Alergias
  - Problemas para respirar
  - un piquete de abeja
  - Asma
  - Problemas ortopédicos
  - Convulsiones/ataques
  - Diabetes
  - Enfermedad del corazón
  - Toma medicina actualmente
- Si contesto que sí, ¿cuándo fue su última vez que fue evaluado por un profesional de la salud?

Favor de proporcionar información adicional:

**HISTORIAL ESCOLAR**

- 1. ¿Ha reprobado alguna materia?
- Si contesto que sí, ¿cuándo fue su última vez que fue evaluado por un profesional de la salud?

**FIRMA DEL PADRE**

Firma: \_\_\_\_\_

Nombre en letra de imprenta: \_\_\_\_\_



# alpha: blanca alvarado middle school

1601 Cunningham Ave. San Jose, CA 95122

ph (408) 780-0831 fax (408) 780-0831

## Student Records Request - *Solicitud de Expediente Estudiantil*

Student Name: \_\_\_\_\_  
Nombre del estudiante

Birthdate: \_\_\_\_\_  
Fecha de Nacimiento

Previous School Name: \_\_\_\_\_  
Nombre de la escuela anterior

School Address: \_\_\_\_\_  
Domicilio de la escuela

School Phone Number: \_\_\_\_\_  
Número de teléfono

Previous School District: \_\_\_\_\_  
Distrito Escolar anterior

**I have enrolled my child at alpha: blanca alvarado middle school. I give permission for his/her records to be released to alpha.**

**He registrado a mi hijo/a en alpha: blanca Alvarado middle school. Doy mi permiso para que transfieran el expediente de mi hijo/a a Alpha: blanca Alvarado Middle School.**

### **PARENT SIGNATURE / FIRMA DEL PADRE**

\_\_\_\_\_  
Parent/Guardian Signature – Firma del padre/tutor

\_\_\_\_\_  
Date – Fecha

### **OFFICE USE ONLY / USO DE LA OFICINA**

The above mentioned student has enrolled at alpha: blanca alvarado middle school. Please forward all student records for this student, including:

- Cumulative File
- Health Records
- Special Education Records
- Confidential Files

Please send all records to:

Alpha: Blanca Alvarado Middle School  
1601 Cunningham Ave.  
San Jose, CA 95122  
Attn: Student Records

Should you have any questions, please contact Nelly Gutierrez at (408) 780-0831 x 105. Thank you!



# blanca alvarado middle school

## Guía de Inscripción 2013-2014

### ¿Quien puede inscribirse en Alpha?

- Cualquier estudiante del 6° al 8° grado puede inscribirse en Alpha: Blanca Alvarado Middle School. Somos una escuela pública y gratuita. No discriminamos en base de raza, nacionalidad, género, o discapacidad. Admitimos a todos los estudiantes de California que quieran inscribirse, sujeto, solamente a la capacidad de la escuela.

### ¿Como me inscribo?

- El primer periodo de registro en Alpha es del 1° de octubre, al 1° de noviembre, 2012.
- Alpha admite a todos los estudiantes que quieran atender a nuestra escuela, y que entreguen una forma complete de inscripción antes del 1° de noviembre, 2012. Si se reciben más solicitudes que la capacidad permita, se llevará a cabo un proceso de lotería, que permitirá a los solicitantes la oportunidad de admisión, sujeto únicamente a las preferencias y excepciones mencionadas en nuestra solicitud de operación.
- Si es necesario, la lotería pública se llevará a cabo el 17 de noviembre 2012 en Alpha: Blanca Alvarado Middle School.
- Todas las solicitudes deberán entregarse al personal administrativo de la escuela.
- Las solicitudes pueden enviarse por correo o entregarse a: Alpha: Blanca Alvarado Middle School, 1601 Cunningham Ave. San José, CA 95122. También se pueden enviar por correo electrónico a: [holly@alphapublicschools.org](mailto:holly@alphapublicschools.org)
- Las solicitudes incompletas no serán procesadas.
- Para determinar el orden de la lista de espera y si existe espacio después del 1° de noviembre, Alpha llevará a cabo una segunda lotería pública en la primavera.

### ¿Dan preferencia a ciertos estudiantes?

- Los estudiantes que ya están atendiendo a Alpha, tienen garantizado su lugar el próximo año escolar.
- Los estudiantes que tienen a un hermano/a atendiendo a Alpha están exentos de participar en la lotería pública, siempre y cuando entreguen su solicitud antes de la fecha límite.
- De acuerdo a nuestra solicitud de operación, los estudiantes que residen en el distrito escolar de Alum Rock recibirán una preferencia de 3-1 en la lotería pública.

### ¿Cómo sabré si fui aceptado en Alpha?

- La notificación de admisión o lista de espera le será enviada en diciembre 5, 2012 a todos los estudiantes que hayan entregado su aplicación completa en la fecha límite.
- En esta fecha se les enviara un paquete de inscripción. Todos los aplicantes deberán llenar y entregar el paquete completo para mantener su lugar de admisión. El paquete deberá entregarse a Alpha antes del 18 de enero, 2013.
- Si entrega su solicitud después de la fecha indicada, (el 1 de Noviembre, 2012) recibirá notificación dentro de 30 días sobre la inscripción de su hijo(a) en Alpha .

### ¿Mi hijo esta en la lista de espera – y ahora que hago?

- Una vez que el cupo de la escuela este lleno, el resto de los aplicantes quedarán en lista de espera.
- Cuando haya cupo disponible, trataremos de localizar a cada familia al número de teléfono de la solicitud.
- También enviaremos una carta al domicilio mencionado en la solicitud. Si no podemos localizarlo, o no recibimos contestación a la carta, se quitara su nombre de la lista de espera, y se otorgará el lugar a otro estudiante.
- Cada año se empieza con una nueva lista de espera. Si su hijo sigue interesado en atender a nuestra escuela, deberá aplicar el año siguiente.



# blanca alvarado middle school

## Preguntas Frecuentes 2013-2014

### ¿Que es una escuela "Charter"?

Una escuela autónoma [charter] es una escuela pública y gratuita que opera independientemente del distrito escolar local. El distrito, condado, o estado siempre regula a la escuela autónoma, pero la escuela tiene libertad de tomar algunas decisiones independientemente, como: los maestros que contrata, el calendario del año escolar, el horario diario y el programa educacional. Todos los estudiantes en escuelas autónomas están sujetos a los estándares de excelencia del estado.

### ¿Por qué debería mandar a mi hijo(a) a Alpha?

Alpha: Blanca Alvarado Middle School es una nueva secundaria de alta calidad sirviendo a estudiantes en Alum Rock, y los distritos que la rodean. Los padres en Alum Rock trabajaron muy duro para traer Alpha a San Jose, porque estaban cansados de mandar a sus hijos a escuelas secundarias que fracasaban. Alpha se asegurará que sus estudiantes estén preparados para la preparatoria y la universidad por medio de proveerles:

- Instrucción personalizada
- Tiempo de aprendizaje adicional
- Fuerte Cultura Escolar
- Aprendizaje diario en la computadora
- Maestros de alta calidad
- Altas expectativas

### ¿Dónde está Alpha?

Alpha, comparte las instalaciones con la escuela primaria Slonaker en el 1601 Cunningham Ave, San José, CA 95122. Formamos parte del distrito escolar de Alum Rock.

### ¿Cuándo comienza la escuela?

El año escolar de Alpha comienza en Julio con la escuela de verano.

### ¿Cuál es el horario?

Los horarios de la escuela son: Lunes – Jueves: 8:30 a.m. – 3:30 p.m. Viernes: 8:30 a.m. – 1 p.m. Alpha también ofrece un programa después de clase que se extiende hasta las 6:00 p.m. de lunes a viernes.

### ¿Acepta la escuela Alpha a estudiantes con necesidades especiales?

Si, todos los estudiantes son bienvenidos a la escuela secundaria Alpha: Blanca Alvarado. Los estudiantes con necesidades especiales tendrán todo el apoyo que necesiten.

### ¿Cómo me registro?

Favor de referirse a la guía y forma de inscripción. Puede encontrarlas en nuestra página del Internet al: [www.alphapublicschools.org](http://www.alphapublicschools.org). Entregue las formas de inscripción antes de Noviembre 1, 2012.

### Si tiene preguntas – Contáctenos a:

Email: [info@alphapublicschools.org](mailto:info@alphapublicschools.org)

Teléfono: (408) 780-0831

Fax: (408) 780-0831

Website: [www.alphapublicschools.org](http://www.alphapublicschools.org)

[www.alphapublicschools.org](http://www.alphapublicschools.org)

ph/fax: (408) 780-0831

[info@alphapublicschools.org](mailto:info@alphapublicschools.org)



# Alpha PUBLIC SCHOOLS

## Suspension and Expulsion Policies

Charter Petition Appendix S

### Suspension and Expulsion Procedures

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 Alpha Middle School 2 ("School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. School administrators have reviewed the suspension and expulsion policies of Alum Rock Union School District and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Family Handbook that is sent to each student at the beginning of the school year.

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 these Policy and Procedures are available on request at the Principal's office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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.

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 regular education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws 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, occurring 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. Suspension 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 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 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) 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.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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.
- 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 acts 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 Charter 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.
  
- 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).

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:

- a) Possessed, sold, or otherwise furnished any firearm, knife, 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.

### **C. 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 Principal's 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. 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 suspension, the Principal 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. The Principal or Principal's designee is responsible for determining whether the suspension should be served in school or out of school.

Upon a recommendation of Expulsion by the Principal or Principal's 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 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.

**D. Expellable Offenses**

1. 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 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 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 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) 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.
- 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.
- 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 acts 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 Charter 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.
- 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).

2. 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, knife, 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 Governing Board 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.

#### **E. Authority to Expel**

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and either 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 for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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 that 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, which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. 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. Students With Disabilities**

A pupil 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 ("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 disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil 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 pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

##### **1. NOTIFICATION OF SELPA**

The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA 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; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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 Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents 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 local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP 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 Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis 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;
2. 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
3. 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 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, 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.

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:

1. 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;
2. 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
3. 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 IEP team shall determine the student's interim alternative educational setting.

#### **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 district'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:

1. 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.
2. The parent has requested an evaluation of the child.
3. 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.

**I. 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.

**J. 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, 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 who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### **K. Written Notice to Expel**

The Principal or designee following a decision of the Board 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:

1. Notice of the specific offense committed by the student
2. 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 County and school district of residence.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The Board's decision to expel shall be final.

#### **L. Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County upon request.

**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.

**N. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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.

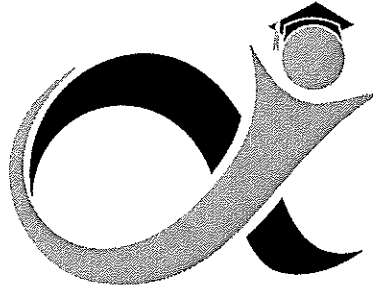
**O. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or School shall be in the sole discretion of the Board following a meeting with the Principal 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 Principal shall make a recommendation to the Board 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.



**Alpha PUBLIC SCHOOLS**  
**STAR System Guide**

Charter Petition Appendix T



**alpha**  

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**public schools**

## **STAR System**

**A**mbition

**L**eadership

**P**erspective

**H**ard Work

**A**ttitude

## **Alpha Public Schools School-Wide Behavioral Expectations**

### **A Guide for Teaching School-Wide Behavioral Expectations**

#### Purpose

The STAR system exists to reward behaviors that support the academic mission of the school. The STAR System:

- Gives students additional privileges and opportunities, rather than penalizing students
- Always encourages academic achievement and motivation, beyond what is "good enough"
- Is attainable for all students, including special needs students and those who have a long way to improve academically (can't be just for making all A's, although it should encourage this)
- Reflects the core values in a way that is clear to students
- Is used consistently by all teachers, administrators and other staff
- Provides regular, timely feedback so that students can adjust their behavior
- Has specific rewards within a given time frame
- Is fully transparent to students and parents, as well as teachers

Alpha: Blanca Alvarado Middle School will utilize a proactive approach that incorporates the principles of Positive Behavioral Supports (PBS). The system of School-Wide Positive Behavior Supports will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors through the following:

- ❑ Clearly defined outcomes
- ❑ Research-validated practices
- ❑ Supportive administrative systems
- ❑ Use of information for problem solving.

### **Features of School-Wide Positive Behavior Supports**

- ❑ Establish regular, predictable, positive learning and teaching environments.
- ❑ Train adults and peers to serve as positive models.
- ❑ Teach and model behavioral expectations.
- ❑ Create systems for providing regular positive feedback.
- ❑ Acknowledge students when they are doing the right thing.
- ❑ Improve social competence.
- ❑ Develop environments that support academic success.

## Alpha Public Schools School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

### **School Goal:**

Students at Alpha will consistently demonstrate the ALPHA core values.

Ambition  
Leadership  
Perspective  
Hard Work  
Attitude

### **Teacher and Staff Responsibilities:**

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the core values.
- Teachers and staff will implement **MIS** strategies.
  1. **M**ovement among students in different settings.
  2. **I**nteraction with students in different settings (4 to 1 ratio --4 positive statements to 1 negative statement). Interaction should be high frequency and high quality.
  3. **S**canning students in different settings. This should include visual and auditory techniques.
- Teachers and staff will follow the Six Components of School-Wide PBS:
  1. Select and define expectations and routines. Expectations and routines need to be **Observable, Acknowledgeable, and Teachable (OAT)**.
  2. Teach behaviors and routines directly in all settings.
  3. Actively monitor behavior (MIS).
  4. Acknowledge appropriate behavior.
  5. Review data to make decisions.
  6. Correct behavioral errors.

## **Implementation Plan**

Each classroom teacher is expected to teach the Star System behavior expectations for all settings in the school. This implementation plan should take place during the first week of school. The Advisory period will be crucial in the implementation of the Star System.

The critical areas are Corridors, Restroom, Cafeteria and Classroom. There is a sample lesson plan included that provides some guidance. Individual teachers should feel free to create their own plan for teaching expectations in the classroom.

### **Consistency**

This one word is the key to the successful implementation of the Star System. The guidelines outlined in this handbook should be used as a minimum standard for the expectations that teams and individuals set.

### **Patience**

This is not an instant fix. We will see some immediate results, but we should not get discouraged if some of the students do not respond immediately. We all need to remain consistent with our expectations and specific positive feedback. This patience should also be applied to our plan. This is a work in progress and will grow and change over time. We will find things that work and things that do not work. The Star System is flexible so it can grow and adapt to the needs of the school.



## **STAR System Details**

Students receive a certain number of Stars automatically each day. These alone are not enough to earn rewards. Students have opportunities throughout the day to earn extra Stars for exemplifying the Core Values. At the same time, students can lose Stars when they get deductions for behaviors that violate the Core Values.

### **Star Merits**

Students are able to earn Stars for exemplifying the Core Values in a way that goes above and beyond what is just expected. There are five different types of Stars that students can earn, one for each of the five components of ALPHA. Each of these adds one star to the daily total. For example, a teacher may decide that a student should get an extra Star for Hard Work, due to a particularly outstanding answer to a question. These Stars should be announced publicly, so that students know we are noticing the positive things they do, and not just giving corrections. In some ways, this is a subjective way of giving out stars, so it is important that teachers are fair and consistent with giving them out. The more that are given, the more we create an atmosphere of achievement. It is critical that these be recorded on Ipads through the Class Dojo system along with corrections.

There is also a special "Leadership" Star, which counts as five Stars in recognition of the overarching Leadership component of our Core Values. This is given when a teacher feels that a student has demonstrated Leadership in an exceptional way, perhaps having done something that is of great benefit to the community, whether it is the classroom, the neighborhood, etc. Again, this is subjective, but it should be given for truly outstanding behaviors, such as taking the initiative to lead a group of students to clean up the campus.

### **STAR Deductions**

Students can also lose Stars for behaviors that violate the Core Values\*. Any one of these will result in a deduction of one Star from the student's daily total. The reason there are so many specific behaviors here is that we can use this information to track particular behaviors. This is valuable to teachers, parents, and students, all of whom will be able to see exactly what needs to be improved. When a student receives a Star deduction, it must also be accompanied by a correction. This can be a verbal correction, or it can be something as subtle as eye contact with the student, after which the teacher notes the deduction Ipad.

### **Daily Entry of Star Information**

All teachers and administrators carry an Ipad at all times. Using Class Dojo, teachers should record Stars earned and Star deductions. At the end of each day, teachers must be sure that all students' Star information is entered into the Class Dojo system. This must be done before leaving for the day. There is extensive training on this at the beginning of each year, but teachers should never hesitate to ask an administrator for help with this (or with anything else). Failure to enter required information consistently will result in a notice of failure to meet common expectations, which goes into the employment file and impacts performance-based bonuses.

### **Weekly Rewards**

- The Star week is Wednesday through Tuesday
- Students receive a report on Wednesday containing all Star and behavior information, earning status (including college t-shirt, Friday Reward, Saturday School, Alpha/Beta wristband, and any other reward that may be coming up), and information on academic progress
- On Thursday mornings, students return their reports to their teacher with a parent signature; this is a record that parents are aware of student progress on a weekly basis, and serves as permission slip for Saturday School.
- Students who do not return the report with a signature will receive a phone call home from the teacher.
- Most weekly rewards take place on Fridays.
- Friday Fun Day will be used to build team spirit, recognize students who embody the Core Values, and communicate grade-wide announcements. These are exciting, energy-filled events.

### **Alpha/Beta Wristbands**

The top 5 Star earners per week in each classroom are "Alpha Stars." The next tier of students, those who reach a set number of stars, are "Beta Stars." Those falling below that do not receive wristbands.

These students receive their Alpha/Beta wristbands in their classrooms on Wednesdays, when they get the weekly report, which includes Alpha and Beta status. All wristbands from the previous week will be collected at this time as well. Teachers will receive enough wristbands for all students, and will be responsible for managing them throughout the year. Students who do not turn in their wristbands will be charged a certain number of Stars to replace it. Students must wear their wristbands each day in order to take advantages of the privileges associated with Alpha and Beta status, which may include eating lunch outside, helping the teacher with

classroom tasks, getting to go to the front of the line, and other privileges that teachers may create. Alpha and Beta students will be announced at Friday Fun Day.

Each grade will establish a guideline for the number of Stars needed to earn specific incentives. Incentives could include extra raffle tickets, free time, priority lunch seating, lunch with a teacher, jeans on Fridays, privilege pass, office assistant, etc...

### **STAR Auctions**

The school will plan auctions periodically, in which students can use their Stars to purchase and bid on a variety of items provided by teachers and the school.

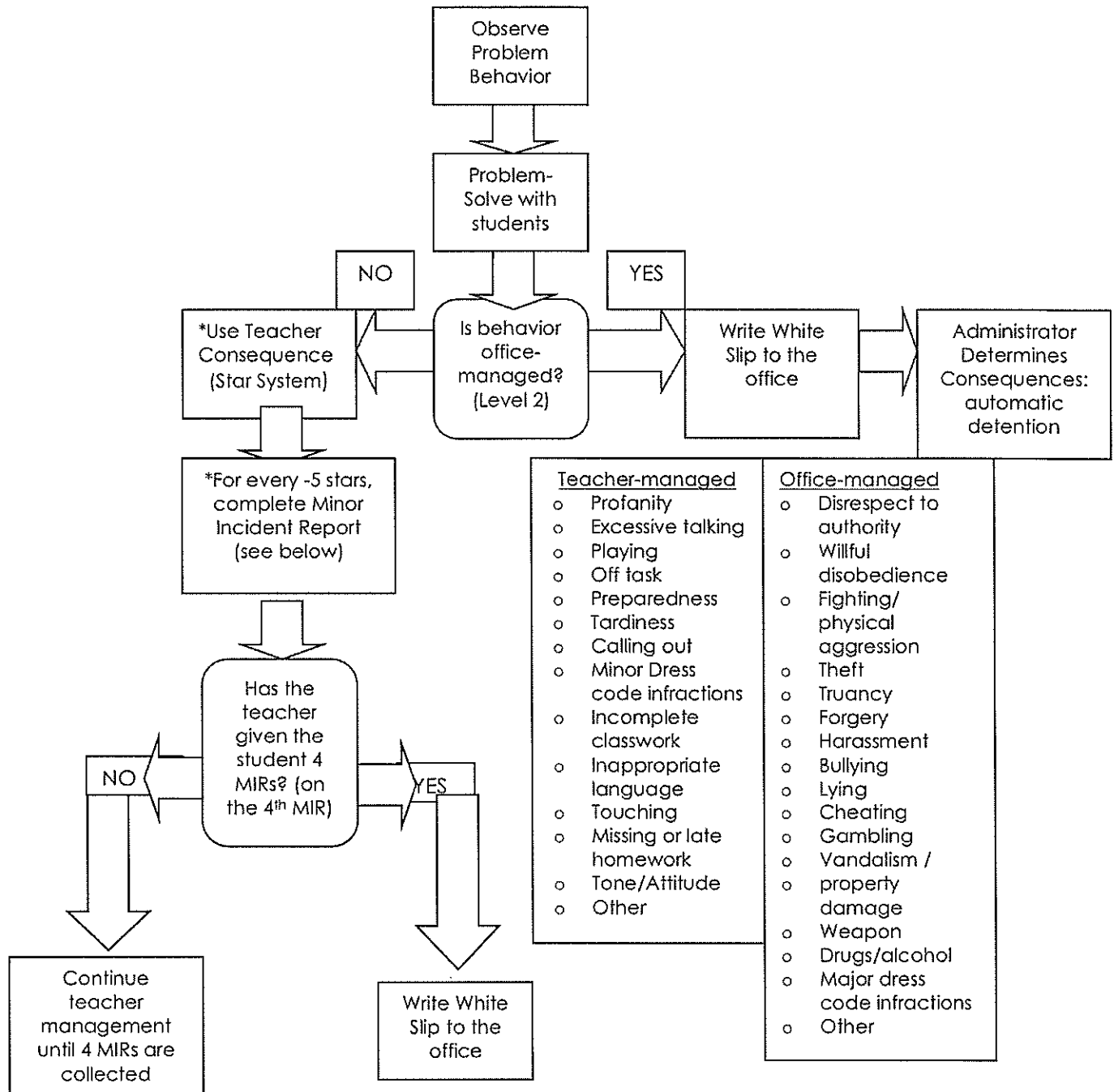
### **Monthly Raffle**

- Each time a student has received 30 Stars, the student receives a Raffle Ticket. The last Friday of each month, all raffle tickets will be entered into a drawing. All raffle tickets are due to the office by 5 pm on the Thursday before the raffle. All raffle winners will be drawn and announced at Friday Fun Day .

## **Raffle Menu**

- **Lunch with your teacher**
- **Positive phone call home from your teacher**
- **Participate as a teacher assistant**
- **Eat first in the cafeteria**
- **Goodies**

## Student Behavior Management Process



\*Take concrete action to correct behavior through the Star System.  
 \*\*Minor Incident Reports (MIRs): When a student has a multiple of five negative stars, the fifth incident (or 10<sup>th</sup>, etc...) results in a MIR. On the 4<sup>th</sup> MIR, a White Slip to the Office is written.  
 Notify parent with phone call or letter on all MIRs.  
 When possible, have the corrective action correspond to the behavior being corrected.

## Handling Infractions of Behavioral Expectations

Alpha Public Schools will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

### Level 1 Behaviors include:

- Profanity
- Excessive talking
- Playing
- Off task
- Preparedness
- Tardiness
- Calling out
- Minor dress code infractions
- Incomplete classwork
- Inappropriate language
- Touching
- Missing or late homework
- Tone/Attitude
- Other

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The teacher should record Star deductions in Class Dojo. When a student has a multiple of five negative stars (-5, -10, -15), it results in a MIR.

Step 2: When a student has a multiple of five negative stars (-5, -10, -15), it results in a MIR. A copy of the MIR should be sent home with the student, signed by a parent/guardian, and returned the following day. The teacher should keep both MIRs on file. If the student fails to return the MIR, 5 Stars will be deducted and the parent/guardian must be called. When a student receives a 4<sup>th</sup> MIR, a White Slip referral to the office should be made.

**Level 2 Behaviors include:**

- Disrespect to authority
- Willful disobedience
- Fighting/
- physical aggression
- Theft
- Truancy
- Forgery
- Harassment
- Bullying
- Lying
- Cheating
- Gambling
- Vandalism/property damage
- Weapon
- Drugs/alcohol
- Major dress code infractions
- 4 MIRs
- Other

Level 2 behaviors should be referred to the office immediately. Teacher will complete a White Slip to accompany the student. Consequences for students who engage in level 2 behaviors may include removal from the classroom for a period of time. An administrator will notify parents.

## Classroom Strategies

- Set up your room to be “student-friendly”. Arrange desks for easy teacher access to all students.
- Instead of sitting at a desk during whole-group instruction, teachers should walk and wander around the room.
- During instruction, challenging students should not be in the corner or back of the room, but within two to three feet of the teacher. For students who tend to “perform”, placement in the back of the class may, however, be best. Proximity and eye contact work wonders for increasing positive student behavior.
- Keep students on task with instructional activities at least 90% or more during academic classes (effective teachers know that unstructured time—or down time—causes problems).
- Reward all students who are following procedures in a positive way with Stars.
- Post a schedule in an obvious place and follow it. Students need to know the daily routine.
- Teach students the expectations for each and every activity. Never assume that a student will know what you expect from them.
- Look for classroom-tested resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning.
- Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best for them. Collaborate.

## **General Lesson Format for Teaching ALPHA Core Value Behaviors**

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of the core value behaviors for the specific setting.

Step 2: Identify core value behaviors for specific setting.

Step 3: Model core value behaviors for specific setting.

Step 4: Review expectations of the core value behaviors for specific setting.

Following is a sample teaching script. You may use it as a guide for teaching ALPHA behavior in the classroom, cafeteria, restrooms, and corridors.



## Cafeteria "ALPHA" Lesson Plan Teaching Script

### I. Skill Teaching - Teacher

**"Today we are going to talk about ways to demonstrate our core values in the cafeteria at Alpha. Some ways we can show our core values when in the cafeteria include:**

- **Use appropriate tone, volume and language**
- **Respond positively to staff signals or directions**
- **Give full attention to lunch personnel when in line**
- **Keep hands and feet to yourself"**

Discuss reasons for demonstrating core values in the cafeteria:

Ask **"What do you think are reasons for demonstrating ALPHA core values in the cafeteria?"**

List main ideas given by students in a synopsis statement.

### II. Demonstration and Role Play

**"I'm going to show you some ways to demonstrate ALPHA core values in the cafeteria. I am also going to show you some ways to NOT demonstrate ALPHA core values. I want you to watch and see if you can tell if I am demonstrating ALPHA core values."**

EX1: "What does it mean to wait your turn? State that waiting your turn means not cutting in line. It also means no more than five people at a time in the food service area and sitting and waiting at your table until released to the food line.

EX 2: What does it mean to use appropriate tone volume and language? State that using appropriate tone means not yelling or talking loudly. Use a yellow level voice. Use language that is acceptable for school.

EX 3: What does it mean to respond positively to staff signals or directions? State that responding positively means following directions the first time given. It also means to ask if you do not understand the directions, and not arguing or talking back.

EX 4: What does it mean to give full attention to lunch personnel? State that giving full attention to lunch personnel means knowing what you want to eat, saying please and thank you to staff and listening for directions.

EX 5: What does it mean to keep hands and feet to yourself? State that keeping hands and feet to yourself means not pushing into a line or touching people in front or behind you. It also means not putting your feet out so people might trip, not showing public affection, and not play fighting or other forms of "horseplay".

NonEx 1: Someone runs up to the line and pushes other people out of the way in order to be first. How is this behavior not demonstrative of ALPHA core values? What can be done to make it so?

NonEx 2: Someone walks into the cafeteria and begins yelling to all of their friends. How is this behavior not demonstrative of ALPHA core values? What can make it better?

NonEx 3: Someone is told to return to their seat multiple times and does not respond. How is this behavior not demonstrative of ALPHA core values? What behavior would show ALPHA core values?

III. Review and Check for Understanding - Teacher

After all students have seen the demonstration and role-plays review with **“What are some ways to demonstrate ALPHA core values in the cafeteria?”**

# Appendices

# Positive Star Behaviors

These behaviors result in teachers/administrators rewarding 1 Star through Class Dojo.

Behavior	Definition
Participation	Student participates in class.
Helping others	Student helps other students or teacher.
Great insight	Student shows great insight.
On task	Student shows great on task behavior.
Preparedness	Student is well prepared for school.
Curiosity	Student displays curiosity about learning.
Teamwork	Student demonstrates teamwork.
Ambition	Student demonstrates core value of ambition (mindset, growth, scholarship, goal achievement).
Leadership	Student demonstrates core value of leadership (courage, citizenship, ownership).
Perspective	Student demonstrates core value of perspective (kindness, empathy, teamwork).
Hard work	Student demonstrates core value of hard work (effort, persistence, determination).
Attitude	Student demonstrates core value of attitude (enthusiasm, appropriate behavior, honesty, curiosity).

## Leadership Star

There is also a special "Leadership" Star, which counts as five Stars in recognition of the overarching Leadership component of our Core Values. This is given when a teacher feels that a student has demonstrated Leadership in an exceptional way, perhaps having done something that is of great benefit to the community, whether it is the classroom, the neighborhood, etc. This is subjective, but it should be given for truly outstanding behaviors, such as taking the initiative to lead a group of students to clean up the campus.

# Level 1 Behaviors: Minor Infractions

## Teacher/Classroom Managed Behaviors

**Consequence:** Minor infractions result in the loss of one (1) Star. All behavior infractions will be recorded on Class Dojo.

Behavior	Definition
Disrespect to authority*	Student does not show proper respect to authority.
Profanity	Student exhibits verbal and/or nonverbal forms of swearing.
Playing	Student distracts himself and/or others.
Off task	Student does not take an active role in learning; disconnected.
Preparedness	Student is not prepared for school; lacks required materials.
Tardiness	Student is late to school.
Calling Out	Student calls out of turn.
Minor Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.
Incomplete Classwork	Student does not complete classwork within allotted time.
Willful disobedience*	Student refuses to obey adult requests.
Inappropriate Language	Student engages in name-calling and/or use of words in an inappropriate way.
Touching	Student does not keep to his/her personal space.
Lying*	Student delivers message that is untrue.
Missing or late Homework	Student does not turn in his/her homework assignment or homework assignment is late or incomplete.
Tone/Attitude	Student uses an inappropriate tone/attitude.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.

## Level 2 Behaviors: Major Infractions

### Office Managed Behaviors

**Consequence:** Major infractions result in the loss of five (5) Stars. All behavior infractions will be recorded on Class Dojo.

Behavior	Definition
Fighting/ physical aggression	Actions involving serious physical contact where injury may occur (hitting, hitting with an object, punching, kicking, hair pulling, scratching, etc.)
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.
Truancy	Student intentionally misses a day of school.
Forgery	Student has signed a person's name without the person's permission.
Harassment	Student delivers disrespectful or inappropriate messages to another person. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin.
Bullying	Student teases, puts down, picks on, threatens, or hurts another student.
Cheating	Student deliberately violates rules.
Gambling	Student engages in gambling.
Vandalism / property damage	Student participates in an activity that results in substantial destruction or disfigurement of property, or impairs the usefulness of property.
Weapon	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
Drugs/alcohol	Student uses/possesses controlled substance; violates medicine policy (OTC or prescription).
Major dress code	Student wears clothing that is not within the dress code guidelines defined by the school.
4 MIRs	Student has received 4 MIRs.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.

## Alpha Public Schools

### MINOR INCIDENT REPORT (MIR)

Teachers are to use this form to document repeated classroom managed behaviors (multiples of -5 Stars) or starred behaviors.

Student: \_\_\_\_\_ Time: \_\_\_\_\_

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

Referring Teacher: \_\_\_\_\_

Grade: 6 7 8

MIR: 1 2 3 4

Location of Incident: \_\_\_\_\_

Circle at least one in each column.

Antecedent	Repeated Minor Infraction	Possible Motivation	Intervention
Transition	<ul style="list-style-type: none"> <li><input type="radio"/> Profanity</li> <li><input type="radio"/> Excessive talking</li> </ul>	Obtain Peer Attention	Star Deduction
Teacher Directive	<ul style="list-style-type: none"> <li><input type="radio"/> Playing</li> <li><input type="radio"/> Off task</li> </ul>	Obtain Adult Attention	Take a Break
Told "No"	<ul style="list-style-type: none"> <li><input type="radio"/> Preparedness</li> <li><input type="radio"/> Tardiness</li> </ul>	Avoid Tasks/Activities	Seat Change
New Activity	<ul style="list-style-type: none"> <li><input type="radio"/> Calling out</li> <li><input type="radio"/> Minor Dress code</li> </ul>	Avoid Work	Conference with Student
Working with Peers	<ul style="list-style-type: none"> <li><input type="radio"/> Incomplete classwork</li> <li><input type="radio"/> Inappropriate language</li> </ul>	Avoid Peer(s)	Re-teach appropriate behavior
Other _____	<ul style="list-style-type: none"> <li><input type="radio"/> Touching</li> <li><input type="radio"/> Missing or late homework</li> <li><input type="radio"/> Tone/Attitude</li> <li><input type="radio"/> Other</li> </ul>	Avoid Adult(s)	Parent Contact
		Unclear/Don't know	
		Other _____	

Comment(s) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_ MIR sent home (copy)

Parent Signature: \_\_\_\_\_

# Alpha Public Schools

## WHITE SLIP

Teachers are to use this form to refer a student to the office for Level 2 Behavior Infractions.

**Student:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Referring Teacher:** \_\_\_\_\_ **Grade:** 6 7 8  
**Location of Incident:** \_\_\_\_\_

Circle at least one in first, second or third, and fourth columns.

Activity	Repeated Level 1 Infractions	Level 2 Infraction	Possible Motivation
Transition	<input type="checkbox"/> Profanity <input type="checkbox"/> Excessive talking	<input type="checkbox"/> Disrespect to authority <input type="checkbox"/> Willful disobedience	Obtain Peer Attention
Teacher Directive	<input type="checkbox"/> Playing <input type="checkbox"/> Off task	<input type="checkbox"/> Fighting/physical aggression	Obtain Adult Attention
Told "No"	<input type="checkbox"/> Preparedness <input type="checkbox"/> Tardiness	<input type="checkbox"/> Theft <input type="checkbox"/> Truancy	Avoid Tasks/Activities
New Activity	<input type="checkbox"/> Calling out <input type="checkbox"/> Minor Dress code	<input type="checkbox"/> Forgery <input type="checkbox"/> Harassment	Avoid Work
Working with Peers	<input type="checkbox"/> Incomplete classwork <input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Bullying <input type="checkbox"/> Lying	Avoid Peer(s)
Other _____	<input type="checkbox"/> Touching <input type="checkbox"/> Missing or late homework <input type="checkbox"/> Tone/Attitude <input type="checkbox"/> Other	<input type="checkbox"/> Vandalism/property damage <input type="checkbox"/> Weapon <input type="checkbox"/> Drugs/alcohol <input type="checkbox"/> Major Dress code <input type="checkbox"/> 4 MIRs <input type="checkbox"/> Other	Avoid Adult(s)
			Unclear/Don't know
			Other _____

**Comment(s)** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_

**Your child will serve detention on:** \_\_\_\_\_

**Parent/Guardian Contacted (Required)**

**Date** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

**Name of Parent/Guardian:** \_\_\_\_\_  **Contacted by phone**  
 \_\_\_\_\_  **Contacted via e-mail**



**Alpha Public Schools**  
**Alpha Middle School 2 Charter Petition**  
**Appendices: Table of Contents**

Appendix A	A Day in the Life of an Alpha Student
Appendix B	Dispelling the Myth
Appendix C	Needles in a Haystack
Appendix D	School Year Calendar
Appendix E	The Learning Season
Appendix F	Response to Intervention Plan
Appendix F1	Data Analysis Tool
Appendix G	Individualized Learning Plan (ILP)
Appendix H	Family Handbook
Appendix I	Sample Bell Schedule
Appendix J	Curriculum Documents
Appendix J1	Common Core Implementation Plan
Appendix K	Afterschool Partnerships
Appendix L	504 Plan
Appendix M	Alpha Non-Profit Status Documents and Board Resumes
Appendix M1	Local Complaint Procedures
Appendix M2	Universal Complaint Procedures
Appendix N	Alpha Conflicts Code
Appendix O	Teacher Performance Documents
Appendix P	Health and Safety Policies
Appendix Q	Staff Reference Guide
Appendix R	Registration and Enrollment Documents
Appendix S	Suspension and Expulsion Policy
Appendix T	STAR System Guide
Appendix U	5 Year Budget & Cash Flow Projections
Appendix V	Fiscal Policies and Procedures
Appendix W	Facility Requirements
Appendix X	SBE Model Application
Appendix Y	Signatures: Meaningfully Interested Parents



**Alpha PUBLIC SCHOOLS**  
**Budget Narrative, Budget, and Cash**  
**Flow**

Charter Petition Appendix U

## Budget Narrative

### Enrollment

Alpha Middle School Two will open with a sixth grade and 170 students in 2014-15 and reach its full capacity of 442 students with grades 6-8 in 2016-17.

### Demographics

Based on the experience of Alpha's original school, Alpha: Blanca Alvarado, we believe that these are conservative estimates.

- Free and Reduced Lunch: 80%
- Economically Disadvantaged: 35%
- English Learners: 40%

### Revenue

#### *General Purpose Revenue*

Revenues are based on School Services of California's projections for 2013-14 and their recommended COLA of 2.2% for 2014-15. Rates in 2014-15 are as follows:

- General Purpose Block Grant per ADA: 4-6: \$5,353, 7-8: \$5,515
- Categorical Block Grant per ADA: \$416
- Economically Disadvantaged and English Learner (Included in Categorical Block Grant): \$351 per Eligible Student (based on 2012-13 P1 certification and assumed COLA growth)
- State Lottery: \$154 per ADA

#### *Federal Funding*

The budget includes funding from the Public Charter School Grant Program for operations in years 1 and 2. The amounts are based on the 2010-15 grant cycle. Alpha Middle School Two will be able to apply for the grant in October of 2013 and would be able to reapply in October of 2014 if the grant is not awarded in the first application cycle. The budget assumes that funding will not be approved until the October 2014 cycle and that funds will not be received until February of 2015. EdTec worked with eight charter schools during the last PCSGP

application period and all eight schools were approved for the grant. Additionally, Alpha: Blanca Alvarado was awarded a maximum grant award.

Based on projected FRL counts, Alpha Middle School Two will be applying for Title I, Title II. Projections for funding are \$380 per FRL student for Title I and \$19 per student for Title II funding. Alpha will follow the federal guidelines for expenditures in relation to Title funding with an emphasis on supplementing rather than supplanting.

#### *Child Nutrition*

Since Alpha is serving meals to students who qualify for free and reduced lunch, the school will receive federal nutrition reimbursements. The reimbursement is currently \$2.79 per lunch for students who qualify for free lunch and \$2.39 per lunch for students who qualify for reduced lunch, \$1.51 for free breakfast and \$1.21 for reduced breakfast, and \$.76 for snacks for both free and reduced lunch.

#### *Special Education*

Alpha Middle School Two will be joining a charter school SELPA. Starting in year one, the school will receive \$452 per ADA for the state entitlement and starting in year two receive \$146 from federal entitlement. The 6% administrative fee charged by the SELPA is included in the expenses.

#### *Other State Revenues*

Alpha Middle School Two will receive \$127 per ADA from the New Charter School Categorical program. This is the program that new charter schools are eligible for since they are locked out of participating in other categorical programs. Should the freeze on categoricals end after the 2014-15 fiscal year, Alpha would be able to access numerous categorical programs. The amount of those categorical programs would likely exceed the \$127 per student that is currently budgeted.

Alpha will be applying for the After School Education and Safety (ASES) grant. Based on projected enrollment and demographics the school would qualify for the full \$150,000 grant.

#### *Local Revenues*

Alpha Middle School Two 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.

Alpha is projecting \$1,000,000 in fundraising and grant between the startup year and first three years of operation. Alpha: Blanca Alvarado raised \$1 Million in philanthropic support and Alpha Middle School two has already received commitments of or donations for \$300,000 for Year 0 (startup year) expenses. Alpha: Blanca Alvarado was the first recipient of a grant from the Silicon Schools Foundation, that provides \$700,000 grants to new blended model schools in the Bay Area and Alpha Middle School Two will be applying for and expects to receive a grant as well.

### **Accounting:**

Like most charter schools, Alpha will use accrual based accounting. This means that Alpha will recognize revenues when they are earned, not when they are received. Two examples of how this plays out. One, the state is currently deferring a large portion of state aid revenues from one fiscal year into the next. In the budget, this revenue is recognized when it is earned, not when it is received. On the cash flow, the cash impact is reflected when the cash is received in the following year. Two, charter schools receive some funding such as lottery based on prior year ADA. Even though Alpha won't receive cash proceeds from lottery funding until year two, the funds are still earned in year one.

### **Expenses:**

Expenses have been estimated by school leadership based on the experiences of Alpha's original school Blanca Alvarado. 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 between 2.5% and 3% per year.

Staffing Assumptions	FTE							
	Code	Starting Salary	Bonus Percentage	2014-15	2015-16	2016-17	2017-18	2018-19
Principal	1300	\$ 92,070	10%	1	1	1	1	1
Assistant Principal	1300	\$ 76,725	10%	1	1	1	2	2
Teacher - Level 1	1100	\$ 51,150	10%	3	0	2	2	2
Teacher - Level 2	1100	\$ 53,196	10%	1	2	7	7	7
Teacher - Level 3	1100	\$ 55,242	10%	1	5	3	3	3
Teacher - Level 4	1111	\$ 57,288	10%	0	2	1	1	1
Special Ed. Teacher	1148	\$ 61,380	10%	0	1	1.5	1.5	1.5
Learning Coach (Full Time)	2100	\$ 40,920	10%	2	3	3	3	3
Learning Coach (Part Time)	2101	\$ 22,097	5%	4	4	4	4	4
Art/Music Staff	2103	\$ 73,656	5%	0.3	0.5	0.8	0.8	0.8
Office Manager	2400	\$ 46,035	5%	1	1	1	1	1
Athletic Coach	2900	\$ 51,150	5%	0	1	1.5	1.5	1.5

Alpha will offer health benefits for all full time staff members. The average expected cost of health benefits is \$5,445 per employee in 2014-15 and grows.

The school does not plan to participate in STRS or PERS. All employees will participate in social security and the school will provide a match of up to 3% of SIMPLE IRA contributions.

#### *Books and Supplies*

- Alpha Middle School Two is budgeting costs of \$125 per new student and an additional \$50 for all students to purchase textbooks core curricular activities. In addition, Alpha is budgeting \$15,000 in year one for Books and Reference Materials and \$5,000 each year after. Alpha is also budgeting \$50 per student for instructional materials.
- Cost of classroom furniture is estimated at \$6,000 per new classroom each year. Office furniture is projected at \$5,000 in year one and \$1,000 each year after and office supplies are being budgeted at \$75 per student.
- Uniforms are budgeted at \$50 per new student with an additional \$25 for all students.
- Alpha is budgeting \$350 per sixth grader for computers each year as well as \$125 per student for educational software. There is also \$2,500 per new teacher/admin for staff computers and \$400 per FTE for staff software.
- The food service program is based on the actual experience of Alpha: Blanca Alvarado in year 1 and assumes that the school serves breakfast to 15% of students, lunch to 75% of students, and snack to 50% of students. The cost of meals is estimated at \$1.65 for breakfast, \$3.50 for lunch and \$.76 for snack. Meals will be served for 180 days.

### *Services and Operating Expenses*

- Rent projections assume a facility though Prop 39 with similar costs as what Alpha: Blanca Alvarado is currently paying. Those costs have been estimated at 11% of non reimbursement state revenues (Block Grant, Categorical and Lottery).
- Utilities are estimated at \$3,000 per classroom and janitorial services at \$2,500 per classroom. Alpha is also including \$15,000 for any necessary repairs and maintenance on the facility that would be needed.
- Security and fire prevention systems are estimated at \$250 and \$500 per classroom, respectively.
- Insurance is projected at \$70.60 per student.
- Back office business services are based on Alpha using a back office provider. Fees start at 6.5% of governmental revenues in year one and decrease to 4.5% of governmental revenues in year three. Expense for the school's annual audit is budgeted at \$10,000 per year.
- Alpha is budgeting for professional development opportunities for staff with \$2,000 for each instructional and administrative staff member. There is also \$10,000 budgeted each year for conference fees.
- Alpha will be using consultants to provide support for instruction and facilities. Instructional consultants are projected at \$3,000 per teacher each year, with an additional \$10,000 in year one. Facilities consultants are projected at \$20,000 in year one and \$10,000 each year after that.
- Alpha will use a student information system which is budgeted at \$25 per student. Alpha is also budgeting \$50 per student for technology services, \$20 per student for student assessment and \$10 for student health services.
- Alpha is planning on using contractors to provide special education services. In year 1 there is \$100,000 budgeted to provide all special ed. related services. In year two and beyond, after the school has hired a special education teacher, there is \$250 per total number of enrolled students budgeted for the contractors to provide additional services to special education students. Assuming, a statewide average of 10% of students with IEP's, this amount would represent \$2,500 per student with an IEP.
- There is a Principal's contingency of \$18,000 per year for any unexpected expenses.

### **Cash Flow**

Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan. Alpha is conservatively assuming that funds will not arrive until July of 2015. The CDE loan payback

would occur over a four year period. In EdTec's experience, no school has ever not received a revolving loan and Alpha: Blanca Alvarado was able to obtain this funding.

The cash forecast assumes that the 2013-14 deferral schedule will remain in place throughout the five year projections. In light of the governor anticipating that state deferrals will be eliminated by 2016-17, we believe that this is a conservative projection. The Special Advance Apportionment for growing schools has been included following historical disbursement patterns with funds arriving in October and January.



Alpha Middle School Two  
 Multiyear Budget Summary

	2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19
	Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
<b>SUMMARY</b>								
<b>Revenue</b>								
General Block Grant	-	864,548		1,614,935	2,407,707	2,477,442	2,549,278	
Federal Revenue	-	456,210		450,213	314,218	356,858	367,061	
Other State Revenues	-	387,875		544,694	794,784	857,198	876,060	
Local Revenues	-	24,136		43,602	64,827	55,913	57,591	
Fundraising and Grants	200,000	400,000		300,000	100,000	-	-	
<b>Total Revenue</b>	<b>200,000</b>	<b>2,132,769</b>		<b>2,953,544</b>	<b>3,681,536</b>	<b>3,747,411</b>	<b>3,849,590</b>	
<b>Expenses</b>								
Compensation and Benefits	136,923	877,269		1,470,419	1,916,831	1,972,475	2,046,042	
Books and Supplies	30,000	319,260		419,220	560,233	505,627	521,926	
Services and Other Operating Expenditures	30,500	661,116		772,953	1,067,592	1,076,323	1,107,018	
Capital Outlay	-	-		-	-	-	-	
<b>Total Expenses</b>	<b>197,423</b>	<b>1,857,645</b>		<b>2,662,592</b>	<b>3,544,656</b>	<b>3,554,426</b>	<b>3,674,985</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>2,576</b>	<b>275,124</b>		<b>290,952</b>	<b>136,881</b>	<b>192,986</b>	<b>175,005</b>	
<i>Operating Income (including Depreciation)</i>	2,576	275,124		290,952	136,881	192,986	175,005	
<b>Fund Balance</b>								
Beginning Balance (Unaudited)		2,576		277,701	568,653	705,534	898,520	
Audit Adjustment		-		-	-	-	-	
Beginning Balance (Audited)		2,576		277,701	568,653	705,534	898,520	
Operating Income (including Depreciation)	2,576	275,124		290,952	136,881	192,986	175,005	
<b>Ending Fund Balance (including Depreciation)</b>	<b>2,576</b>	<b>277,701</b>		<b>568,653</b>	<b>705,534</b>	<b>898,520</b>	<b>1,073,524</b>	

**Alpha Middle School Two**  
**Multyear Budget Summary**

	2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19
Detail	Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
<b>Enrollment Breakdown</b>								
K		-	-	-	-	-	-	
1		-	-	-	-	-	-	
2		-	-	-	-	-	-	
3		-	-	-	-	-	-	
4		-	-	-	-	-	-	
5		-	-	-	-	-	-	
<b>Enrollment Summary</b>								
4-6		170	-	170	170	170	170	
7-8		-	-	136	272	272	272	
<b>Total Enrolled</b>		170	-	306	442	442	442	
<b>ADA %</b>								
K-3		95%	-	95%	95%	95%	95%	
4-6		95%	-	95%	95%	95%	95%	
<b>Average</b>		95%	-	95%	95%	95%	95%	
<b>ADA</b>								
4-6		161.5	-	161.5	161.5	161.5	161.5	
7-8		0.0	-	129.2	258.4	258.4	258.4	
<b>Total ADA</b>		161.5	-	290.7	419.9	419.9	419.9	

Alpha Middle School Two  
 Multiyear Budget Summary

		2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
<b>General Block Grant</b>									
8015	Charter Schools General Purpose Entitlement - State Aid	-	601,358	-	1,141,193	1,723,412	1,793,148	1,864,983	-
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-
8096	Charter Schools in Lieu of Prop. Taxes (was 6780)	-	263,100	-	473,742	684,294	684,294	664,294	-
		-	864,548	-	1,614,935	2,407,707	2,477,442	2,549,278	-
8100	<b>Federal Revenue</b>								
8181	Special Education - Entitlement	-	21,964	-	40,484	60,056	54,671	56,311	-
8220	Child Nutrition Programs	-	61,765	-	111,177	164,283	168,390	172,936	-
8291	Title I	-	45,220	\$360 per Title I eligible student	48,291	65,600	127,308	131,016	\$424 per Title I eligible student
8292	Title II	-	2,261	\$19 per Title II eligible	2,261	4,280	6,489	6,798	\$22 per Title II eligible
8296	Implementation Grant	-	325,000	-	250,000	-	-	-	-
<b>SUBTOTAL - Federal Income</b>		-	456,210	-	450,213	314,216	356,858	367,061	-
8300	<b>Other State Revenues</b>								
8381	Special Education - Entitlement (State)	-	72,998	-	134,550	199,597	205,366	211,547	-
8560	State Lottery Revenue	-	24,871	\$154 per ADA per SSC	44,768	64,665	64,665	64,665	\$154 per ADA per SSC
8592	Categorical Block Grant	-	67,177	\$416 per ADA; includes a proration factor of 0.81	123,757	225,496	232,205	238,923	\$569 per ADA per statute, including a proration factor
0	Educationally Disadvantaged Block Grant	-	52,319	\$351 per ADA; includes a proration factor of 1	-	-	-	-	\$376 per ED & ELL student, including a
0	Educationally Disadvantaged Block Grant	-	-	\$351 per ADA; includes a proration factor of 1	53,640	98,790	147,066	151,312	\$376 per ED & ELL student, including a
0	ED Minimum Funding	-	-	-	-	-	-	-	-
8593	New School Categorical	-	20,511	\$127 per ADA Total	37,879	56,246	57,877	59,513	\$142 per ADA Total
8594	ASES	-	150,000	-	150,000	150,000	150,000	150,000	-
<b>SUBTOTAL - Other State Income</b>		-	387,875	-	544,594	794,784	857,198	876,060	-
8600	<b>Other Local Revenue</b>								
8634	Food Service Sales	-	16,495	-	29,674	43,846	45,120	46,474	-
8636	Uniforms	-	7,650	\$45 per Students Total	14,128	20,979	10,793	11,117	\$50 per Students Total
<b>SUBTOTAL - Local Revenues</b>		-	24,136	-	43,802	64,827	55,913	57,591	-
8800	<b>Donations/Fundraising</b>								
8801	Donations - Parents	-	-	-	-	-	-	-	-
8802	Donations - Private	-	-	-	-	-	-	-	-
8803	Fundraising	200,000	400,000	-	300,000	100,000	-	-	-
<b>SUBTOTAL - Fundraising and Grants</b>		200,000	400,000	-	300,000	100,000	-	-	-
<b>TOTAL REVENUE</b>		200,000	2,132,769	-	2,953,544	3,681,518	3,747,411	3,649,990	-

Alpha Middle School Two  
Multiyear Budget Summary

		2013/14	2014/15	2014/16	2015/16	2016/17	2017/18	2018/19	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
<b>EXPENSES</b>									
<b>Compensation &amp; Benefits</b>									
1000	Certificated Salaries								
1100	Teachers Salaries	-	288,077	5 FTE	555,954	607,880	831,308	856,247	13 FTE
1148	Teacher - Special Ed	-	-		69,206	104,348	107,372	110,593	1.5 FTE
1300	Certificated Supervisor & Administrator Salaries	90,000	151,916	1.6 FTE	150,316	195,455	201,123	207,157	2 FTE
<b>SUBTOTAL - Certificated Employees</b>		<b>90,000</b>	<b>439,992</b>	<b>-</b>	<b>815,477</b>	<b>1,107,681</b>	<b>1,139,803</b>	<b>1,173,997</b>	<b>-</b>
2000	Classified Salaries								
2100	Classified - Learning Coach Full Time	-	90,024	2 FTE	138,412	142,149	148,271	150,659	3 FTE
2101	Classified - Learning Coach Part Time	-	92,807	4 FTE	95,128	97,696	100,529	103,545	4 FTE
2103	Classified - Art/Music	-	28,780	0.3 FTE	41,524	65,905	67,817	69,851	0.8 FTE
2300	Classified Supervisor & Administrator Salaries	-	73,145	1 FTE	-	-	-	-	-
2400	Classified Clerical & Office Salaries	25,000	-		49,545	50,883	52,358	53,929	1 FTE
2900	Athletic Coaches	-	-		55,050	86,151	88,649	91,309	1.5 FTE
<b>SUBTOTAL - Classified Employees</b>		<b>25,000</b>	<b>281,756</b>	<b>-</b>	<b>379,658</b>	<b>442,784</b>	<b>455,625</b>	<b>469,294</b>	<b>-</b>
3000	Employee Benefits								
3100	STRS	-	-	-	-	-	-	-	-
3200	PERS	-	-	-	-	-	-	-	-
3300	OASDI-Medicare-Alternative	8,798	55,319	7.55% of salaries (\$ S./Medicare)	91,582	118,607	122,246	125,906	-
3400	Health & Welfare Benefits	4,950	49,005	\$5445 per FTE per year. Growing at 10% per year.	99,970	139,723	144,042	162,973	-
3500	Unemployment Insurance	700	4,284	3.60% per first \$7K of pay per person	6,048	7,056	7,056	7,056	-
3600	Workers Comp Insurance	4,025	25,261	3.50% of payroll, per insurance quote for similarly	41,830	54,266	55,640	57,515	-
3700	Retiree Benefits	3,450	21,652	3% of all payroll	35,854	46,514	47,863	49,299	-
<b>SUBTOTAL - Employee Benefits</b>		<b>21,923</b>	<b>155,521</b>	<b>-</b>	<b>275,284</b>	<b>368,368</b>	<b>377,647</b>	<b>402,751</b>	<b>-</b>

Alpha Middle School Two  
 Multiyear Budget Summary

		2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
4000	Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	-	29,750	\$125 per New Student	33,201	41,374	24,089	24,612	\$56 Per Student
4200	Books & Other Reference Materials	-	15,000		5,000	5,140	5,289	5,446	
4315	Custodial Supplies	-	750	\$150 per Teacher	1,385	2,057	2,116	2,180	\$167 per Teacher
4320	Educational Software	-	21,250	\$125 per Student	39,245	58,274	59,964	61,763	\$139 per Student
4325	Instructional Materials & Supplies	-	8,500	\$50 per New Student	6,977	7,172	-	-	
4330	Office Supplies	-	12,750	\$75 per Student	23,547	34,964	35,978	37,058	\$83.84 per Student
4335	PE Supplies	-	1,000		200	206	212	218	
4350	Uniforms	-	12,750	\$50 per New Student	14,856	18,894	12,071	12,433	\$28 per Student
4410	Classroom Furniture, Equipment & Supplies	-	30,000	\$6000 per New Classroom	24,024	25,313	-	-	
4420	Computers (individual items less than \$5K)	30,000	59,500	\$350 per Student	61,047	62,756	64,579	66,514	\$391 per Student
4430	Non Classroom Related Furniture, Equipment & Supplies	-	5,000		1,000	1,028	1,058	1,090	
4710	Student Food Services	-	94,550		174,615	255,248	272,940	291,128	
4410	Staff Computers	-	22,500	\$2500 per New Teacher	24,700	26,500	15,700	17,300	
4410	Staff Software	-	5,960	\$400 per FTE	8,824	11,307	11,635	11,984	\$447 per FTE
<b>SUBTOTAL - Books and Supplies</b>		<b>30,000</b>	<b>319,280</b>		<b>419,220</b>	<b>560,233</b>	<b>503,527</b>	<b>521,928</b>	

Alpha Middle School Two  
Multiyear Budget Summary

	2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19
	Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
5000 Services & Other Operating Expenses								
5210 Conference Fees	-	10,000		10,260	10,547	10,853	11,179	
5400 Insurance	-	12,002	\$70 6 per Student	22,165	32,913	33,867	34,883	\$79 per Student
5615 Janitorial, Gardening Services & Supplies	-	12,500	\$250 per Teacher	23,085	34,279	35,273	36,331	\$2794 per Teacher
5620 Security	-	1,250	\$250 per Teacher	2,309	3,428	3,527	3,633	\$279 per Teacher
5630 Fire Prevention	-	2,500	\$500 per Teacher	4,617	6,856	7,055	7,266	\$559 per Teacher
5635 Utilities - All Utilities	-	15,000	\$3000 per Teacher	27,702	41,134	42,327	43,597	\$3354 per Teacher
5605 Equipment Leases	-	12,500	\$2500 per Teacher	23,085	34,279	35,273	36,331	\$2794 per Teacher
5610 Rent	-	113,237		200,347	302,951	311,541	320,373	
5615 Repairs and Maintenance - Building	-	15,000		15,000	15,000	5,000	5,000	
5617 Repairs and Maintenance - Other Equipment	-	2,500	\$500 per Teacher	4,617	6,856	7,055	7,266	\$558 per Teacher
5803 Accounting Fees	-	10,000		10,260	10,547	10,853	11,179	
5805 Administrative Fees - SELPA	-	5,998	\$35.28 per Student	11,076	16,447	16,924	17,432	\$39 per Student
5812 Business Services	-	79,749	6.5% of governmental revenues	114,044	139,175	146,837	150,822	4.5% of governmental revenues
5813 Financial Service Contracts	-	4,250	\$25 per Student	7,849	11,655	11,993	12,353	\$28 per Student
5815 Consultants - Instructional	-	25,000	\$3000 per Teacher + \$10K S/U	27,702	41,134	42,327	43,597	\$3353 per Teacher
5819 Desktop Support	-	45,000		-	-	-	-	
5820 Consultants - Facilities	-	20,000	\$20K yr 1, \$10K yr after	10,000	10,280	10,578	10,895	
5824 District Oversight Fees	-	9,840	1.0% of General & Categorical Block Grants	17,923	27,320	28,567	29,395	1.0% of General & Categorical Block Grants
5826 Directors Contingency	-	50,000		18,000	18,504	19,041	19,612	
5830 Field Trips Expenses	-	5,000	\$1000 per Teacher	9,234	13,711	14,109	14,532	\$1118 per Teacher
5836 Fingerprinting	-	500		513	527	543	559	
5839 Fundraising Expenses	-	10,000		10,260	10,547	-	-	
5843 Interest - Loans Less than 1 Year	-	-	Revolving Loan	1,250	338	625	313	
5845 Legal Fees	10,000	5,000		5,130	5,274	5,427	5,589	
5851 Student Recruiting	10,000	10,000		10,260	10,547	10,853	11,179	
5852 Marketing/Outreach	-	8,500	\$50 per Student	15,698	23,309	23,585	24,705	\$56 per Student
5854 Consultants - Other 1	-	-		-	-	-	-	
5860 Printing and Reproduction	-	3,400	\$20 per Student	6,279	9,324	9,594	9,882	\$22 per Student
5863 Professional Development - Admin	5,000	7,200	\$2K Per Admin	6,156	6,328	6,512	6,707	\$2,236 Per Admin
5864 Professional Development - Instructional	-	14,000	\$2K per Instructional	28,728	40,080	39,071	40,243	\$2,236 per Instructional
5865 Professional Development - Tech	-	5,000		-	-	-	-	
5869 Special Education Contract Instructors	-	100,000	\$100K Total	76,500	110,500	113,705	117,116	\$265 per Student
5875 Staff Recruiting	5,500	7,500	\$500 per New Teacher +	7,052	7,109	5,000	5,000	\$500 per New Teacher +
5878 Student Assessment	-	3,400	\$20 per Student	6,279	9,324	9,594	9,882	\$22 per Student
5880 Student Health Services	-	1,700	\$10 per Student	3,140	4,662	4,797	4,941	\$11 per Student
5881 Student Information System	-	9,250	\$25 per Student + \$5K S/U	7,849	11,655	11,993	12,353	\$28 per Student
5884 Substitutes	-	2,000	\$400 per Teacher	3,694	5,485	5,644	5,813	\$447 per Teacher
5887 Technology Services	-	8,500	\$50 per Student	15,698	23,309	23,585	24,705	\$56 per Student
5896 Internet/Website consulting	-	2,500		-	-	-	-	
5910 Communications - Internet / Website Fees	-	4,500		500	1,029	1,029	1,029	
5915 Postage and Delivery	-	2,040	\$12 per Student	3,767	5,594	5,757	5,929	\$13 per Student
5920 Communications - Telephone & Fax	-	4,800		4,925	5,053	5,210	5,366	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>30,500</b>	<b>661,116</b>		<b>772,953</b>	<b>1,067,592</b>	<b>1,078,323</b>	<b>1,107,018</b>	

**Alpha Middle School Two**  
 Multiyear Budget Summary

		2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Notes
6000	Capital Outlay								
6100	Sites & Improvement of Sites	-	-		-	-	-	-	
6200	Buildings & Improvement of Buildings	-	-		-	-	-	-	
6300	School Libraries	-	-		-	-	-	-	
6400	Equipment	-	-		-	-	-	-	
<b>SUBTOTAL - Capital Outlay</b>		-	-		-	-	-	-	
<b>TOTAL EXPENSES</b>		<b>197,423</b>	<b>1,857,645</b>	-	<b>2,662,592</b>	<b>3,544,655</b>	<b>3,554,426</b>	<b>3,674,985</b>	-
6900	Total Depreciation (includes Prior Years)								
<b>TOTAL EXPENSES Including Depreciation</b>		<b>197,423</b>	<b>1,857,645</b>	-	<b>2,662,592</b>	<b>3,544,655</b>	<b>3,554,426</b>	<b>3,674,985</b>	-

Alpha Middle School Two  
Monthly Cash Forecast

	2014/15												Forecast	APIAR
	Actual & Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	2,578	85,544	118,572	24,940	225,628	188,243	53,129	80,189	113,808	92,708	124,805	126,534		
<b>Revenue</b>														
General Block Grant	-	-	-	319,883	-	-	155,619	-	81,029	98,211	33,033	19,739	864,548	150,034
Federal Income	-	-	6,177	6,177	6,177	6,177	25,169	168,677	9,582	31,317	88,516	6,177	456,210	102,067
Other State Income	-	-	-	44,213	97,500	-	17,357	6,218	36,440	73,940	14,599	-	387,875	97,612
Local Revenues	-	-	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	2,414	24,136	-
Fundraising and Grants	160,000	160,000	80,000	-	-	-	-	-	-	-	-	-	400,000	-
<b>Total Revenue</b>	<b>160,000</b>	<b>160,000</b>	<b>88,590</b>	<b>372,686</b>	<b>106,090</b>	<b>8,590</b>	<b>200,568</b>	<b>177,308</b>	<b>129,464</b>	<b>203,882</b>	<b>138,558</b>	<b>28,329</b>	<b>2,132,769</b>	<b>358,713</b>
<b>Expenses</b>														
Compensation & Benefits	25,179	77,498	78,783	77,498	77,284	77,284	78,998	77,498	77,498	77,284	77,284	75,179	877,269	-
Books & Supplies	41,505	41,505	50,960	20,588	20,588	20,588	20,588	20,588	20,588	20,588	20,588	20,588	319,260	-
Services & Other Operating Expenses	10,349	10,349	54,859	76,293	47,984	48,213	76,293	47,984	54,859	76,293	41,338	48,213	681,119	68,087
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>77,034</b>	<b>129,353</b>	<b>184,603</b>	<b>174,379</b>	<b>145,856</b>	<b>146,085</b>	<b>175,879</b>	<b>146,070</b>	<b>152,945</b>	<b>174,165</b>	<b>139,210</b>	<b>143,980</b>	<b>1,857,845</b>	<b>68,087</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>82,966</b>	<b>30,647</b>	<b>(95,012)</b>	<b>198,307</b>	<b>(39,766)</b>	<b>(137,495)</b>	<b>24,679</b>	<b>31,238</b>	<b>(23,481)</b>	<b>29,717</b>	<b>(652)</b>	<b>(115,651)</b>	<b>275,124</b>	<b>290,626</b>
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	2,381	2,381	2,381	2,381	2,381	2,381	2,381	2,381	2,381	2,381	2,381	-	-
Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>85,544</b>	<b>118,572</b>	<b>24,940</b>	<b>225,628</b>	<b>188,243</b>	<b>53,129</b>	<b>80,189</b>	<b>113,808</b>	<b>92,708</b>	<b>124,805</b>	<b>126,534</b>	<b>13,264</b>		



**Alpha Middle School Two**  
Monthly Cash Forecast

	2015/16 Projected												Forecast	APIAR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	13,264	304,918	380,765	236,728	296,108	261,904	273,082	258,938	159,206	221,125	377,848	295,736		
<b>Revenue</b>														
General Block Grant	-	15,791	41,144	192,658	43,823	62,606	173,588	62,608	193,840	265,212	74,371	34,215	1,614,935	454,981
Federal Income	-	-	11,467	14,540	11,949	137,635	34,725	12,835	15,518	38,637	12,526	136,118	450,213	24,462
Other State Income	-	9,625	3,987	24,507	106,893	17,324	33,236	28,516	58,230	95,730	23,763	-	544,594	142,684
Local Revenues	-	-	4,380	4,380	4,380	4,380	4,380	4,380	4,380	4,380	4,380	4,380	43,802	-
Fundraising and Grants	120,000	120,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	300,000	-
<b>Total Revenue</b>	<b>120,000</b>	<b>145,416</b>	<b>66,978</b>	<b>242,086</b>	<b>173,146</b>	<b>227,948</b>	<b>251,929</b>	<b>114,138</b>	<b>278,068</b>	<b>409,959</b>	<b>121,039</b>	<b>180,713</b>	<b>2,963,544</b>	<b>622,127</b>
<b>Expenses</b>														
Compensation & Benefits	29,394	131,099	132,914	131,099	130,797	130,797	133,216	131,099	131,099	130,797	130,797	127,311	1,470,419	-
Books & Supplies	42,380	42,360	59,822	30,520	30,520	30,520	30,520	30,520	30,520	30,520	30,520	30,520	419,220	-
Services & Other Operating Expenses	14,051	14,051	59,125	96,515	46,428	59,125	96,515	48,428	59,125	96,515	46,428	59,125	772,953	79,520
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>85,805</b>	<b>187,510</b>	<b>251,851</b>	<b>258,134</b>	<b>207,745</b>	<b>220,442</b>	<b>280,251</b>	<b>208,047</b>	<b>220,744</b>	<b>257,832</b>	<b>207,745</b>	<b>216,956</b>	<b>2,662,592</b>	<b>79,520</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>34,195</b>	<b>(42,594)</b>	<b>(184,883)</b>	<b>(16,048)</b>	<b>(34,639)</b>	<b>7,504</b>	<b>(8,322)</b>	<b>(93,910)</b>	<b>57,324</b>	<b>152,128</b>	<b>(86,706)</b>	<b>(36,243)</b>	<b>290,652</b>	<b>542,607</b>
Revenues - Prior Year Accruals	91,894	123,188	46,067	81,250	6,218	9,496	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(58,246)	(9,840)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(26,189)	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595	4,595	-	-
Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	250,000	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
<b>Ending Cash</b>	<b>304,918</b>	<b>380,765</b>	<b>236,728</b>	<b>296,108</b>	<b>261,904</b>	<b>273,082</b>	<b>258,938</b>	<b>159,206</b>	<b>221,125</b>	<b>377,848</b>	<b>295,736</b>	<b>264,088</b>		

Alpha Middle School Two  
Monthly Cash Forecast

	2016/17 Projected												Forecast	AP/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		
<b>Beginning Cash</b>	284,088	345,965	440,781	304,506	313,417	265,498	149,339	207,009	115,808	221,908	444,026	342,830		
<b>Revenue</b>														
General Block Grant	-	28,425	74,993	293,816	61,108	116,749	293,337	116,749	268,188	362,348	103,433	48,953	2,407,707	619,808
Federal Income	-	-	17,072	22,736	17,961	19,225	60,097	19,225	22,303	63,192	18,308	16,428	314,218	37,670
Other State Income	-	15,597	6,460	39,715	112,884	28,075	53,860	44,241	95,464	132,964	37,711	-	794,784	227,810
Local Revenues	-	-	6,483	6,483	6,483	6,483	6,483	6,483	6,483	6,483	6,483	6,483	64,827	-
Fundraising and Grants	40,000	40,000	2,500	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	100,000	-
<b>Total Revenue</b>	<b>40,000</b>	<b>84,022</b>	<b>107,009</b>	<b>364,550</b>	<b>220,434</b>	<b>172,533</b>	<b>415,778</b>	<b>188,699</b>	<b>394,437</b>	<b>566,987</b>	<b>187,935</b>	<b>73,864</b>	<b>3,881,538</b>	<b>885,288</b>
<b>Expenses</b>														
Compensation & Benefits	32,114	171,492	173,609	171,492	171,140	171,140	173,962	171,492	171,492	171,140	171,140	166,617	1,916,831	-
Books & Supplies	48,502	48,502	75,027	43,134	43,134	43,134	43,134	43,134	43,134	43,134	43,134	43,134	560,233	-
Services & Other Operating Expenses	17,539	17,539	80,388	137,272	61,534	80,388	137,272	61,534	80,388	137,272	61,534	80,388	1,067,592	114,542
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>98,155</b>	<b>237,534</b>	<b>329,024</b>	<b>351,698</b>	<b>275,808</b>	<b>284,661</b>	<b>354,368</b>	<b>276,160</b>	<b>295,014</b>	<b>351,545</b>	<b>275,808</b>	<b>290,139</b>	<b>3,644,655</b>	<b>114,542</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(58,155)</b>	<b>(153,512)</b>	<b>(222,015)</b>	<b>12,652</b>	<b>(55,373)</b>	<b>(122,128)</b>	<b>61,410</b>	<b>(87,461)</b>	<b>99,424</b>	<b>215,442</b>	<b>(107,873)</b>	<b>(216,274)</b>	<b>136,881</b>	<b>770,745</b>
Revenues - Prior Year Accruals	252,171	258,574	89,480	-	11,192	9,710	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(61,697)	(17,923)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(50,541)	6,677	6,677	6,677	6,677	6,677	6,677	6,677	6,677	6,677	6,677	6,677	6,677	6,677
Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
<b>Ending Cash</b>	<b>345,965</b>	<b>440,781</b>	<b>304,506</b>	<b>313,417</b>	<b>265,498</b>	<b>149,339</b>	<b>207,009</b>	<b>115,808</b>	<b>221,908</b>	<b>444,026</b>	<b>342,830</b>	<b>133,233</b>		

Alpha Middle School Two  
Monthly Cash Forecast

	2017/18 Projected												Forecast	APIAR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	133,233	229,997	430,310	370,851	432,252	434,534	398,742	597,232	578,678	624,949	770,751	646,649		
<b>Revenue</b>														
General Block Grant	-	41,058	109,517	323,272	119,994	173,822	383,267	173,822	228,660	292,422	90,408	47,901	2,477,442	493,300
Federal Income	-	-	17,794	26,196	19,113	20,988	81,806	20,988	20,269	76,670	17,936	16,839	358,858	38,258
Other State Income	-	28,194	10,849	66,697	123,336	47,149	90,451	63,315	83,005	120,505	33,464	-	857,198	192,234
Local Revenues	-	-	5,591	5,591	5,591	5,591	5,591	5,591	5,591	5,591	5,591	5,591	55,913	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	67,251	143,751	421,757	268,034	247,550	581,115	283,716	337,525	495,188	147,400	70,331	3,747,411	723,782
<b>Expenses</b>														
Compensation & Benefits	33,035	176,479	178,599	176,479	176,126	176,126	178,949	176,479	176,479	176,126	176,126	171,473	1,972,475	-
Books & Supplies	35,840	35,840	63,134	41,202	41,202	41,202	41,202	41,202	41,202	41,202	41,202	41,202	505,627	-
Services & Other Operating Expenses	18,350	18,350	80,444	138,929	81,044	80,444	138,929	61,044	80,444	138,929	61,044	80,444	1,076,323	117,930
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	87,225	230,669	322,174	358,610	278,372	297,772	359,079	278,724	298,124	356,257	278,372	293,118	3,554,426	117,930
<b>Operating Cash Inflow (Outflow)</b>	(67,225)	(163,418)	(178,422)	65,147	(10,338)	(50,221)	202,038	(15,008)	39,401	138,932	(130,972)	(222,787)	192,986	605,851
Revenues - Prior Year Accruals	344,655	384,181	122,909	-	18,168	17,976	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(87,223)	(27,320)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(73,444)	6,870	6,870	6,870	6,870	6,870	6,870	6,870	6,870	6,870	6,870	6,870	-	-
Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
<b>Ending Cash</b>	229,997	430,310	370,851	432,252	434,534	398,742	597,232	578,678	624,949	770,751	646,649	430,732		

Alpha Middle School Two  
Monthly Cash Forecast

	2018/19												Forecast	APIAR
	Projected													
	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	430,732	454,523	567,843	476,800	545,079	543,915	517,362	729,133	711,616	751,367	895,681	783,370		
<b>Revenue</b>														
General Block Grant	-	41,058	110,625	334,138	122,834	178,640	398,560	178,640	233,925	302,112	92,092	47,901	2,549,278	510,951
Federal Income	-	-	18,163	25,812	19,364	21,071	82,841	21,071	21,420	80,014	18,614	17,294	367,061	41,398
Other State Income	-	29,233	12,108	74,435	128,333	52,619	100,946	68,785	80,004	117,504	32,226	-	876,060	161,865
Local Revenues	-	-	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	5,759	57,591	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	70,290	146,656	440,145	274,090	258,069	588,108	274,256	341,109	505,390	148,692	70,953	3,849,990	734,214
<b>Expenses</b>														
Compensation & Benefits	34,015	183,091	185,207	183,091	182,738	182,738	185,560	183,091	183,091	182,738	182,738	177,945	2,046,042	-
Books & Supplies	37,009	37,009	65,122	42,532	42,532	42,532	42,532	42,532	42,532	42,532	42,532	42,532	521,926	-
Services & Other Operating Expenses	18,868	18,868	82,792	142,903	62,810	82,792	142,903	62,810	82,792	142,903	62,810	82,792	1,107,018	120,980
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	89,890	238,965	333,121	368,525	288,079	308,061	370,995	288,432	308,414	368,173	288,079	303,269	3,674,985	120,980
<b>Operating Cash Inflow (Outflow)</b>	(89,890)	(168,574)	(186,466)	71,619	(13,989)	(49,972)	215,111	(14,177)	32,695	137,217	(139,388)	(232,315)	175,005	613,234
Revenues - Prior Year Accruals	278,617	303,486	98,763	-	10,186	26,759	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(80,363)	(28,587)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(75,573)	7,076	7,076	7,076	7,076	7,076	7,076	7,076	7,076	7,076	7,076	7,076	7,076	-
Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CDE Revolving Loan	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
<b>Ending Cash</b>	454,523	567,843	476,800	545,079	543,915	517,362	729,133	711,616	751,367	895,681	783,370	538,131		



**Alpha PUBLIC SCHOOLS**  
**Fiscal Policies and Procedures**

Charter Petition Appendix V

# Alpha Public Schools Fiscal Policies and Procedures

	<u>Topic</u>	<u>Page</u>
Overview		2
Annual Financial Audit		2
Purchasing		3
Petty Cash		3
Contracts		4
School Credit Card		4
Accounts Payable		6
Bank Check Authorization		6
Bank Checks		6
Bank Reconciliation		7
Accounts Receivable		7
Cash Receipts (Cash and Checks)		7
Returned Check Policy		7
Personnel		8
Acceptance of Gifts		8
Payroll		10
Timesheets		10
Overtime		10
Payroll Processing		10
Payroll Taxes and Filings		11
Record Keeping		11
Expenses		12
Expense Reports		12
Travel		12
Board of Directors Expenses		12
Telephone Usage		13
Finance		14
Financial Reporting		14
Financial Institutions		14
Retention of Records		14
Reserves, Insurance, Liabilities, Assets		16

## 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.



**Alpha PUBLIC SCHOOLS**  
**Facility Requirements**

Charter Petition Appendix W

Year 1

**FY 2014-2015**

**Building Area**

**Classrooms**

	ADA	Students/Room	# of Rooms	SF/Room	Total SF	Notes
Grade 6	170	34	5	960	4,800	Note 1
Grade 7	0	34	0	960	0	Note 1
Grade 8	0	34	0	960	0	Note 1
Sp Ed/Speech/Counselor	0	0	1	480	480	Note 2
<b>Subtotal Classrooms</b>	<b>170</b>		<b>6</b>		<b>5,280</b>	

**Student Support**

Library Resource Center			1	960	960	Note 3
Lunchroom		102	1	2040	2,040	20sf/student for dining
Food Servery			1	200	200	
Restrooms			2	264	528	Note 4
<b>Subtotal Student Support</b>					<b>2,768</b>	

**Administration**

Front Desk/Reception			1	150	150	
Principal Office			1	120	120	
Nurses Office			1	100	100	
Nurses Office Restroom			1	50	50	
Staff Lounge/Workroom			1	260	260	
Office Storage			1	80	80	
Book/Sports Storage			1	300	300	
Staff Restrooms			2	50	100	
<b>Subtotal Administration</b>					<b>1,160</b>	

**Total Building Area**

	<b>170</b>				<b>9,208</b>	
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**Site Area**

Field Area (1x260'x460')					119,000	Note 5
Hardcourt Area (3x90'x100')					27,000	Note 5
Apparatus Area (2x1000sf)					2,000	Note 5
Parking		13.5	Spaces	380	5,130	Note 6
Drop Off Zone		1	Area	15000	15,000	Note 7
<b>Total Site Area</b>					<b>168,130</b>	

Notes:

1. 960SF min. Per California Code of Regulations (CCR), Title 5
2. 480SF min for Special Ed plus Speech plus Counseling per CCR, Title 5
3. 2SF/student or 960SF min. CCR, Title 5
4. Per California Plumbing Code
5. Per "School Site Analysis & Development", 2000 Edition by California Dept. of Education, referenced in Title 5
6. Ratio of 2.25/Teaching Station per "School Site Analysis & Development", includes assistants
7. 15,000sf per "School Site Analysis & Development"

Year 2

**FY 2015-2016**

**Classrooms**

	ADA	Students/Room	# of Rooms	SF/Room	Total SF	Notes
Grade 6	170	34	5	960	4,800	Note 1
Grade 7	136	34	4	960	3,840	Note 1
Grade 8	0	34	0	960	0	Note 1
Sp Ed/Speech/Counselor	0	0	1.5	480	720	Note 2
<b>Subtotal Classrooms</b>	<b>306</b>		<b>10.5</b>		<b>9,360</b>	

**Student Support**

Library Resource Center			1	960	960	Note 3
Lunchroom		153	1	3060	3,060	20sf/student for dining
Food Servery			1	200	200	
Restrooms			2	408	816	Note 4
<b>Subtotal Student Support</b>					<b>4,076</b>	

**Administration**

Front Desk/Reception			1	150	150	
Principal Office			1	120	120	
Nurses Office			1	100	100	
Nurses Office Restroom			1	50	50	
Staff Lounge/Workroom			1	260	260	
Office Storage			1	80	80	
Book/Sports Storage			1	300	300	
Staff Restrooms			2	50	100	



<b>Subtotal Administration</b>					<b>1,160</b>	
<b>Total Program</b>	<b>306</b>				<b>14,596</b>	
<b>Site Area</b>						
Field Area (1x260'x460')					119,000	Note 5
Hardcourt Area (3x90'x100')					27,000	Note 5
Hardcourt Area (2x100'x120')					24,000	Note 5
Apparatus Area (3x1000sf)					3,000	Note 5
Parking		22.5	Spaces	380	8,550	Note 6
Drop Off Zone		1	Area	15000	15,000	Note 7
<b>Total Site Area</b>					<b>196,550</b>	

Notes:

1. 960SF min. Per California Code of Regulations (CCR), Title 5
2. 480SF min for Special Ed plus Speech plus Counseling per CCR, Title 5
3. 2SF/student or 960SF min. CCR, Title 5
4. Per California Plumbing Code
5. Per "School Site Analysis & Development", 2000 Edition by California Dept. of Education, referenced in Title 5
6. Ratio of 2.25/Teaching Station per "School Site Analysis & Development", includes assistants
7. 15,000sf per "School Site Analysis & Development"

Year 3

<b>FY 2016-2017</b>	<b>ADA</b>	<b>Students/Room</b>	<b># of Rooms</b>	<b>SF/Room</b>	<b>Total SF</b>	<b>Notes</b>
<b>Classrooms</b>						
Grade 6	170	34	5	960	4,800	Note 1
Grade 7	136	34	4	960	3,840	Note 1
Grade 8	136	34	4	960	3,840	Note 1
Sp Ed/Speech/Counselor	0	0	1	480	480	Note 2
<b>Subtotal Classrooms</b>	<b>442</b>		<b>14</b>		<b>12,960</b>	
<b>Student Support</b>						
Library Resource Center			1	960	960	Note 3
Science/Art Classroom			1	1440	1,440	
Lunchroom		221	1	4420	4,420	20sf/student for dining
Stage			1	800	800	
Food Servery			1	200	200	
Restrooms			2	480	960	Note 4
<b>Subtotal Student Support</b>					<b>6,380</b>	
<b>Administration</b>						
Front Desk/Reception			1	150	200	
Principal Office			1	120	120	
Asst. Principal Office			1	120	120	
Nurses Office			1	100	100	
Nurses Office Restroom			1	50	50	
Staff Lounge/Workroom			1	260	260	
Office Storage			1	80	80	
Book/Sports Storage			1	300	300	
Staff Restrooms			2	50	100	
<b>Subtotal Administration</b>					<b>1,330</b>	
<b>Total Program</b>	<b>442</b>				<b>20,670</b>	
<b>Site Area</b>						
Field Area (1x260'x460')					119,000	Note 5
Hardcourt Area (3x90'x100')					27,000	Note 5
Hardcourt Area (2x100'x120')					24,000	Note 5
Apparatus Area (3x1000sf)					3,000	Note 5
Parking		29.25	Spaces	380	11,115	Note 6
Drop Off Zone		1	Area	15000	15,000	Note 7
<b>Total Site Area</b>					<b>199,115</b>	

Notes:

1. 960SF min. Per California Code of Regulations (CCR), Title 5
2. 480SF min for Special Ed plus Speech plus Counseling per CCR, Title 5
3. 2SF/student or 960SF min. CCR, Title 5
4. Per California Plumbing Code
5. Per "School Site Analysis & Development", 2000 Edition by California Dept. of Education, referenced in Title 5
6. Ratio of 2.25/Teaching Station per "School Site Analysis & Development", includes assistants
7. 15,000sf per "School Site Analysis & Development"



**Alpha PUBLIC SCHOOLS**  
**SBE Model Application**

Charter Petition Appendix X

# CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

THE MODEL CHARTER SCHOOL APPLICATION IS EXEMPLARY, NOT MANDATORY. HOWEVER, THERE ARE THREE REASONS THAT USE OF THIS MODEL IS ENCOURAGED.

- TO ENSURE THAT CHARTER PETITIONERS COVER ALL OF THE MINIMUM ELEMENTS REQUIRED BY LAW IN A SYSTEMATIC WAY.
- TO EXPEDITE THE PROCESS OF APPEAL, BY KEEPING FORMATTING GENERALLY THE SAME FOR THE BENEFIT OF APPELLATE BODIES.
- TO PROVIDE FOR A MEASURE OF UNIFORMITY IN EVALUATION FROM CHARTER AUTHORIZER TO CHARTER AUTHORIZER AND WITHIN THE PROCESS OF APPEAL.

AT THIS TIME, THE MODEL CHARTER SCHOOL APPLICATION DOES NOT ENCOMPASS STATEWIDE CHARTER SCHOOLS, WHICH ARE SUBMITTED DIRECTLY TO THE STATE BOARD OF EDUCATION. REGULATIONS DEFINING TERMS AND OTHERWISE ELABORATING UPON THE STATUTORY PROVISIONS ESTABLISHING STATEWIDE CHARTER SCHOOLS ARE STILL IN PROCESS, AND THE MODEL WILL BE APPROPRIATELY AMENDED ONCE THOSE REGULATIONS ARE OPERATIVE.

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**Table of Contents**

**Letter from the State Board President .....3**

**Key Questions and Answers .....6**

**Application Format..... 10**

**Application Guidelines ..... 12**

**Assurances ..... 23**

**Submission Package..... 24**

**Resources ..... 25**

**California Charter School Law and Regulations ..... 26**

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**Letter from State Board President**

*To the Applicant:*

Since passage of the Charter Schools Act of 1992, California has become a leader in the national movement for accountable, autonomous public schools. Charter schools are now a viable educational alternative for many students statewide, and some of these charters are among the State's top academic performers.

The California State Board of Education has worked assiduously with the Governor and the State Legislature to strengthen quality and academic accountability in the charter sector. With this model charter school application, we are taking another important step. Our objective is to provide a template through which charter petitioners present their ideas in a systematic, comprehensive way that reflects the requirements of statute and regulation. Our vision is that this application would be the charter petition that a charter authorizer would approve or deny.

If approved, we would envision a charter application (petition) being supplemented, as necessary, by memoranda of understanding (or comparable documents) developed cooperatively by the petitioners and representatives of the charter authorizer. We would also anticipate that reasonable provisions would be made for minor changes in the petition – that are often necessary as a charter is put into actual operation – without such changes being separately approved by the charter authorizer. If denied (and if an appeal is possible), we would envision the same application (petition) being the document considered by the charter authorizer at the next level (modified only as technically necessary to reflect the different charter authorizer). With the degree of structure provided in this package, we believe that charter applications can become the type of focused, meaningful documents intended in state law, not documents that either lack essential detail or include unnecessary verbiage.

It is important to bear in mind that the model charter school application is not a mandate. Therefore, prospective charter petitioners are reminded to contact the charter authorizer to which they plan to submit an application for information about any specific requirements the authorizer may have adopted.

The model charter school application is offered, as stated above, with the intent of strengthening the processes of charter development and consideration. Where, in the sections that follow, "evaluation criteria" are included, they are exemplary, offered as suggestions to help ensure rigor and consistency statewide.

There are three routes to school chartering in California.

**1. School district governing board.** Most typically, a charter petition is submitted to a local school district governing board for the operation of a single school. If denied, the local governing board's decision may be appealed to the county board of education (first level) and, if also denied by the county board, to the State Board of Education (second level).

## CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

**2. County board of education.** Two types of charter petitions may be submitted directly to a county board of education. One type of petition is for a charter school to serve pupils for whom the county office of education would otherwise be responsible. If denied, a county board's decision on a petition to establish this type of school may be appealed to the State Board of Education. The second type of petition is for a charter school intended to serve on a countywide basis a population of students that cannot be served as well through a petition presented to a school district. If denied, a county board's decision on a petition to establish this type of school may not be appealed.

**3. State Board of Education.** A petition to establish a statewide charter school may be submitted directly to the State Board of Education. A statewide charter school must offer "instructional services of statewide benefit" that cannot be provided by a school operating in only one school district, or only in one county. A decision to deny such a petition may not be appealed. At this time, regulations defining terms and otherwise elaborating upon statutory provisions establishing statewide charter schools are in process, and the model application does not encompass them. The model application will be amended appropriately once the regulations are operative.

State law also provides for districtwide charters (sometimes referred to as "all-charter districts"), in which all of the schools in a district are converted to charter schools. Petitions to establish districtwide charters are approved jointly by the State Superintendent of Public Instruction and the State Board of Education. They are treated differently from petitions to establish individual charter schools in that they are reviewed directly (in the first instance) by staff of the California Department of Education. Only a few districtwide charters have been proposed and approved. A principal complication with respect to districtwide charters is that they must comply with a provision of law that no student can be compelled to attend a charter school. Therefore, districtwide charters are only practical where district boundaries (and the capacity of neighboring districts to accept additional students) are such that students desiring non-charter schools can be reasonably accommodated. For more information about becoming a districtwide charter, please contact the Charter Schools Division of the California Department of Education.

In order to promote thoughtful consideration of charter petitions, we recommend that original applications be submitted no later than September 1 of the year prior to a school's proposed opening. This will provide ample time for all types of petitions to be considered, for a complete round of appeals to be completed (if necessary), for any supplemental memoranda of understanding (or like documents) to be created (if necessary), and for charter operators to prepare for a successful launch.

Nothing is more important in creating high quality charter schools than an application and approval process that asks the right questions, enlists talented and experienced reviewers, and identifies applicants strong enough to surmount the rigors of opening and running a new school. The State Board of Education hopes that this Model Charter School Application will give potential applicants a clear picture of what is expected of

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

them, and will provide charter authorizers with plentiful information about the capacities of aspiring charter operators.

Together with the parents (guardians), teachers, and entrepreneurs who will petition to operate charter schools in the coming years, the State Board of Education looks forward to creating a diverse group of new schools united by common bonds of quality and accountability.

*Reed Hastings, President  
California State Board of Education 2003*

## CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

### Key Questions and Answers

#### *What is a "charter school"?*

A charter school is a public school and may provide instruction in any of grades kindergarten through 12. A charter school is usually created or organized by a group of teachers, parents and community leaders or a community-based organization, and is usually authorized by an existing local public school board or county board of education. Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the authorizing board and charter organizers.

#### *What is the purpose of a "charter school"?*

The purpose of a charter school is to: (1) improve pupil learning; (2) increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; (5) provide parents and students with expanded educational opportunities within the public school system without the constraints of traditional rules and structure; (6) provide schools a way to shift from a rule-based to a performance-based system of accountability; and (7) provide competition within the public school system to stimulate improvements in all public schools. [Ref. Education Code §47601]

#### *Who is eligible to write a charter?*

Anyone may write a charter. However, for new charter schools (not conversions of existing public schools), charter developers must obtain the signatures of either 50 percent of the teachers meaningfully interested in teaching at the school, or 50 percent of the parents of pupils expected to enroll at the school. For conversion schools, signatures of 50 percent of the teachers at the school to be converted are required. The petition must contain a prominent statement that a signature means that the person signing is meaningfully interested in teaching in, or in having their child attend the school. The proposed charter must be attached to the petition. [Ref. Education Code §47605(a)]

#### *What are the restrictions on the establishment of a charter school?*

There are a few restrictions on the establishment of a charter school. With a few exceptions, a new charter school may only be located in the district that approves it. The law expressly prohibits the conversion of private schools to public charter schools. A charter school must be nonsectarian in its programs, admission policies, employment practices, and all other operations. A charter school may not discriminate against any pupil and may not charge tuition. In addition, the school's charter must include a description of the school's means for achieving a racial and ethnic balance among its pupils that is reflective of the general population residing in the district. Pupils may not



**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

be required to attend a charter school, nor may teachers be compelled to teach there.  
[Ref. Education Code §§47602(b), 47605(a), (b), (d), (e), and (f)]

***Can a private school convert to a charter school?***

No. The law expressly prohibits private schools from converting to charter schools.  
[Ref. Education Code §47602(b)]

***Is there a "cap" on the number of charter schools?***

Yes. The cap is currently set at 750 (for the 2003-04 fiscal year), and will increase by 100 each July 1. During the 2003-04 school year, it is anticipated that there will be approximately 485 charter schools operating in California. [Ref. Education Code §47602]

***Who may approve a charter school petition?***

Under California law, it is the local school district governing board that serves as the primary chartering authority. With a few exceptions, a school district may only approve a new charter that will operate within the district boundaries. Also, a district may not approve a new charter school that will serve grade levels not served by the district unless the charter will serve all grades offered by the district.

A petitioner may seek approval of a charter from a county board of education, if the pupils to be served are pupils that would normally be provided direct education and related services by the county office of education, the petition has been previously denied by a local school district governing board within the county, or if the charter provides county-wide services that cannot be provided by a district-approved charter school.

Petitioners may request the State Board of Education to review a charter petition if the petition has been previously denied by a local school district governing board and a county board of education, or if the charter school will provide services of a statewide benefit that cannot be met through a district-approved or county-approved charter. [Ref. Education Code §47605(a)(6), (b) and (j), 46705.6, and 47605.8]

***How should special education and related services be coordinated when there are multiple sites of a single charter in varying locales?***

The number of sites or locales of a charter school is irrelevant to the question of responsibility for provision of special education and related services. The California Department of Education holds the charter-authorizing local education agency (LEA) responsible for ensuring the provision of special education and related services to eligible students pursuant to each student's individualized education program, and for ensuring that the charter school (including all satellite locations) complies with special education law. How these services are provided, and how they are funded, may be (but are not required to be) negotiated locally between the charter school and the charter-authorizing  
California State Board of Education Model Charter School Application  
September 2003

## CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

LEA. For example, services may be provided via contract with another district, or a non-public school or agency. In cases where the charter school is operating multiple sites located outside the geographic area of the charter-authorizing LEA, contracts with local districts and/or other service providers may be a particularly useful tool in facilitating the provision of appropriate services in remote locations. [Reference: Education Code §47646(a)]

### *What is the timeline for developing and approving a charter petition?*

Charter developers may begin developing their charter petition at any time. The law specifies that a local governing board must hold a public hearing to consider the proposed charter within 30 days from receipt of the completed petition, and, within 60 days from receipt of the petition, must either grant or deny the charter. This timeline may be extended by 30 days if both parties agree to the extension. Once approved by a local board, a charter petition must be forwarded to the State Board of Education for assignment of a charter number. A charter school in its first year of operation must commence instruction between July 1 and September 30. [Ref. Education Code §47605(b)]

Additional time is required in the event a charter is denied by a school district governing board and subsequently appealed to a county board of education and, perhaps, to the State Board of Education. In order to provide adequate time for a complete cycle of appeals to be conducted (if necessary), this Model Charter School Application recommends that a charter application (petition) be submitted by September 1 of the year preceding the year in which the petitioners seek to have school in operation.

### *For how long is a charter granted, and is it renewable?*

A charter may be initially granted for up to five years. Charters may be renewed for an unspecified number of five-year periods. Charters may not be renewed for less than five-year periods. [Ref. Education Code §47607]

### *How should we go about requesting a number from the State Board of Education (SBE)?*

The SBE must assign a charter number to each charter that has been approved, and may only assign numbers to charters that have been approved. The SBE's numbering of approved charters ensures that the maximum number of charters operating in the state does not at any time exceed the statutory cap. An SBE number is also necessary before a charter school can be set up in the California Department of Education (CDE) systems of funding and identification. As part of the numbering process, the CDE reviews each charter for the SBE. CDE staff may offer comments to district- or county-charter authorizers based on the review and may inform the SBE of any concerns noted. Specific information about obtaining an SBE charter number is posted on the CDE Web site at <http://www.cde.ca.gov/sp/cs/re/cssbenum.asp>.

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

*What happens after the State Board of Education (SBE) numbers my school?*

After the SBE acts to number a charter, the California Department of Education (CDE) will send a letter notifying the school of the action, and providing information on next steps, including forms for the charter school to complete. The school should request a county-district-school (CDS) code from the CDE using the form provided. Additional information about requesting a CDS code is available on the CDE Web site at <http://www.cde.ca.gov/ds/si/ds/index.asp>. The school will also need to complete a charter school funding survey by May 31 prior to the school's opening. The funding survey is mailed to each charter school in the spring. The most recent funding survey is available on the CDE Web site at:

<http://www.cde.ca.gov/sp/cs/re/csfunksurvey0405.asp>

If the charter school is going to be direct-funded, the school must also submit the provided payee record data form (std. 204).

The CDS code request, the payee data record form and the annual funding survey must be completed and returned to the CDE before any operational funding will be provided to the charter school.

*Answers to other "Frequently Asked Questions" about charter schools, including the issues of Start-up, Governance and Charter Oversight, Special Education, Facilities, and Funding and Apportionment, can be found at*  
<http://www.cde.ca.gov/sp/cs/re/csqaatoc.usp>

## CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

### Application Format

The application guidelines below allow charter petitioners to address each of the factors defined by law upon which a charter proposal may be evaluated. While the guidelines generally follow the sequence found in the Charter Schools Act, for the sake of clarity some factors are grouped into broader categories such as "Human Resources." Following the format provided in these guidelines enables the objective review of petitions. Petitioners are encouraged to:

- Include a Table of Contents that lists page numbers for each section of the application
- Follow the same format and order as outlined in these guidelines
- Include the proposed charter and signatures
- Limit the overall length of the application to approximately 30 pages, with approximately additional 30 pages of Attachments (See page X for more detail on possible attachments.)
- Submit at least 6 copies of the application to the charter authorizer, including one copy that can be used as a master to duplicate more copies if necessary
- Include tabs to separate each of the sections of the Application, except in the duplicating master

The narrative of the application should be limited to a discussion of each of the evaluation criteria presented in the guidelines. Additional information that may support the information presented in the narrative and help the charter authorizer to assess the proposed charter school should be included in the Attachments. Examples of Attachments include curriculum samples; content and performance standards (to the extent different from state content and performance standards); resumes; letters of support; program descriptions; architectural drawings/floor plans of potential school sites; financial statements; management agreements; bylaws; Articles of Incorporation; drafts of Parent, Student, or Staff handbooks; samples of student work (if the petition is to establish a new charter school than is similar to an existing charter school); and organizational charts.

The purpose of the application is to ensure that charter petitioners provide all necessary detail, but avoid unnecessary elaboration. It is anticipated that, if approved, a charter (as reflected in an application) will be supplemented with memoranda of understanding (or comparable documents), as needed. The application will guide charter petitioners in creating the type of focused, meaningful documents intended in state law.

The application guidelines make reference periodically to provisions of the California Code of Regulations, Title 5. For the most part, these references relate to matters specific to charter petitions being heard on appeal by the State Board of Education. While the criteria prescribed in these regulations are not technically required for approval at the district or county level, it is suggested that petitioners apply them, along with any local

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

criteria, to ensure a comprehensive charter document. Furthermore, as appeals are part of the complete process of consideration, these regulations are included herein.

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**Application Guidelines**

Charter authorizers are fundamentally concerned that charter schools be held responsible for meeting the following expectations:

- (1) *provision of a sound educational program for all of the school's students;*
- (2) *faithful implementation of the provisions of the charter;*
- (3) *compliance with all requirements of applicable federal, state, and local laws;*  
*and*
- (4) *prudent operation of the charter school in all respects, including governance, educational program, faculty and staff, facilities, business management and support services, and relationships with students and families.*

**NARRATIVE: RESPONSES TO ITEMS I THROUGH IX ON THE FOLLOWING PAGES SHOULD BE LIMITED TO APPROXIMATELY 30 PAGES TOTAL.**

**I. FOUNDING GROUP**

Describe the founding group for the proposed charter school, providing evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:

- Curriculum, instruction and assessment;
- Finance, *facilities*, and business management; and
- Organization, governance, and administration

*[Ref. Criteria for Review and Approval of Charter School Petitions; California Code of Regulations, Title 5, §11967.5.1(c)(4)]*

*Explain the circumstances that brought the founding group together to form this charter school. Include resumes of the individuals and names of any organizations or agencies that are partners in planning and establishing the school, along with a description of the role they have played and any resources contributed by them. Note whether any member of the founding group is a proposed board member, school leader, or other "key" staff of the charter school. If the petitioner is an organization that manages a network of charter schools, provide a statement of the background and capacities of the organization in the above-mentioned areas.*

**Evaluation Criteria:**

*Substantial evidence is provided that the founding group:*

- *Demonstrates the capacity to establish and sustain an excellent school;*
- *Will manage public funds effectively and responsibly, or will secure necessary staff expertise for this purpose; and*
- *Includes members who possess skill and experience in areas such as education, management, finance, and law, and/or will secure necessary staff expertise in these areas.*

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**II. EDUCATIONAL PHILOSOPHY AND PROGRAM**

**MISSION** – Provide a clear and concise mission statement that defines the purposes and nature of the charter school. *Describe here, as well as within other applicable elements of the application, how the charter will improve learning for the targeted population and increase learning opportunities for its students. This statement should be written for understanding by the charter authorizer and the general public.* [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]

**EDUCATIONAL PHILOSOPHY** – Describe the educational program of the proposed charter school:

- Identify those whom the school is attempting to educate;
- Describe what it means to be an “educated person” in the 21<sup>st</sup> century; and
- Provide the applicant’s view of how learning best occurs.

The goals identified in the educational program must include the objective of enabling students to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]

**HIGH SCHOOL PROGRAMS** – If the proposed school will serve high school students (any of grades nine through twelve), the petition must describe how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. [Ref. California Education Code §47605(b)(5)(A)(ii)]

**STUDENTS TO BE SERVED** – Identify the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)] As necessary, confirm that grade levels to be served by the charter school will coincide with the charter authorizer’s grade levels. [Ref. Education Code §47606(a)(6).]

**CURRICULUM AND INSTRUCTIONAL DESIGN** – Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. Describe the basic learning environment (e.g., site-based matriculation, independent study, technology-based education). Discuss how the chosen instructional approach will enable the school’s students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605. The discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials, and technology. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

At a minimum, applicants should provide a full curriculum for one course or grade level as an attachment. A full curriculum should be submitted to the charter authorizer prior to the opening of school.

**PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING<sup>1</sup>** –

Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]

**PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING** –

Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

**PLAN FOR ENGLISH LEARNERS** – Indicate how the charter school will identify and respond to the needs of English learners. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

**PLAN FOR SPECIAL EDUCATION** – Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school’s special education plan, including, but not limited to, the following:

- The means by which the charter school will comply with the provisions of Education Code §47641;
- The process to be used to identify students who qualify for special education programs and services;
- How the school will provide or access special education programs and services;
- The school’s understanding of its legal responsibilities for special education students; and
- How the school intends to meet those obligations.

[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G-H)]

**Evaluation Criteria:**

*Substantial evidence is provided of an educational philosophy and program that:*

- *Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges;*
- *Specifies a concise school mission that expresses clear priorities; includes specific, realistic objectives; and conveys the applicant’s sense of an “educated person”;*
- *Demonstrates alignment between mission and programs;*
- *Shows evidence that the school’s approach will lead to improved student performance;*
- *Is founded on an understanding of effective, research-based educational practices or, if innovative, presents a reasonable likelihood for success.*

<sup>1</sup> Preference shall be given to petitions that demonstrate the capability to provide comprehensive learning experiences to (students) identified by the petitioner/s as academically low-achieving pursuant to the standards established by the State Department of Education under Section 54032. [Ref. California Education Code §47605(h)]



**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA**

**MEASURABLE STUDENT OUTCOMES** – Describe the clearly measurable student outcomes that will be used by the charter school. “*Student outcomes,*” for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. [Ref. California Education Code § 47605 (b)(5)(B)]

**ACADEMIC PERFORMANCE INDEX** – Where applicable, include a plan for attaining the school’s Academic Performance Index growth target. [Ref. Criteria for Review; CCR-5, § 11967.5.1(f)(2)(B) ].

**METHOD(S) OF ASSESSMENT** – Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. [Ref. California Education Code §47605(b)(5)(C)] The school’s plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the Statewide Testing and Reporting (STAR) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California High School Exit Examination, the California English Language Development Test, and the physical performance test. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(c)(1)].

**USE AND REPORTING OF DATA** – Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school’s educational program. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(3)(C) and California Education Code §47605(c)(2)]

**Evaluation Criteria:**

*Substantial evidence is provided of an assessment approach that:*

- *Specifies skills, knowledge, and attitudes that reflect the school’s clearly measurable educational objectives.*
- *Can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress.*
- *Meets the requirements of the assessment system prescribed by law for all California public schools;*
- *Features a clear and externally credible design that incorporates multiple measures of student outcomes, reported both in terms of absolute scores and year-to-year gains/losses;*
- *Will facilitate continuous improvement in the educational program.*

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**IV. GOVERNANCE STRUCTURE**

Describe the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians in supporting the school's effort on behalf of the school's students. [Ref: California Education Code §47605(b)(5)(D)] and Ref: Criteria for Review; CCR-5, §11967.5.1(f)(4)]

Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the governing body and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.

Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. If incorporated, evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref: Criteria for Review; CCR-5, §11967.5.1(f)(4)]

**Evaluation Criteria:**

*Substantial evidence is provided of an effective governance structure and proposed practices that will:*

- *Provide a strong vision and continuity of leadership;*
- *Include board members who are committed to the mission of the school and cognizant of their responsibilities;*
- *Demonstrate a track record of success in the private or public sector among the proposed members of the governing body;*
- *Clearly delineate the roles and responsibilities of the governing body and the staff.*

**V. HUMAN RESOURCES**

**QUALIFICATIONS OF SCHOOL EMPLOYEES** – Describe the qualifications to be met by individuals to be employed by the school. [Ref: California Education Code §47605(b)(5)(E)] This description should include standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. Show how those qualities will help the school implement its vision, and how they will satisfy the requirements for “highly qualified teachers” under the No Child Left Behind Act. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as “key” in each category and specify the additional qualifications expected of individuals assigned to those positions. Include an assurance that all requirements for

## CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary. [Ref. *Criteria for Review; CCR-5, §11967.5.1(f)(5)*]

**COMPENSATION AND BENEFITS** – Provide a brief explanation of how the school will structure employee compensation to attract candidates with the necessary skills and experience. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. *California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5, §11967.5.1(f)(11)*]

**EMPLOYEE REPRESENTATION** – Make a declaration of 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 Employee Relations Act (EERA). [Ref. *Education Code §47605(b)(5)(O)*.] Provide information regarding the employee's status in regard to the EERA, and a description of the charter school's understanding of its responsibilities in the event employees are represented under the EERA.

**RIGHTS OF SCHOOL DISTRICT EMPLOYEES** – Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. *California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)*]

**HEALTH AND SAFETY** – Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; and the steps the school will take to ensure that criminal background checks and proof of an examination for tuberculosis are collected from all school personnel. [Ref. *California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)*]

**DISPUTE RESOLUTION** – Provide a description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. *California Code §47605(b)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)*]

### **Evaluation Criteria**

*Substantial evidence is provided of:*

- *A plan for the recruitment and development of staff that is manageable and consistent with the school's mission and educational program, as well as federal legislation;*
- *A clear understanding of staffing needs and requirements as they relate to the educational program and student population;*
- *Working conditions and compensation packages that will attract and retain high quality staff;*
- *A dispute resolution process that provides fair and prompt action, respects the due process rights of all parties, and operates in the spirit of the school's mission.*

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/  
EXPULSION POLICIES**

**STUDENT ADMISSION POLICIES AND PROCEDURES** – Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the school's implementation of the random lottery process as required by law. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

**NON-DISCRIMINATION** – Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

**PUBLIC SCHOOL ATTENDANCE ALTERNATIVES** – As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

**SUSPENSION/EXPULSION PROCEDURES** – Describe the procedures by which students can be suspended or expelled. [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]

## CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

### **Evaluation Criteria**

*Substantial evidence is provided of:*

- *A demonstration that admission policies at the proposed school will comply with applicable law;*
- *Assurance that the school has a viable plan for recruiting a student population reflective of the population in the surrounding community;*
- *A continuing plan for broad outreach and recruitment, including families traditionally less informed about education options;*
- *A student admissions plan that ensures adequate enrollment and full accessibility of the school to all eligible students;*
- *Evidence that petitioners have reviewed the offenses for which students may or must be suspended or expelled in non-charter public schools;*
- *Evidence that the proposed suspension/expulsion procedures provide adequately for the safety of students, staff, and visitors to the school; provide adequate due process for students; and serve the best interests of the school's students and their parents or guardians.*

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

**BUDGETS** – Provide a proposed first-year operational budget, including startup costs, that includes:

- Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education; and
- Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.

Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. It is recommended that charter schools maintain a reserve equivalent to that required by law for a school district of comparable size. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

**FINANCIAL REPORTING** – Describe the systems and processes by which the school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the charter authorizer by September 15 of each year.

**INSURANCE** – Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

**ADMINISTRATIVE SERVICES** – Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

**FACILITIES** – Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

**TRANSPORTATION** – Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

## CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

**AUDITS** – Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the charter authorizer. [Ref. California Education Code §47605(b)(5)(I) and (m) and Criteria for Review: CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the charter authorizer, county office of education (if not the charter authorizer), State Controller’s Office, and California Department of Education. Though not required by law, it is recommended that the audit include a review of average daily attendance reported by the charter school. [Ref. Criteria for Review §11967.5.1(f)(9)]

**CLOSURE PROTOCOL** – Provide a detailed description of the procedures to be used in the case of a decision by the charter authorizer or State Board of Education to revoke the school’s charter, a decision by the charter authorizer not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code 47605(b)(5)(P)]

### **Evaluation Criteria**

*Substantial evidence is provided of:*

- *Sound budget planning that supports the educational mission and operational plans of the proposed school and makes the most of limited funds (i.e., demonstrates that public funds will be used effectively and responsibly);*
- *Realistic revenue and expenditure projections over the first three years of operation, including realistic projections relative to cash flow and buffers in case of shortfalls;*
- *An understanding of the timing of the receipts of various revenues and their relative relationship to timing of expenditures;*
- *Adequacy of financial management systems and procedures;*
- *A plausible plan for obtaining and financing adequate space in time for an orderly opening and operation of the school.*

**SCHOOL MANAGEMENT CONTRACTS** – If the proposed charter school intends to enter into a contract with an education management organization (EMO), inclusion of the following is recommended:

- A description of the proposed contract including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure;
- A draft of the proposed management contract;
- A recent corporate annual report and audited financial statements for the EMO;

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

- A description of the firm's roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship;
- A list of other schools managed by the school management company, including contact information; and
- A summary of the company's history and philosophy, past results of its school management efforts, and background on its corporate leaders.

**Evaluation Criteria**

*Substantial evidence is provided of clear understanding and agreement concerning the respective roles and responsibilities of the governing board and any proposed management company, including a clearly defined performance-based relationship between the organization and the school's board.*

**VIII. IMPACT ON THE CHARTER AUTHORIZER**

Provide information regarding the potential effects of the charter school on the charter authorizer and/or the school district in which it will be located, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

**Evaluation Criteria**

*Substantial evidence is provided that the applicant has made a thorough and conscientious attempt to examine the issues listed here through dialogue with the charter authorizer and/or school district officials.*

*--Remainder of page intentionally left blank--*



**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**ASSURANCES**

*This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.*

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for \_\_\_\_\_ (name of school) to be located at \_\_\_\_\_ 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 a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. Will/will not (circle one) be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.<sup>2</sup> [Ref. California Education Code §47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
4. Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
9. Will ensure that teachers in the school 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 §47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

\_\_\_\_\_  
*Authorized Representative's Signature*

\_\_\_\_\_  
*Date*

<sup>2</sup> In the case of any petition to establish a charter school that is approved by the State Board of Education, the charter school must be deemed the exclusive public school employer.  
*California State Board of Education Model Charter School Application*  
*September 2003*

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

**SUBMISSION PACKAGE**

***Application:***

In addition to the narrative in response to Sections I through XIII of the guidelines above, applicants should include the attachments listed below. Again, the application should not exceed approximately 30 pages (with approximately 30 additional pages of Attachments as may be necessary) and should be completed on 8-1/2" by 11" paper with readable font and reasonable margins. The total number of pages should be clearly referenced in the text and the table of contents. It is recommended that at least 6 copies be provided to the charter authorizer, including one that may be used as a master to duplicate more copies if necessary.

***Attachments:***

1. Necessary Signatures, i.e., signatures that comply with the provisions of Education Code §47605(a) or §47605.6(a), as applicable.
2. Completed Assurances page
3. Evidence of the organization's incorporation, if applicable
4. Sample curriculum
5. Letters of support from partner organizations (optional)
6. Organizational chart of school
7. Budget
8. Others of the applicant's choosing

## CALIFORNIA STATE BOARD OF EDUCATION MODEL CHARTER SCHOOL APPLICATION

### Resources

#### **California Department of Education, Charter Schools Web Page**

<http://www.cde.ca.gov/sp/cs/> - includes information about charter schools in the state and contact information for the state Charter Schools Office.

#### **California Charter Schools Association (CCSA)**

[www.charterassociation.org](http://www.charterassociation.org) - a charter school membership organization that provides advocacy, resources, and services to charter schools in California.

#### **Charter Schools Development Center (CSDC)**

[www.cacharterschools.org](http://www.cacharterschools.org) - provides experienced and expert technical assistance, training, and resources to California charter school developers, operators, charter-granting agencies, and policy makers. Offers downloadable sample documents, policy papers, and planning tools for charter school leaders.

#### **U.S. Department of Education (Charter Schools website)**

<http://www.ed.gov/nclb/choice/charter/charter.html> - serves as an overall information clearinghouse about charter schools, including federal efforts to support charter schools

#### **Center for Education Reform (CER)**

[www.edreform.com](http://www.edreform.com) - provides information about the status of charter schools in each state, as well as legislation and charter news from around the country.

#### **Charter Friends National Network (CFNN)**

[www.charterfriends.org](http://www.charterfriends.org) - a network of state charter school support organizations, CFNN provides resources on facilities financing, accountability, special education, working with EMOs and school designs, and other issues.

**CALIFORNIA STATE BOARD OF EDUCATION  
MODEL CHARTER SCHOOL APPLICATION**

## **California Charter School Law and Regulations**

The California Charter School Law, *California Education Code Sections 47600 – 47616.5*, “*Charter Schools Act of 1992*,” as amended can be found at <http://www.cde.ca.gov/charter/regs/law>.

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

John Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Ricardo</u>		Apellido del Estudiante: <u>Tovar</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>10 años</u>	
Fecha de Nacimiento del Estudiante: <u>12-5-2002</u>		Número de Teléfono del Domicilio: <u>408-910-1642</u>	
Dirección del Domicilio: <u>X 2746 woodmoorck dr</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>Ca</u>	Código Postal: <u>95127</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X Si</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Rogers</u>			
Nombre del Padre: <u>Guadalupe</u>		Apellido del Padre: <u>Herrera</u>	
Número del Celular del Padre: <u>X 408-910-1642</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Guadalupe Herrera

Fecha: 4/20/2013

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción

Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P H  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Zuley		<b>Apellido del Estudiante:</b> Mareno	
<b>Grado Actual:</b> 4 4		<b>Edad Actual:</b> 10	
<b>Fecha de Nacimiento del Estudiante:</b> 1/20/2003		<b>Número de Teléfono del Domicilio:</b>	
<b>Dirección del Domicilio:</b> X 1030 N. 11th St #C			
<b>Ciudad:</b> X San Jose		<b>Estado:</b> Ca	<b>Código Postal:</b>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> X NO			
<b>Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b>			
<b>Nombre del Padre:</b> Ana		<b>Apellido del Padre:</b> Sarañola	
<b>Número del Celular del Padre:</b> X 4081 963-7423		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

X Ana Sarañola

Fecha:

4/27/2013

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

John Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Luis</u>		Apellido del Estudiante: <u>Ibáñez</u>	
Grado Actual: <u>4º grado</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>6-8-2003</u>		Número de Teléfono del Domicilio: <u>408-638-1151</u>	
Dirección del Domicilio: <u>1188 Fire Dream Ct</u>			
Ciudad: <u>San Jose</u>		Estado: <u>Ca</u>	Código Postal: <u>95122</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X SI NO</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Isabel</u>		Apellido del Padre: <u>Ibáñez</u>	
Número del Celular del Padre: <u>X</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Firma] Fecha: 4-26-2013



**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

John Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Brandon</u>		Apellido del Estudiante: <u>Ramos</u>	
Grado Actual: <u>4th</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>1</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>X / 6 Southside Ct</u>			
Ciudad: <u>X S. Jose</u>		Estado: <u>CA</u>	Código Postal: <u>95121</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X NO</u>			
Si dijo si. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Rocio</u>		Apellido del Padre: <u>Ramos</u>	
Número del Celular del Padre: <u>X 408 387-3467</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me pueda contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

Rocio Ramos

Fecha: 4/27/2013

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P [Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Tair		<b>Apellido del Estudiante:</b> Soto	
<b>Grado Actual:</b> 4 grado		<b>Edad Actual:</b> 9 años	
<b>Fecha de Nacimiento del Estudiante:</b> X		<b>Número de Teléfono del Domicilio:</b> 408-661-1433	
<b>Dirección del Domicilio:</b> X 1918 Alumnock Ave #3			
<b>Ciudad:</b> X San Jose		<b>Estado:</b> Ca	<b>Código Postal:</b> 95116
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> X Si			
<b>Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> Lee Matsun-			
<b>Nombre del Padre:</b> Mana		<b>Apellido del Padre:</b> Berber	
<b>Número del Celular del Padre:</b> X 408-661-1433		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: CMaria Berber Fecha: 4-24-13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P. Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Angelica</u>		Apellido del Estudiante: <u>Alvarez Mora</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>7/16/2003</u>		Número de Teléfono del Domicilio: <u>408-595-7204</u>	
Dirección del Domicilio: <u>1634 Cunningham Ave</u>			
Ciudad: <u>San Jose</u>		Estado: <u>CA</u>	Código Postal:
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X Si</u>			
Si dijo sí, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Ocala - Fisher.</u>			
Nombre del Padre: <u>Guadalupe</u>		Apellido del Padre: <u>Alvarez</u>	
Número del Celular del Padre: <u>408-595-7204</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: X Guadalupe Alvarez Fecha: 4/25/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

*J. Glover*  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <i>Daniela Lizeth</i>		Apellido del Estudiante: <i>Chavez Lazo</i>	
Grado Actual: <i>4º</i>		Edad Actual: <i>10 años</i>	
Fecha de Nacimiento del Estudiante: <i>3/25/2003</i>		Número de Teléfono del Domicilio: <i>(408) 910 2355</i>	
Dirección del Domicilio: <i>2245 Lanai ave. #176</i>			
Ciudad: <i>San Jose</i>		Estado: <i>CA.</i>	Código Postal: <i>95122</i>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <i>NO</i>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <i>NO</i>			
Nombre del Padre: <i>Guillermo</i>		Apellido del Padre: <i>Zayas Solis</i>	
Número del Celular del Padre: <i>(408) 642-76-04</i>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

*G. Zayas*

Firma del Padre/Tutor Legal:

Fecha: *4/24/13*

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:

John Glover  
 Nombre

J-P H  
 Firma

4-8-13  
 Fecha

*Abigail,  
 Al ma Dep.*

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> <u>Saul Rodriguez</u>		<b>Apellido del Estudiante:</b> .	
<b>Grado Actual:</b> <u>4</u>		<b>Edad Actual:</b> <u>10</u>	
<b>Fecha de Nacimiento del Estudiante:</b> <u>03/23/2003</u>		<b>Número de Teléfono del Domicilio:</b> <u>(408) 630 6143</u>	
<b>Dirección del Domicilio:</b> <u>X 6235 Alum Rock</u>			
<b>Ciudad:</b> <u>X San Jose</u>		<b>Estado:</b> <u>Cal.</u>	<b>Código Postal:</b> <u>95127</u>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> <u>X SI</u>			
<b>Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> <u>Sheppard</u>			
<b>Nombre del Padre:</b> <u>Ruben</u>		<b>Apellido del Padre:</b> <u>Rodriguez</u>	
<b>Número del Celular del Padre:</b> <u>X (408) 630 6143</u>		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Eisa Rodriguez Fecha: 4/24/12

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:

John Glover  
 Nombre

[Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Alfredo		<b>Apellido del Estudiante:</b> Jerónimo	
<b>Grado Actual:</b> 4		<b>Edad Actual:</b> 11	
<b>Fecha de Nacimiento del Estudiante:</b> 12-6-01		<b>Número de Teléfono del Domicilio:</b> 408 655 0671	
<b>Dirección del Domicilio:</b> X 1733 Foley Ave			
<b>Ciudad:</b> X San Jose		<b>Estado:</b> CA	<b>Código Postal:</b> 95122
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> X NO			
<b>Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b>			
<b>Nombre del Padre:</b> Yurianna Jerónimo		<b>Apellido del Padre:</b> Jerónimo	
<b>Número del Celular del Padre:</b> X 408 655 0671		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: YURIANNA JERONIMO Fecha: 4/25/2013

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

John Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> <u>Alexandra</u>		<b>Apellido del Estudiante:</b> <u>Quezads</u>	
<b>Grado Actual:</b> <u>4<sup>th</sup></u>		<b>Edad Actual:</b> <u>10</u>	
<b>Fecha de Nacimiento del Estudiante:</b> <u>1-28-03</u>		<b>Número de Teléfono del Domicilio:</b> <u>(408) 923-8124</u>	
<b>Dirección del Domicilio:</b> <u>1913 paco wy. #6</u>			
<b>Ciudad:</b> <u>San Jose</u>		<b>Estado:</b> <u>CA</u>	<b>Código Postal:</b> <u>95116</u>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> <u>X Si</u>			
<b>Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> <u>KIPP</u>			
<b>Nombre del Padre:</b> <u>Mayra</u>		<b>Apellido del Padre:</b> <u>Quezads</u>	
<b>Número del Celular del Padre:</b> <u>(408) 387-3173</u>		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Mayra Quezada Fecha: 4-25-13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P [Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> ERICK		<b>Apellido del Estudiante:</b> MEZA	
<b>Grado Actual:</b> 4 grado		<b>Edad Actual:</b> 9 años	
<b>Fecha de Nacimiento del Estudiante:</b> 8/16/2006		<b>Número de Teléfono del Domicilio:</b>	
<b>Dirección del Domicilio:</b> X 2980 Huff Ave #17			
<b>Ciudad:</b> X San Jose		<b>Estado:</b> Ca	<b>Código Postal:</b> 95128
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? X No			
Si dijo sí, ¿Cual es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
<b>Nombre del Padre:</b> Baudelio		<b>Apellido del Padre:</b> Meza	
<b>Número del Celular del Padre:</b> X (408) 677-9514		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: X Baudelio Meza Fecha: 4-27-2013



**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-Glover  
 Firma

4-8-13  
 Fecha RS

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Lilian</u>		Apellido del Estudiante: <u>RUIZ</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>9 años</u>	
Fecha de Nacimiento del Estudiante: <u>8/8/2003</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>X 1912 Margaret st</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>CA</u>	Código Postal: <u>95116</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X Si</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Lee Matson, Kipp</u>			
Nombre del Padre: <u>Cecilia</u>		Apellido del Padre: <u>Hernandez</u>	
Número del Celular del Padre: <u>X 408-912-3070</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en la creación de Alpha 2 para el año escolar 2014-15.

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Araceli		<b>Apellido del Estudiante:</b> Arecalo Rangel	
<b>Grado Actual:</b> 4 grado		<b>Edad Actual:</b>	
<b>Fecha de Nacimiento del Estudiante:</b> X 5-23-2003		<b>Número de Teléfono del Domicilio:</b>	
<b>Dirección del Domicilio:</b> X 39800 Fremont Blvd #506			
<b>Ciudad:</b> X S Fremont Blvd #506 Ca		<b>Estado:</b>	<b>Código Postal:</b>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> X NO			
<b>Si dijo si. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b>			
<b>Nombre del Padre:</b> Araceli Ran		<b>Apellido del Padre:</b> Rangel	
<b>Número del Celular del Padre:</b> X Araceli Rangel		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

Fecha:

4/23/2013

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P H  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Jenny Gomez Castro</u>		Apellido del Estudiante:	
Grado Actual: <u>4</u>		Edad Actual: <u>9 años</u>	
Fecha de Nacimiento del Estudiante: <u>* 6/21/03</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>* 2001 Story Rd.</u>			
Ciudad: <u>* San Jose</u>		Estado: <u>Ca</u>	Código Postal: <u>95122</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X SI</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Ficher</u>			
Nombre del Padre: <u>Carlos / Graciela</u>		Apellido del Padre: <u>Gomez</u>	
Número del Celular del Padre: <u>408-561-1980</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

Graziela Gomez

Fecha:

4/25/13

Alpha Public Schools: Alpha 2  
Intent to Enroll Form

for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

[Signature]  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: <u>Antonio</u>	Student Last Name: <u>Larios</u>
Current Grade Level: <u>4</u>	Current Age: <u>11 años</u>
Student Date of Birth: <u>12-23-2001</u>	Home Phone Number: <u>408-648-9354</u>
Home Street Address: <u>1659 Virginia Ave #4</u>	
Home City: <u>San Jose</u>	Home State and Zip: <u>Ca 9</u>
Are you a resident of Alum Rock Union Elementary School District? <u>Si</u>	
If yes, what is your ARUSD neighborhood middle school? <u>Lee Matson</u>	
Parent First Name: <u>mama</u> <u>Elvira</u>	Parent Last Name: <u>Lopez</u>
Parent Cell Number: <u>408-648-9354</u>	Parent Email Address:

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: [Signature] LUIS LARIOS Date: 4/29/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

John Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Kassandra</u>		Apellido del Estudiante: <u>Vergara</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>10 años</u>	
Fecha de Nacimiento del Estudiante: <u>7-23-2002</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>1277 Adrian Wy</u>			
Ciudad: <u>San Jose</u>		Estado: <u>Ca</u>	Código Postal: <u>95122</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X SI</u>			
Si dijo sí, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Fisher</u>			
Nombre del Padre: <u>Gladi</u>		Apellido del Padre: <u>Vergara</u>	
Número del Celular del Padre: <u>X</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: X Gladi Vergara Fecha: 4/24/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:

John Glover  
 Nombre

John Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Xochit Ruiz</u>		Apellido del Estudiante: <u>Ruiz Marron</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>9 años</u>	
Fecha de Nacimiento del Estudiante: <u>8/20/2002</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>X 473 N. 12th St</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>G</u>	Código Postal:
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X No</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Amelia</u>		Apellido del Padre: <u>Marron</u>	
Número del Celular del Padre: <u>X 408 6379281</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que al firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

Amelia Ruiz Fecha: 4/25/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

John Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Jose</u>		Apellido del Estudiante: <u>Fernandez</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>10</u>	
Fecha de Nacimiento del Estudiante: <u>03/31/03</u>		Número de Teléfono del Domicilio: <u>(408) 937-8022</u>	
Dirección del Domicilio: <u>X 1500 Virginia PL Sp#163 San Jose CA 95116</u>			
Ciudad: <u>X San Jose</u>		Estado:	Código Postal:
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X Si</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Shepherd Dorsa</u>			
Nombre del Padre: <u>María</u>		Apellido del Padre: <u>Fernandez</u>	
Número del Celular del Padre: <u>X 937-8022</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: María Fernandez Fecha: 04/25/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P 4/13  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>John E Martinez</u>		Apellido del Estudiante: <u>Martinez</u>	
Grado Actual: <u>4<sup>o</sup></u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>1 Oct / 24 / 2003</u>		Número de Teléfono del Domicilio: <u>(408) 347 0192</u>	
Dirección del Domicilio: <u>X 1748 Virginia Ave Apt 9</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>CA</u>	Código Postal: <u>95116</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X Si</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Laemasan</u>			
Nombre del Padre: <u>Norma</u>		Apellido del Padre: <u>Chavez</u>	
Número del Celular del Padre: <u>X (408) 835 7868</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Norma Chavez Fecha: 4/28/13



**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P [Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Yahir		<b>Apellido del Estudiante:</b> Guerrero	
<b>Grado Actual:</b> 4 grado		<b>Edad Actual:</b> 9	
<b>Fecha de Nacimiento del Estudiante:</b> X 5-28-2003		<b>Número de Teléfono del Domicilio:</b> 408-750-7499-466-1911	
<b>Dirección del Domicilio:</b> X 2368 Lucretia Ave #3			
<b>Ciudad:</b> X San Jose		<b>Estado:</b> Ca	<b>Código Postal:</b>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> X NO			
<b>Si dijo sí, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> Adon Rodríguez			
<b>Nombre del Padre:</b>		<b>Apellido del Padre:</b>	
<b>Número del Celular del Padre:</b> X (408) 2078929		<b>Correo electrónico del Padre:</b> Adonmich12@gmail.com	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Adon [Signature]

Fecha: 4/25/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P-G  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Anaabil</u>		Apellido del Estudiante: <u>Romero</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>10 años</u>	
Fecha de Nacimiento del Estudiante: <u>08/23/03</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>1834 Margaret St.</u>			
Ciudad: <u>San Jose</u>		Estado: <u>California</u>	Código Postal: <u>95116</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Yaneth</u>		Apellido del Padre: <u>Reyes</u>	
Número del Celular del Padre: <u>(408) 518-9273</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Yaneth Reyes Fecha: 04/23/13

Alpha Public Schools: Alpha 2  
 Formulario de Intento de Inscripción  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P [Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Jessica</u>		Apellido del Estudiante: <u>Berbes-Villa</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>10 1 9 años</u>	
Fecha de Nacimiento del Estudiante: <u>X</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>X 1608 1918 Alum Rock ave #209</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>ca</u>	Código Postal: <u>95116</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X Si</u>			
Si dijo sí, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Si San Antonio</u>			
Nombre del Padre:		Apellido del Padre:	
Número del Celular del Padre: <u>X 408-854-1170</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: X [Signature] Fecha: 4-24-13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J. Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> P. Naomi		<b>Apellido del Estudiante:</b> Lauregui	
<b>Grado Actual:</b> 4 grade		<b>Edad Actual:</b> 9	
<b>Fecha de Nacimiento del Estudiante:</b> 7-1-2003		<b>Número de Teléfono del Domicilio:</b> 408-903-9006	
<b>Dirección del Domicilio:</b> 588 S. 10th St			
<b>Ciudad:</b> San Jose		<b>Estado:</b> Ca	<b>Código Postal:</b> 95112
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> No			
<b>Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> Alma Perez			
<b>Nombre del Padre:</b> Juan Fernandez		<b>Apellido del Padre:</b>	
<b>Número del Celular del Padre:</b> 408		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

Juan Fernandez

Fecha:

4-25-2013

**Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39**

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

J-L.P. Glover  
Signature

4-8-13  
Date

**Student and Parent Information:**

Student First Name: <u>Emely</u>		Student Last Name: <u>Javiegui - Perez</u>	
Current Grade Level: <u>4 grade</u>		Current Age: <u>9.4005</u>	
Student Date of Birth: <u><del>8-16-2003</del> 7-1-2003</u>		Home Phone Number: <u>408-903-9006</u>	
Home Street Address: <u>588 S. 10th st</u>			
Home City: <u>San Jose</u>		Home State and Zip: <u>Ca 95116</u>	
Are you a resident of Alum Rock Union Elementary School District? <u>NO</u>			
If yes, what is your ARUSD neighborhood middle school? <u>.</u>			
Parent First Name: <u>Alma - Juan Fernandez</u>		Parent Last Name: <u>Perez</u>	
Parent Cell Number: <u>408 903 - 9006</u>		Parent Email Address: <u>.</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: Alma Fernandez Date: 4-25-13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Rangel Ruben		<b>Apellido del Estudiante:</b> Arevalo	
<b>Grado Actual:</b> 4		<b>Edad Actual:</b> .	
<b>Fecha de Nacimiento del Estudiante:</b> 5/23/2003		<b>Número de Teléfono del Domicilio:</b> 408-849-3964	
<b>Dirección del Domicilio:</b> 39800 Fremont Blvd #506			
<b>Ciudad:</b> Fremont		<b>Estado:</b> Cal	<b>Código Postal:</b> 94538
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> NO			
<b>Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b>			
<b>Nombre del Padre:</b> Araceli Rangel		<b>Apellido del Padre:</b>	
<b>Número del Celular del Padre:</b> (408) 849-3964		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

Araceli Rangel

Fecha:

4/24/2013

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Kimberly		<b>Apellido del Estudiante:</b> Sanchez	
<b>Grado Actual:</b> 4		<b>Edad Actual:</b> 9 años, 10 años	
<b>Fecha de Nacimiento del Estudiante:</b> 4/7/2003		<b>Número de Teléfono del Domicilio:</b>	
<b>Dirección del Domicilio:</b> 1725 Cooley Dr.			
<b>Ciudad:</b> San Jose		<b>Estado:</b> CA	<b>Código Postal:</b> 95116
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> Si			
<b>Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> San Antonio, Matson			
<b>Nombre del Padre:</b> Marian		<b>Apellido del Padre:</b> Morales	
<b>Número del Celular del Padre:</b> (408) 910-9059		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

Marian Morales

Fecha:

4/25/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P [Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Bryan Anthony Hernández</u>		Apellido del Estudiante: <u>Grizada</u>	
Grado Actual: <u>4<sup>TH</sup> Grade</u>		Edad Actual: <u>10 years</u>	
Fecha de Nacimiento del Estudiante: <u>12/30/02</u>		Número de Teléfono del Domicilio: <u>408 929-4339</u>	
Dirección del Domicilio: <u>229 N. 34<sup>TH</sup> ST.</u>			
Ciudad: <u>San Jose</u>		Estado: <u>California</u>	Código Postal: <u>95116</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X</u> <u>Si</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Lee Matson Shappard</u>			
Nombre del Padre: <u>Manisela</u>		Apellido del Padre: <u>Hernández</u>	
Número del Celular del Padre: <u>408 829-7833</u>		Correo electrónico del Padre: <u>manisela@grizada@yahoo.com</u>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

Manisela Hernández

Fecha: 4/25/13



**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

[Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> <u>Lisbeth</u>		<b>Apellido del Estudiante:</b> <u>Hernandez</u>	
<b>Grado Actual:</b> <u>4 grado</u>		<b>Edad Actual:</b> <u>10</u>	
<b>Fecha de Nacimiento del Estudiante:</b> <u>1-21-2003</u>		<b>Número de Teléfono del Domicilio:</b>	
<b>Dirección del Domicilio:</b> <u>X 2196 Cinderella Ln</u>			
<b>Ciudad:</b> <u>X San Jose</u>		<b>Estado:</b> <u>Ca</u>	<b>Código Postal:</b> <u>95116</u>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> <u>X Si</u>			
<b>Si dijo sí, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> <u>arbaco, sheppard</u>			
<b>Nombre del Padre:</b> <u>Guadalupe</u>		<b>Apellido del Padre:</b> <u>Herrera</u>	
<b>Número del Celular del Padre:</b> <u>X 408-595-2442</u>		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: X/Gra Herrera A Fecha: 4-24-2013

Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

[Signature]  
Signature

4-9-13  
Date

Student and Parent Information:

Student First Name: <u>Arub</u>	Student Last Name: <u>NgD</u>
Current Grade Level: <u>4th</u>	Current Age: <u>9</u>
Student Date of Birth: <u>11-20-03</u>	Home Phone Number: <u>408-886-4422</u>
Home Street Address: <u>2776 Twin Oaks Lane</u>	
Home City: <u>San Jose</u>	Home State and Zip: <u>95127</u>
Are you a resident of Alum Rock Union Elementary School District? <u>Yes - Rocket Ship Lasuone</u>	
If yes, what is your ARUSD neighborhood middle school? <u>Matshaw</u>	
Parent First Name: <u>TUE</u>	Parent Last Name: <u>NGD</u>
Parent Cell Number: <u>408-886 4422</u>	Parent Email Address: <u>Tue-68@yahoo.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: [Signature] Date: 4/25/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:

John Glover  
 Nombre

[Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

Nombre del Estudiante: <u>Samantha</u>		Apellido del Estudiante: <u>Yeva</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>10</u>	
Fecha de Nacimiento del Estudiante: <u>11-18-2003</u>		Número de Teléfono del Domicilio: <u>408 966 2930</u>	
Dirección del Domicilio: <u>X 5172 - Swanton Dr</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>CA</u>	Código Postal: <u>95111</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X NO</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Javier</u>		Apellido del Padre: <u>Yeva</u>	
Número del Celular del Padre: <u>X 408-466-1021</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Signature] Fecha: 4-25-13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Emily		<b>Apellido del Estudiante:</b> Sandoval	
<b>Grado Actual:</b> 4 grado		<b>Edad Actual:</b> 9 años	
<b>Fecha de Nacimiento del Estudiante:</b> 6-21-2003		<b>Número de Teléfono del Domicilio:</b>	
<b>Dirección del Domicilio:</b> 1548 Havana Dr			
<b>Ciudad:</b> San Jose	<b>Estado:</b> Ca	<b>Código Postal:</b> 95122	
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> Si			
<b>Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> fisher, Ocala			
<b>Nombre del Padre:</b> Laura Flores		<b>Apellido del Padre:</b>	
<b>Número del Celular del Padre:</b> (408) 466-6738		<b>Correo electrónico del Padre:</b> laura3sandoval@gmail.com	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Lauren Flores Fecha: 4/8/13

Alpha Public Schools: Alpha 2

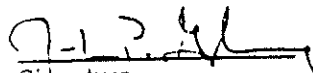
Intent to Enroll Form

for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: Alvaro Omar León	Student Last Name:
Current Grade Level: 4	Current Age: 9
Student Date of Birth: 12-23-2002	Home Phone Number:
Home Street Address: 1123 S. King Rd #151	
Home City: San Jose Ca	Home State and Zip: 95122
Are you a resident of Alum Rock Union Elementary School District? Si	
If yes, what is your ARUSD neighborhood middle school? Lee Matson	
Parent First Name: Janet	Parent Last Name: Lopez
Parent Cell Number: 408-614-8229	Parent Email Address:

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian:  Date: 4/25/13

Alpha Public Schools: Alpha 2  
Intent to Enroll Form

for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: Viktoriya	Student Last Name: Martinez
Current Grade Level: 4th	Current Age: 9
Student Date of Birth:	Home Phone Number: 1092 408-914-1193
Home Street Address: 107 Bob Hansen Ct.	
Home City: San Jose, CA	Home State and Zip: 95116
Are you a resident of Alum Rock Union Elementary School District? P Yes	
If yes, what is your ARUSD neighborhood middle school? Escuela Popula	
Parent First Name: Anthony	Parent Last Name: Medina
Parent Cell Number: 408 914-1092	Parent Email Address:

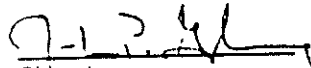
Alpha Public Schools: Alpha 2  
Intent to Enroll Form

for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: Josiah	Student Last Name: Tillman
Current Grade Level: 4th	Current Age: 10
Student Date of Birth: 2-1-03	Home Phone Number: (408) 794-8140
Home Street Address: 880 Canfield Ct. #4	
Home City: SJ	Home State and Zip: CA 95136
Are you a resident of Alum Rock Union Elementary School District? NO	
If yes, what is your ARUSD neighborhood middle school?	
Parent First Name: Damali	Parent Last Name: Tillman
Parent Call Number: (408) 794-8140	Parent Email Address: sun7dee@yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian:

 Date: 4/25/13

59

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción

Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

John Glover      4-3-13  
Firma      Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Jose Meza</u>		Apellido del Estudiante: <u>Meza</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>5-29-03</u>		Número de Teléfono del Domicilio: <u>408-219-0744</u>	
Dirección del Domicilio: <u>X1898 Senter rd</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>CA</u>	Código Postal: <u>95112</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>NO</u>			
Si dijo sí, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Irene</u>		Apellido del Padre: <u>Cruz</u>	
Número del Celular del Padre: <u>X 408-219-0744</u>		Correo electrónico del Padre: <u>irene4478@att.net</u>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Irene      Fecha: 4-28-13



GA

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

John Glover  
Firma

4-28-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Martin Jr</u>		Apellido del Estudiante: <u>Ros</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>9 10 años</u>	
Fecha de Nacimiento del Estudiante: <u>10-12-2003</u>		Número de Teléfono del Domicilio: <u>408-838-5728</u>	
Dirección del Domicilio: <u>937 Bellhurst ave.</u>			
Ciudad: <u>San Jose</u>		Estado: <u>CA</u>	Código Postal: <u>95122</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X NO</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Margarita</u>		Apellido del Padre: <u>Maldonado</u>	
Número del Celular del Padre: <u>1</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que al firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como anexo a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Margarita Maldonado Fecha: 4/28/13

56

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción

Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

John Glover  
Firma

4-3-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Hazel Haley</u>		Apellido del Estudiante: <u>Torres</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>8/18/2003</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>X 2390 Lucrecia Ave #905</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>CA</u>	Código Postal: <u>95128</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X No</u>			
Si dijo si, ¿Cual es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Francisco</u>		Apellido del Padre: <u>Torres</u>	
Número del Celular del Padre: <u>X 408-592-7251</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: X [Signature] Fecha: 4/28/13

Handwritten note: *Handwritten*

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Signature]  
Firma

4-3-13  
Fecha

9

Handwritten number: 408-288-5512

Información del estudiante y padre:

Nombre del Estudiante: <u>Jose</u>		Apellido del Estudiante: <u>Castillo - Morales Castillo</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>10</u>	
Fecha de Nacimiento del Estudiante: <u>9-11-2002</u>		Número de Teléfono del Domicilio: <u>408-6483146</u>	
Dirección del Domicilio: <u>X 976 S. Jackson Ave</u>			
Ciudad: <u>X San Jose</u>		Estado: <u>Ca</u>	Código Postal: <u>95116</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>X Lee Matson, Dorca.</u>			
Si dijo si, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Vita</u>		Apellido del Padre: <u>Castillo</u>	
Número del Celular del Padre: <u>X 408-648-3146</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Signature]

Fecha: 4-30-13

Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

*[Handwritten Signature]*  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: ADDISON	Student Last Name: NGUYEN
Current Grade Level: 4 grade	Current Age: 10
Student Date of Birth: 03/02/02	Home Phone Number: (408) 799-1873
Home Street Address: 661 BONITA AVE. # 29	
Home City: SANJOSE	Home State and Zip: CA 95116
Are you a resident of Alum Rock Union Elementary School District?	
If yes, what is your ARUSD neighborhood middle school?	
Parent First Name: LINH	Parent Last Name: NGUYEN
Parent Cell Number: (408) 799-1873	Parent Email Address: anniedoan60@yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: *[Handwritten Signature]* Date: 4/24/13

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

John P. Glover  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Erick</u>		Apellido del Estudiante: <u>Cuevas</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>@ 10 años</u>	
Fecha de Nacimiento del Estudiante: <u>7-22-02</u>		Número de Teléfono del Domicilio: <u>(408) 903-8081</u>	
Dirección del Domicilio: <u>4080 Sacramento Ave</u>			
Ciudad: <u>San Jose</u>	Estado: <u>CA</u>	Código Postal: <u>95111</u>	
¿Es usted residente del Distrito Escolar de Educación primaria de Alum Rock? <u>NO</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Erika</u>		Apellido del Padre: <u>R Cuevas</u>	
Número del Celular del Padre: <u>(408) 903 8081</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Signature]

Fecha: 4/24/13

Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

*[Handwritten Signature]*  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: <i>Victoria LeGrande</i>	Student Last Name: <i>LeGrande</i>
Current Grade Level: <i>4th</i>	Current Age: <i>9</i>
Student Date of Birth: <i>8-6-03</i>	Home Phone Number: <i>(408) 926-3319</i>
Home Street Address: <i>1828 Midfield Ave. #4</i>	
Home City: <i>San Jose</i>	Home State and Zip: <i>CA. 95122</i>
Are you a resident of Alum Rock Union Elementary School District? <i>yes</i>	
If yes, what is your ARUSD neighborhood middle school? <i>Fischer</i>	
Parent First Name: <i>Andre</i>	Parent Last Name: <i>LeGrande</i>
Parent Cell Number: <i>(408) 655-0935</i>	Parent Email Address:

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: *[Handwritten Signature]* Date: *4-24-13*

54

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

[Firma]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> Emily		<b>Apellido del Estudiante:</b> Castillo	
<b>Grado Actual:</b> 4 grado		<b>Edad Actual:</b> 9 años	
<b>Fecha de Nacimiento del Estudiante:</b> 4/29/2003		<b>Número de Teléfono del Domicilio:</b> 408-677-1812	
<b>Dirección del Domicilio:</b> 2502 Dumont Cir.			
<b>Ciudad:</b> San Jose		<b>Estado:</b> CA	<b>Código Postal:</b> 95122
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> Si			
<b>Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> Ocala.			
<b>Nombre del Padre:</b> Wendy		<b>Apellido del Padre:</b> Castillo	
<b>Número del Celular del Padre:</b>		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Firma] Fecha: \_\_\_\_\_

48

**Alpha Public Schools: Alpha 2  
Intent to Enroll Form**

for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

[Signature]  
Signature

4-8-13  
Date

**Student and Parent Information:**

<b>Student First Name:</b> Tayleen	<b>Student Last Name:</b> Baron
<b>Current Grade Level:</b> 4th	<b>Current Age:</b> 10
<b>Student Date of Birth:</b> 2/11/03	<b>Home Phone Number:</b> (408) 251-5670
<b>Home Street Address:</b> 3440 Golf Dr	
<b>Home City:</b> San Jose	<b>Home State and Zip:</b> Ca 95127
<b>Are you a resident of Alum Rock Union Elementary School District?</b> No	
<b>If yes, what is your ARUSD neighborhood middle school?</b>	
<b>Parent First Name:</b> Scott	<b>Parent Last Name:</b> Baron
<b>Parent Cell Number:</b> (408) 890-9292	<b>Parent Email Address:</b> szbaron@sbcglobal.net

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian:

[Signature]

Date: 4/15/13



47

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Handwritten Signature]  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Jar</u>		Apellido del Estudiante: <u>Serna</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>9 años</u>	
Fecha de Nacimiento del Estudiante: <u>11-3-2003</u>		Número de Teléfono del Domicilio: <u>9 años 408 449-6033</u>	
Dirección del Domicilio: <u>3105 East Hills Dr</u>			
Ciudad: <u>San Jose</u>		Estado: <u>Ca</u>	Código Postal: <u>95</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>Si</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Joseph Jerge</u>			
Nombre del Padre: <u>Louise</u>		Apellido del Padre: <u>Dominguez</u>	
Número del Celular del Padre: <u>408-449-6033</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: X Lourdes Dominguez Fecha: 4/23/2003.

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Signature]  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Aracely</u>		Apellido del Estudiante: <u>Alva</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>9 10 años</u>	
Fecha de Nacimiento del Estudiante: <u>12/16/2002</u>		Número de Teléfono del Domicilio: <del>408</del> <u>209-6226788</u>	
Dirección del Domicilio: <u>1698 Whifton Ave</u>			
Ciudad: <u>San Jose</u>	Estado: <u>Ca</u>	Código Postal: <u>95116</u>	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>Si</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Lee Matson</u>			
Nombre del Padre: <u>Celra Coello</u>		Apellido del Padre:	
Número del Celular del Padre: <u>408 209-622-6788</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Signature]

Fecha: 4/23/13

**Alpha Public Schools: Alpha 2  
Intent to Enroll Form**  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

*[Signature]*  
Signature

4-8-13  
Date

**Student and Parent Information:**

<b>Student First Name:</b> <del>XXXXXXXXXX</del> Mariano	<b>Student Last Name:</b> Silva
<b>Current Grade Level:</b> 4th	<b>Current Age:</b> 9
<b>Student Date of Birth:</b> 11/27/03	<b>Home Phone Number:</b> (408) 916-7577
<b>Home Street Address:</b> 1646 Karl St.	
<b>Home City:</b> San Jose	<b>Home State and Zip:</b> CA 95122
<b>Are you a resident of Alum Rock Union Elementary School District?</b> Yes	
<b>If yes, what is your ARUSD neighborhood middle school?</b> Ocala.	
<b>Parent First Name:</b> Liliana	<b>Parent Last Name:</b> Pelayo
<b>Parent Cell Number:</b> (408) 916-7577	<b>Parent Email Address:</b> lilianapelayo1@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: *Liliana Pelayo*

Date: 4/20/13

Alpha Public Schools: Alpha 2  
Intent to Enroll Form

34

for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: Sidney	Student Last Name: Parras
Current Grade Level: 4	Current Age: 9
Student Date of Birth: 6/11/03	Home Phone Number: (408) 964-8311
Home Street Address: 244 Capital Expressway	
Home City: San Jose	Home State and Zip: CA 95136
Are you a resident of Alum Rock Union Elementary School District? No	
If yes, what is your ARUSD neighborhood middle school? Steinbeck	
Parent First Name: Fris	Parent Last Name: Parras
Parent Cell Number: (408) 964-8311	Parent Email Address: ISPARRAS@yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian:



Date:

4/15/13

32

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Handwritten Signature]  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Michelle</u>		Apellido del Estudiante: <u>Rangel</u>	
Grado Actual: <u>5<sup>o</sup></u>		Edad Actual: <u>10</u>	
Fecha de Nacimiento del Estudiante: <u>10-08-02</u>		Número de Teléfono del Domicilio: <u>408-217-3140</u>	
Dirección del Domicilio: <u>3637 Snell ave #158</u>			
Ciudad: <u>San Jose</u>	Estado: <u>CA</u>	Código Postal: <u>95136</u>	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>[Handwritten mark]</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Jose LM Rangel</u>		Apellido del Padre:	
Número del Celular del Padre: <u>408-706-3065</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Handwritten Signature] Fecha: 4-15-13

31

Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: Kaikoa	Student Last Name: Tumale
Current Grade Level: 4TH	Current Age: 9
Student Date of Birth: 08/26/03	Home Phone Number: 408 258 1842
Home Street Address: 2698 Pixanne Ct.	
Home City: SJ	Home State and Zip: CA 95140
Are you a resident of Alum Rock Union Elementary School District? Yes	
If yes, what is your ARUSD neighborhood middle school? Ocala (Adelante)	
Parent First Name: Melissa	Parent Last Name: Tumale
Parent Cell Number: 408 649 4238	Parent Email Address: mtumale@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian:  Date: 4/17/13

30

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Signature]  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Steven</u>		Apellido del Estudiante: <u>trejo</u>	
Grado Actual: <u>4 grade</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>8/7/2003</u>		Número de Teléfono del Domicilio:	
Dirección del Domicilio: <u>x 672 N. 12th st -</u>			
Ciudad: <u>San Jose</u>		Estado: <u>CA</u>	Código Postal:
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>NO</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Patricia</u>		Apellido del Padre: <u>trejo</u>	
Número del Celular del Padre: <u>408-854-2428</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Signature]

Fecha: 4/13/13

29

Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

*[Handwritten Signature]*  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: <i>Jacob</i>	Student Last Name: <i>Plant</i>
Current Grade Level: <i>4 grade</i>	Current Age:
Student Date of Birth: <i>10-16-03</i>	Home Phone Number: <i>408-375-9036</i>
Home Street Address: <i>5263 Meridian Ave</i>	
Home City: <i>San Jose Ca</i>	Home State and Zip: <i>95118</i>
Are you a resident of Alum Rock Union Elementary School District? <i>NO</i>	
If yes, what is your ARUSD neighborhood middle school?	
Parent First Name: <i>Joseph</i>	Parent Last Name: <i>Reuter</i>
Parent Cell Number: <i>408-350-0174</i>	Parent Email Address: <i>Joseph.reuter@yahoo.com</i>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian:

*[Handwritten Signature]*

Date: *4/13/13*



28

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Signature]  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Fcell</u>		Apellido del Estudiante: <u>Ponce</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>10</u>	
Fecha de Nacimiento del Estudiante: <u>1-30-03</u>		Número de Teléfono del Domicilio: <u>408-775-3561</u>	
Dirección del Domicilio: <u>3637 Snell Av #295</u>			
Ciudad: <u>San Jose</u>	Estado: <u>CA</u>	Código Postal: <u>95136</u>	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>NO</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Arquimides Ponce</u>		Apellido del Padre: <u>Ponce</u>	
Número del Celular del Padre: <u>408-775-3561</u>		Correo electrónico del Padre: <u>arponba1@yahoo.com</u>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

[Signature]

Firma del Padre/Tutor Legal:

Fecha: 4-13-13

27

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Handwritten Signature]  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Italia Bautista</u>		Apellido del Estudiante: <u>Bautista</u>	
Grado Actual: <u>4th</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>5/24/03</u>		Número de Teléfono del Domicilio: <u>(408) 9379860</u>	
Dirección del Domicilio: <u>1918 Alum Rock Ave #307</u>			
Ciudad: <u>San Jose</u>	Estado: <u>CA</u>	Código Postal: <u>95116</u>	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>SI</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Lee Matheson.</u>			
Nombre del Padre: <u>Maria Teresa</u>		Apellido del Padre: <u>Bárceas</u>	
Número del Celular del Padre: <u>(408) 520 62 65</u>		Correo electrónico del Padre: <u>tereamerica2004@yahoo.com</u>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Handwritten Signature]

Fecha: 4/12/13

26

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Handwritten Signature]  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Rodolfo</u>		Apellido del Estudiante: <u>Guiraz</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>5/7/03</u>		Número de Teléfono del Domicilio: <u>(408) 603-7466</u>	
Dirección del Domicilio: <u>425 San Juan Dr</u>			
Ciudad: <u>Morgan Hill</u>	Estado: <u>CA</u>	Código Postal: <u>95037</u>	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>NO</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Rocio Guiraz</u>		Apellido del Padre: <u>Guiraz</u>	
Número del Celular del Padre: <u>(408) 603-7466</u>		Correo electrónico del Padre: <u>RocioG73@gmail.com</u>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Handwritten Signature] Fecha: 4/13/13

25

Alpha Public Schools: Alpha 2
Formulario de Intento de Inscripción
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:
John Glover
Nombre Firma Fecha
4-8-13

Información del estudiante y padre:

Formulario con campos: Nombre del Estudiante, Apellido del Estudiante, Grado Actual, Edad Actual, Fecha de Nacimiento del Estudiante, Número de Teléfono del Domicilio, Dirección del Domicilio, Ciudad, Estado, Código Postal, ¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?, Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?, Nombre del Padre, Apellido del Padre, Número del Celular del Padre, Correo electrónico del Padre.

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:
Firma del Padre/Tutor Legal: Jose Rodriguez Fecha: 4/13/13

24

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

J-P-G  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Lesly</u>		Apellido del Estudiante: <u>Farias</u>	
Grado Actual: <u>4 grade 8/8/2003</u>		Edad Actual: <u>Cesar Chavez</u>	
Fecha de Nacimiento del Estudiante: <u>8/8/2003</u>		Número de Teléfono del Domicilio: <u>408-272-3863</u>	
Dirección del Domicilio: <u>1786 Virginia Ave</u>			
Ciudad: <u>San Jose</u>	Estado: <u>CA</u>	Código Postal: <u>95116</u>	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>yes</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Mathson</u>			
Nombre del Padre: <u>Patricia</u>		Apellido del Padre: <u>Jimenez</u>	
Número del Celular del Padre: <u>(408)</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

X Patricia Jimenez

Fecha:

4/13/13

23

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

[Handwritten Signature]  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Jaclyn Torres</u>		Apellido del Estudiante: <u>Torres</u>	
Grado Actual: <u>4</u>		Edad Actual: <u>10</u>	
Fecha de Nacimiento del Estudiante: <u>2-7-03</u>		Número de Teléfono del Domicilio: <u>(408) 923 1632</u>	
Dirección del Domicilio: <u>2625 HighWood</u>			
Ciudad: <u>San Jose</u>	Estado: <u>CA</u>	Código Postal: <u>95116</u>	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>Si</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)? <u>Goss</u>			
Nombre del Padre: <u>Maria Torres</u>		Apellido del Padre:	
Número del Celular del Padre: <u>(408) 923 1632</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Maria R Torres Fecha: 4-13-13

Alpha Public Schools: Alpha 2  
Intent to Enroll Form

22

for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

*[Signature]*  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: <i>Natalie</i>	Student Last Name: <i>Morales</i>
Current Grade Level: <i>4<sup>th</sup></i>	Current Age: <i>10</i>
Student Date of Birth: <i>12-12-2012</i>	Home Phone Number: <i>(408) 643-9063</i>
Home Street Address: <i>1916 Alum Rock Av 417</i>	
Home City: <i>San Jose</i>	Home State and Zip: <i>CA 95116</i>
Are you a resident of Alum Rock Union Elementary School District? <i>Yes</i>	
If yes, what is your ARUSD neighborhood middle school? <i>Matson</i>	
Parent First Name: <i>Liliana</i>	Parent Last Name: <i>Royes</i>
Parent Cell Number: <i>(408) 643-9063</i>	Parent Email Address:

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian:

*[Signature]*

Date: *4/13/13*

20

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:

John Glover  
Nombre

J-Glover  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Cristina</u>		Apellido del Estudiante: <u>Cruz</u>	
Grado Actual: <u>4 grade</u>		Edad Actual: <u>9 years old.</u>	
Fecha de Nacimiento del Estudiante: <u>8/23/03</u>		Número de Teléfono del Domicilio: <u>408-806-7473</u> <u>805-7473</u>	
Dirección del Domicilio: <u>3299 <del>Poona</del> Firth Way</u>			
Ciudad: <u>San Jose</u>	Estado: <u>Ca</u>	Código Postal: <u>95121</u>	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>NO</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Gonzalo Lopez</u>		Apellido del Padre: <u>Cruz</u>	
Número del Celular del Padre: <u>(408) 805-7473</u>		Correo electrónico del Padre:	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

[Signature]

Fecha:

4/14/13



Alpha Public Schools: Alpha 2
Formulario de Intento de Inscripción
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:
John Glover
Nombre

[Signature]
Firma

4-8-13
Fecha

Información del estudiante y padre:

Formulario con campos para: Nombre del Estudiante (Miguel Ángel Basil), Apellido del Estudiante (Giang), Grado Actual (1, 2, 4), Edad Actual (6, 7, 10), Fecha de Nacimiento del Estudiante (1-4-03, 2-4-05, 8-7-03), Número de Teléfono del Domicilio (408-677-8974), Dirección del Domicilio (759 The Alameda #1303), Ciudad (San Jose), Estado (ca), Código Postal (95124), ¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? (No RDP), Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?, Nombre del Padre (Mercedes), Apellido del Padre (Torres), Número del Celular del Padre (408-677-8974), Correo electrónico del Padre (mercedes.stanford@gmail.com)

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: [Signature] Fecha: 4/13/13

18

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

J. Glover  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>X José A. Magallanes</u>		Apellido del Estudiante:	
Grado Actual: <u>4º</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>5-24-03</u>		Número de Teléfono del Domicilio: <u>408) 449-9715</u>	
Dirección del Domicilio: <u>1824 Aberdeen Ct</u>			
Ciudad: <u>San Jose</u>		Estado: <u>CA</u>	Código Postal: <u>95122</u>
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>NO</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Janet Alvarez</u>		Apellido del Padre:	
Número del Celular del Padre: <u>408) 449-9715</u>		Correo electrónico del Padre: <u>janushca@yahoo.com</u>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

[Signature]

Fecha: 4-13-13

17

Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

*[Handwritten Signature]*  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: Steven	Student Last Name: Pocasangre
Current Grade Level: 4 <sup>th</sup>	Current Age: 10 años
Student Date of Birth: 01-06-2003	Home Phone Number: (408) 642 7177
Home Street Address: Lanai Ave	
Home City: San Jose	Home State and Zip: 95122
Are you a resident of Alum Rock Union Elementary School District? Yes	
If yes, what is your ARUSD neighborhood middle school? Yes	
Parent First Name: Sandra	Parent Last Name: Romero
Parent Cell Number: (408) 642 7177	Parent Email Address: Heyser17@hotmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: *[Handwritten Signature]*

Date: 04-10-13

**Alpha Public Schools: Alpha 2  
Intent to Enroll Form**

15

**for purposes of the creation of Alpha 2 and requesting facilities through Prop 39**

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha

8

Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

*[Handwritten Signature]*  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: <i>Xently</i>	Student Last Name: <i>Taina</i>
Current Grade Level: <i>4th</i>	Current Age: <i>10 yrs.</i>
Student Date of Birth: <i>4/22/03</i>	Home Phone Number: <i>408 971-8970</i>
Home Street Address: <i>858 S. 8th</i>	
Home City: <i>San Jose CA</i>	Home State and Zip: <i>95112</i>
Are you a resident of Alum Rock Union Elementary School District? <i>NO</i>	
If yes, what is your ARUSD neighborhood middle school? <i>—</i>	
Parent First Name: <i>Monica</i>	Parent Last Name: <i>Taina</i>
Parent Cell Number: <i>408 205-4462</i> <i>408 391-6991</i>	Parent Email Address: <i>amonicataina@netscape.net</i>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: *[Handwritten Signature]*

Date: *4/9/13*

**Alpha Public Schools: Alpha 2  
Intent to Enroll Form**  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

⑥

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover \_\_\_\_\_  
Name

  
Signature


4-8-13 \_\_\_\_\_  
Date

**Student and Parent Information:**

<b>Student First Name:</b> Lam <del>To</del>	<b>Student Last Name:</b> To
<b>Current Grade Level:</b> 4	<b>Current Age:</b> 9
<b>Student Date of Birth:</b> 09-19-2003	<b>Home Phone Number:</b> 408-607-0865,
<b>Home Street Address:</b> Blue-Mountain <del>Am</del> Drive	
<b>Home City:</b> Sanjose	<b>Home State and Zip:</b> 95127 CA
<b>Are you a resident of Alum Rock Union Elementary School District?</b> Yes R.S.S.P.	
<b>If yes, what is your ARUSD neighborhood middle school?</b> Matson	
<b>Parent First Name:</b> Thue,	<b>Parent Last Name:</b> Pham
<b>Parent Cell Number:</b> 408-607-0865	<b>Parent Email Address:</b>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian:  \_\_\_\_\_ Date: 4/12/13

5

Alpha Public Schools: Alpha 2  
Formulario de Intento de Inscripción  
Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
Nombre

J-Glover  
Firma

4-8-13  
Fecha

Información del estudiante y padre:

Nombre del Estudiante: <u>Michell</u>		Apellido del Estudiante: <u>Perez</u>	
Grado Actual: <u>4 grado</u>		Edad Actual: <u>9</u>	
Fecha de Nacimiento del Estudiante: <u>Mayo-22-2003</u>		Número de Teléfono del Domicilio: <u>408-225-2082</u>	
Dirección del Domicilio: <u>5094 Snell ave</u>			
Ciudad: <u>San Jose</u>	Estado: <u>95136</u>	Código Postal:	
¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock? <u>No</u>			
Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?			
Nombre del Padre: <u>Paola</u>		Apellido del Padre: <u>Pizarro</u>	
Número del Celular del Padre: <u>408-225-2082</u>		Correo electrónico del Padre: <u>408-833-9039</u>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

[Signature]

Fecha:

04/10/13

Alpha Public Schools: Alpha 2  
Intent to Enroll Form  
for purposes of the creation of Alpha 2 and requesting facilities through Prop 39

We the undersigned believe that the attached Charter for the creation of Alpha Public Schools: Alpha 2 merits consideration and hereby petition the Alum Rock Union Elementary School District to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Alpha Public Schools: Alpha 2. The Petitioners for Alpha Public Schools: Alpha 2 agree to operate the School pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. Additionally, under California law (i.e. Proposition 39) the Alum Rock Union Elementary School District must provide Alpha Public Schools: Alpha 2 reasonably equivalent school facilities in which to operate the charter school. This form may be used to support the Charter School's request for facilities. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School's classroom-based program during the 2014-2015 school year.

By the Lead Petitioner:

John Glover  
Name

*[Handwritten Signature]*  
Signature

4-8-13  
Date

Student and Parent Information:

Student First Name: <i>Emily</i>	Student Last Name: <i>Le</i>
Current Grade/Level: <i>3</i>	Current Age: <i>9</i>
Student Date of Birth: <i>4-17-04</i>	Home Phone Number: <i>(408) 272-1308</i>
Home Street Address: <i>1259 Hickerson Ct.</i>	
Home City: <i>San Jose</i>	Home State and Zip: <i>CA 95127</i>
Are you a resident of Alum Rock Union Elementary School District? <i>NO</i>	
If yes, what is your ARUSD neighborhood middle school?	
Parent First Name: <i>Tiffany</i>	Parent Last Name: <i>Truong</i>
Parent Cell Number: <i>(408) 506-0658</i>	Parent Email Address: <i>tiffany-truong@yahoo.com</i>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child in Alpha Public Schools: Alpha 2 for the 2014-15 school year. I understand that signing this Form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Alum Rock Union Elementary School District to support the Charter School's request for petition approval and facilities under Proposition 39, and that the District may contact me directly to verify my response.

By the Petitioner:

Signature of Parent/Legal Guardian: *Tiffany Truong*

Date: *4-19-13*



1

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P Glover  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> <u>Leonardo</u>		<b>Apellido del Estudiante:</b> <u>Beltran</u>	
<b>Grado Actual:</b> <u>4º</u>		<b>Edad Actual:</b> <u>10</u>	
<b>Fecha de Nacimiento del Estudiante:</b> <u>2/26/03</u>		<b>Número de Teléfono del Domicilio:</b> <u>408-854-3653</u>	
<b>Dirección del Domicilio:</b> <u>621 Sanders Ave.</u>			
<b>Ciudad:</b> <u>San Jose</u>		<b>Estado:</b> <u>CA</u>	<b>Código Postal:</b> <u>95116</u>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> <u>Si</u>			
<b>Si dijo sí. ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b> <u>Matson</u>			
<b>Nombre del Padre:</b> <u>Mireya</u>		<b>Apellido del Padre:</b> <u>Beltran</u>	
<b>Número del Celular del Padre:</b> <u>408-854-3653</u>		<b>Correo electrónico del Padre:</b> <u>N/A</u>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matrícula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Mireya B Fecha: 4/19/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
**Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39**

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:  
John Glover  
 Nombre

J-P-G  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

<b>Nombre del Estudiante:</b> <u>Adrian</u>		<b>Apellido del Estudiante:</b> <u>Hurtado</u>	
<b>Grado Actual:</b> <u>4</u>		<b>Edad Actual:</b> <u>10</u>	
<b>Fecha de Nacimiento del Estudiante:</b> <u>X 12/10/02</u>		<b>Número de Teléfono del Domicilio:</b> <u>408) 428-2447</u>	
<b>Dirección del Domicilio:</b> <u>X 933 S. Almaden Ave.</u>			
<b>Ciudad:</b> <u>X San Jose</u>		<b>Estado:</b> <u>CA</u>	<b>Código Postal:</b> <u>95120</u>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> <u>X Si</u>			
<b>Si dijo sí, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b>			
<b>Nombre del Padre:</b> <u>Ana Vazquez</u>		<b>Apellido del Padre:</b> <del>Hurtado</del>	
<b>Número del Celular del Padre:</b> <u>X 408) 428-2447</u>		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal: Ana Vazquez Fecha: 4/29/13

**Alpha Public Schools: Alpha 2**  
**Formulario de Intento de Inscripción**  
 Con el propósito de la creación de Alpha 2 y solicitando instalaciones según Prop. 39

Nosotros los que firmamos, creemos que el acta adjunta para la creación de Alpha Public Schools: Alpha 2, merece consideración y por medio de la presente pedimos al Distrito Unificado de Educación Primaria de Alum Rock nos otorgue la aprobación del chárter conforme al Código de Educación, Sección 47605.6 que permita la creación de Alpha Public Schools: Alpha 2. Los solicitantes de Alpha Public Schools: Alpha 2, se comprometen a operar la escuela conforme a los términos del Acta de Chárter Schools y los reglamentos de la Escuela Chárter. Además, bajo la ley de California (i.e. Proposición 39) el Distrito Unificado de Educación Primaria de Alum Rock debe proporcionar a Alpha Public Schools: Alpha 2 con instalaciones apropiadas en donde operar la Escuela Chárter. Esta solicitud se podrá usar también como petición de la Escuela Charter para instalaciones apropiadas. Los solicitantes enlistados abajo certifican que son padres/tutores que están explícitamente interesados en que sus hijos/custodios asistan al programa de salón de clases básico de la Escuela Chárter durante el año escolar 2014-2015.

Por el solicitante principal:

John Glover  
 Nombre

[Signature]  
 Firma

4-8-13  
 Fecha

**Información del estudiante y padre:**

*RSSP*

<b>Nombre del Estudiante:</b> <u>Dinora Tisnado</u>		<b>Apellido del Estudiante:</b>	
<b>Grado Actual:</b> <u>4</u>		<b>Edad Actual:</b> <u>10 años</u>	
<b>Fecha de Nacimiento del Estudiante:</b> <u>04-22-03</u>		<b>Número de Teléfono del Domicilio:</b>	
<b>Dirección del Domicilio:</b> <u>X 1823 Virginia Av</u>			
<b>Ciudad:</b> <u>X SJ</u>		<b>Estado:</b> <u>CA</u>	<b>Código Postal:</b>
<b>¿Es usted residente del Distrito Escolar de Educación Primaria de Alum Rock?</b> <u>X</u>			
<b>Si dijo sí, ¿Cuál es la escuela secundaria de su comunidad en el ARUSD (Alum Rock Unified School District)?</b>			
<b>Nombre del Padre:</b>		<b>Apellido del Padre:</b>	
<b>Número del Celular del Padre:</b> <u>X</u>		<b>Correo electrónico del Padre:</b>	

Al firmar esta solicitud, indico que estoy seriamente interesado en inscribir a mi hijo/a antes mencionado en la escuela Alpha Public Schools: Alpha 2 para el año escolar 2014-15. Entiendo que el firmar esta forma no me garantiza la matricula en la Escuela Chárter. Igualmente entiendo que esta información se proporcionará al Distrito Escolar de Educación Primaria de Alum Rock como endoso a la solicitud de la Escuela Chárter para su aprobación e instalaciones conforme a la Proposición 39. Así mismo entiendo que el distrito me puede contactar directamente para verificar mi respuesta.

Por el Solicitante:

Firma del Padre/Tutor Legal:

[Signature]

Fecha: 4/30/13